



## **AGENDA**

### **STATE BOARD OF EDUCATION**

October 10, 2014

Arkansas Department of Education

ADE Auditorium

9:00 AM

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### **Reports**

#### **Report-1 Chair's Report**

*Presenter: Sam Ledbetter, Chair*

#### **Report-2 Commissioner's Report**

*Presenter: Tony Wood, Commissioner*

#### **Report-3 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-4 Academic Distress Special Committee**

*The Academic Distress Special Committee met on September 15, 2014.*

*Presenter: Vicki Saviers, Chair*

#### **Report-5 Quarterly Report for Horatio School District**

*The Horatio School District was classified by the State Board of Education as being in Year Two Probation for Accreditation on June 12, 2014.*

*Presenter: Annette Barnes, Elbert Harvey, and Johnie Walters*

#### **Report-6 Quarterly Report on Strong-Huttig School District**

*The Strong-Huttig School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013.*

*Presenter: Annette Barnes and Elbert Harvey*

#### **Report-7 Quarterly Report on Pulaski County Special School District**

*The Pulaski County Special School District was classified by the State Board of Education as being in Fiscal Distress on May 16, 2011, and the State assumed authority on June 20, 2011.*

**Presenter:** Hazel Burnett and Dr. Eric Saunders

## **Report-8 Quarterly Report on Helena-West Helena School District**

*The Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 30, 2010, and the State assumed authority on June 20, 2011.*

**Presenter:** Andrew Tolbert, Hazel Burnett, and Dr. Eric Saunders

## **Report-9 Quarterly Report on Lee County School District**

*The Lee County School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013. The State assumed authority for the Lee County School District on April 10, 2014. The Lee County School District was classified by the State Board of Education as being in Fiscal Distress on May 8, 2014. The Lee County School District was classified by the State Board of Education as being on Year Two Probation for Accreditation on June 12, 2014.*

**Presenter:** Andrew Tolbert, Hazel Burnett, Dr. Eric Saunders, Annette Barnes, and Johnie Walters

## **Report-10 Quarterly Report on Academic Distress Schools**

*The following schools were classified in Academic Distress by the State Board of Education on July 10, 2014. The accompanying reports were developed to keep the Board informed regarding technical assistance activities being provided to the schools and is in accordance with requirements as outlined in Section 10 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (September 2014).*

**Presenter:** Annette Barnes and Elbert Harvey

**State Board of Education  
Learning Services Update  
October 2014**

**Professional Development**

Kevin Beaumont, Professional Development Coordinator, has completed the 2014 evaluation of professional development offered by the Educational Service Cooperatives. This annual report and evaluation are done to provide direction for professional development planning for the state. Results indicate that long-term professional development (2-3 year) experienced a drop in participation. This may be attributed to state saturation, higher education providing the professional development, or a reduction in the professional development budget at the district level which prohibits travel to educational cooperatives. The ADE professional development unit is developing new professional development opportunities with specific focus on Common Core including more blended professional development components with a variety of face-to-face, live-stream and prerecorded training. The professional development unit also works with AETN to create professional development required by legislation such as dyslexia awareness, parental involvement, Arkansas history and suicide awareness. The focus for the upcoming year will be development of the Response to Intervention model to support districts and teachers with struggling learners. **(Attachment: Professional Development Annual Report)**

**Educational Options**

The Educational Renewal Zone (ERZ) initiative became law in 2003 initiated by the Arkansas state legislature with the goal of concentrating and coordinating available resources to improve school performances and student achievement. Each ERZ works in partnership with a College of Education. The individual ERZ designs a unique yearly strategic plan based on the individual needs of the partner schools. Attached are the yearly goals for the ERZ directors. **(Attachment: 2013-2014 Educational Renewal Zones (ERZ))**

Pursuant A.C.A. §6-23-310 Learning Services has released the Report on the Status of the Public Charter Schools Program to the House Interim Committee on Education and the Senate Interim Committee on Education. This report lists the charter schools, enrollment data, and performance data. **(Attachment: Report on the Status of the Public Charter Schools Program)**

Pursuant A.C.A. §6-48-104 Learning Services has provided an annual report to the House and Senate Interim Committees including statistical information and effectiveness measures of Arkansas Alternative Environments. **(Attachment: ALE Demographic 2014, ALE Grade Level 2014, ALE Effectiveness Measures 2014, ALE Expenditures 2014)**

**Curriculum & Instruction**

Act 585 College and Career Readiness requires that high schools offer one (1) or more transitional course to help a student who does not meet college or career readiness standards. The curriculum & instruction unit worked with Southern Regional Education Board (SREB) to create a college and career readiness course for math and literacy designed that is designed for students in 11<sup>th</sup> or 12<sup>th</sup> grade. This is a blended digital course that will require the facilitation of a certified English and math teacher for instruction. Students qualify for this course based upon their performance of any of the following assessments: ACT, COMPASS, ASSET, PSAT, SAT, or PARCC Algebra II. This course is now complete and available for pilot during the spring of 2015. It will be available to all schools for the 2014-15 school year and pursuant to A.C.A. § 6-15-2012 the math ready course will be counted as a fourth year math course. Professional development is planned for the summer of 2015 in collaboration with SREB.

### **PARCC Assessment**

After careful consideration of assessment times, ESEA requirements, and online capacity, ADE has determined that the PARCC Algebra II assessment and the PARCC eleventh grade literacy assessment will be optional for the 2014-15 school year. Schools may elect to administer these two assessments without cost to the district.

PARCC has developed two online learning modules for educators. These tools will help educators understand the theory behind the assessment, offer a pretest, provide information regarding the assessment components and the accessibility/accommodation features available for students. PARCC has provided practice tests for students in grades 3-11 ELA, 3-8 math, Algebra I, Geometry and Algebra II. Answer keys and rubrics are provided. These tests can be used to prepare students for both the content and functionality of the online testing. All of this information has been communicated to the districts through Commissioner Memo LS-15-025.

### **Testing Times**

PARCC has finalized the assessment schedule for the 2014-15 test administration. The assessment times are attached. **(Attached: PARCC Final Assessment Times 2014-15)**

### **Test Administrator Training**

As part of Arkansas' contract for the PARCC assessment, Pearson will be conducting a regional training workshop in Arkansas in November. Following this training, the assessment unit will hold nine local workshops throughout the state for district testing coordinators to ask questions or receive assistance with scheduling for the operational assessment.





**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Division of Learning Services  
Curriculum, Instruction, and Professional Development**

**Professional Development Annual Report**

**September 2014**

# **Professional Development Annual Report September 2014**

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**I. Arkansas Department of Education  
Professional Development Staff  
2013-2014**

Kevin Beaumont, Professional Development Coordinator  
Marshal Hurst, LDC/MDC Program Advisor  
Vicki King, Dyslexia Specialist  
Sheryl Norwood, Online Professional Development Specialist  
Robert Caringola, Administrative Specialist III  
Keisha Shelton, Administrative Specialist II

**K-12 Literacy**

Jane Dearworth, K-12 Literacy Program Manager  
Karyl Bearden, K-12 Literacy Specialist  
Ashley Cooper, K-12 Literacy Specialist  
Connie Echols, K-12 Literacy Specialist  
Kathy Mascuilli, K-12 Literacy Specialist  
Rebecca Naylor, K-12 Literacy Specialist

**K-12 Mathematics**

Dr. Bill Nielsen, K-12 Mathematics Program Manager  
Dr. Stanley Paul, K-12 Mathematics Specialist  
Heather Hardin, K-12 Mathematics Specialist

**K-12 Science**

Cathy Mackey, K-12 Science Program Manager

**Math Science Partnership Grants**

Judy Trowell, MSP Grant Coordinator

**Play It Again Arkansas**

John Caldwell, Play It Again Arkansas Program Manager

## 2013-14 Literacy Specialists

<b>Title</b>	<b>Last Name</b>	<b>First Name</b>	<b>Education Cooperative or University</b>	<b>Email</b>
<b>Ms.</b>	<b>Laughinghouse</b>	<b>Cheryl</b>	Arch Ford Education Service Cooperative (AFESC)	<a href="mailto:cheryl.laughinghouse@archford.org">cheryl.laughinghouse@archford.org</a>
<b>Ms.</b>	<b>Magie</b>	<b>Nina</b>	Arch Ford Education Service Cooperative (AFESC)	<a href="mailto:nina.magie@archford.org">nina.magie@archford.org</a>
<b>Ms.</b>	<b>Newton</b>	<b>Tanya</b>	Arch Ford Education Service Cooperative (AFESC)	<a href="mailto:tanya.newton@archford.org">tanya.newton@archford.org</a>
<b>Ms.</b>	<b>Parish</b>	<b>Teresa</b>	Arch Ford Education Service Cooperative (AFESC)	<a href="mailto:teresa.parish@archford.org">teresa.parish@archford.org</a>
<b>Ms.</b>	<b>Roberts</b>	<b>Jackie</b>	Arch Ford Education Service Cooperative (AFESC)	<a href="mailto:jackie.roberts@archford.org">jackie.roberts@archford.org</a>
<b>Ms.</b>	<b>Davis</b>	<b>Dee</b>	Arkansas River Education Service Cooperative (ARESC)	<a href="mailto:david@d@aresc.k12.ar.us">david@d@aresc.k12.ar.us</a>
<b>Ms.</b>	<b>Houghton</b>	<b>Denise</b>	Arkansas River Education Service Cooperative (ARESC)	<a href="mailto:houghtond@aresc.k12.ar.us">houghtond@aresc.k12.ar.us</a>
<b>Ms.</b>	<b>Bessee</b>	<b>Dawn</b>	Crowley's Ridge Education Service Cooperative (CRESC)	<a href="mailto:dbessee@crmail.k12.ar.us">dbessee@crmail.k12.ar.us</a>
<b>Ms.</b>	<b>Braswell</b>	<b>Melissa</b>	Crowley's Ridge Education Service Cooperative (CRESC)	<a href="mailto:mbraswell@crmail.k12.ar.us">mbraswell@crmail.k12.ar.us</a>
<b>Ms.</b>	<b>Bandy</b>	<b>Angie</b>	Crowley's Ridge Education Service Cooperative (CRESC)	<a href="mailto:abandy@crmail.k12.ar.us">abandy@crmail.k12.ar.us</a>
<b>Ms.</b>	<b>Jones</b>	<b>Karla</b>	Crowley's Ridge Education Service Cooperative (CRESC)	<a href="mailto:kjones@crmail.k12.ar.us">kjones@crmail.k12.ar.us</a>
<b>Ms.</b>	<b>Boyette</b>	<b>Tammy</b>	Dawson Education Service Cooperative (DESC)	<a href="mailto:tammyb@dawsonesc.com">tammyb@dawsonesc.com</a>
<b>Ms.</b>	<b>Coleman</b>	<b>Gayanne</b>	Dawson Education Service Cooperative (DESC)	<a href="mailto:gayannec@dawsonesc.com">gayannec@dawsonesc.com</a>
<b>Ms.</b>	<b>Taylor</b>	<b>Karen</b>	Dawson Education Service Cooperative (DESC)	<a href="mailto:karent@dawsonesc.com">karent@dawsonesc.com</a>
<b>Ms.</b>	<b>Nelson</b>	<b>Susan</b>	DeQueen Mena Education Cooperative (DMEC)	Resigned June 30, 2014
<b>Ms.</b>	<b>Wolf</b>	<b>Karen</b>	DeQueen Mena Education Cooperative (DMEC)	Retired June 30, 2014
<b>Ms.</b>	<b>Sibley</b>	<b>Cindy</b>	Great Rivers Education Service Cooperative (GRESK)	<a href="mailto:csibley@griver.grsc.k12.ar.us">csibley@griver.grsc.k12.ar.us</a>
<b>Ms.</b>	<b>Smith</b>	<b>Vicki</b>	Great Rivers Education Service Cooperative (GRESK)	<a href="mailto:vsmith@griver.grsc.k12.ar.us">vsmith@griver.grsc.k12.ar.us</a>

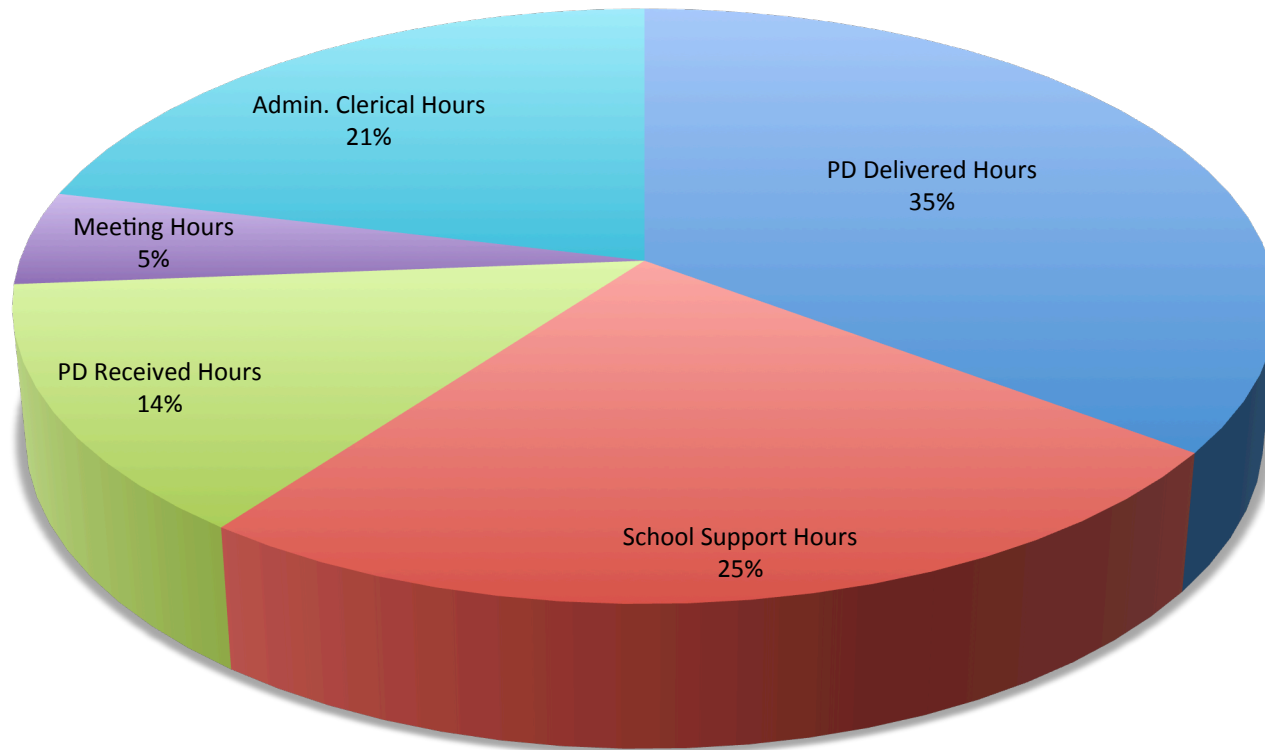
<b>Ms.</b>	<b>Watson</b>	<b>Constance</b>	Great Rivers Education Service Cooperative (GRESK)	<a href="mailto:clwatson@griver.grsc.k12.ar.us">clwatson@griver.grsc.k12.ar.us</a>
<b>Ms.</b>	<b>Taylor</b>	<b>Rhonda</b>	Northcentral Arkansas Education Service Cooperative (NAESC)	<a href="mailto:rhonda.taylor@northcentral.k12.ar.us">rhonda.taylor@northcentral.k12.ar.us</a>
<b>Ms.</b>	<b>Walker</b>	<b>Sharon</b>	Northcentral Arkansas Education Service Cooperative (NAESC)	<a href="mailto:sharon.walker@northcentral.k12.ar.us">sharon.walker@northcentral.k12.ar.us</a>
<b>Ms.</b>	<b>Ferguson</b>	<b>Lee</b>	Northcentral Arkansas Education Service Cooperative (NAESC)	<a href="mailto:lee.ferguson@northcentral.k12.ar.us">lee.ferguson@northcentral.k12.ar.us</a>
<b>Ms.</b>	<b>Gates</b>	<b>Sharon</b>	Northeast Arkansas Education Cooperative (NEAEC)	<a href="mailto:sgates@nea.k12.ar.us">sgates@nea.k12.ar.us</a>
<b>Ms.</b>	<b>Causbie</b>	<b>Glenda</b>	Northeast Arkansas Education Cooperative (NEAEC)	<a href="mailto:gcausbie@nea.k12.ar.us">gcausbie@nea.k12.ar.us</a>
<b>Ms.</b>	<b>Jean</b>	<b>Lana</b>	Northeast Arkansas Education Cooperative (NEAEC)	<a href="mailto:ljean@nea.k12.ar.us">ljean@nea.k12.ar.us</a>
<b>Mr.</b>	<b>Blount</b>	<b>Tom</b>	Northwest Education Service Cooperative (NWAESC)	<a href="mailto:tblount@starfishnw.org">tblount@starfishnw.org</a>
<b>Ms.</b>	<b>Boerner</b>	<b>Deb</b>	Northwest Education Service Cooperative (NWAESC)	<a href="mailto:dboerner@starfishnw.org">dboerner@starfishnw.org</a>
<b>Ms.</b>	<b>Richmond</b>	<b>Susan</b>	Northwest Education Service Cooperative (NWAESC)	<a href="mailto:srichmond@starfishnw.org">srichmond@starfishnw.org</a>
<b>Ms.</b>	<b>Rush</b>	<b>Donna</b>	Northwest Education Service Cooperative (NWAESC)	<a href="mailto:drush@starfishnw.org">drush@starfishnw.org</a>
<b>Ms.</b>	<b>Howie</b>	<b>Merica</b>	Ozarks Unlimited Resource Cooperative (OUR)	<a href="mailto:mhowie@oursc.k12.ar.us">mhowie@oursc.k12.ar.us</a>
<b>Ms.</b>	<b>Cothran</b>	<b>Beverly</b>	Ozarks Unlimited Resource Cooperative (OUR)	Resigned July 2014
<b>Ms.</b>	<b>Curry</b>	<b>Deborah</b>	South Central Service Cooperative (SCSC)	<a href="mailto:deborah.curry@scscoop.org">deborah.curry@scscoop.org</a>
<b>Ms.</b>	<b>Warriner</b>	<b>Anna</b>	South Central Service Cooperative (SCSC)	<a href="mailto:anna.warriner@scscoop.org">anna.warriner@scscoop.org</a>
<b>Ms.</b>	<b>Capps</b>	<b>Thea</b>	Southeast Arkansas Education Service Cooperative (SEARK)	<a href="mailto:thea.capps@se2.k12.ar.us">thea.capps@se2.k12.ar.us</a>
<b>Ms.</b>	<b>Sadler</b>	<b>Kathy</b>	Southeast Arkansas Education Service Cooperative (SEARK)	<a href="mailto:kathy.sadler@se2.k12.ar.us">kathy.sadler@se2.k12.ar.us</a>
<b>Ms.</b>	<b>Cooley</b>	<b>Lynne</b>	Southwest Arkansas Education Cooperative (SWAEC)	Retired June 30, 2014
<b>Ms.</b>	<b>Harris</b>	<b>Judy</b>	Southwest Arkansas Education Cooperative (SWAEC)	<a href="mailto:judy.harris@swaec.org">judy.harris@swaec.org</a>

<b>Ms.</b>	<b>Autry</b>	<b>Dana</b>	University of Arkansas at Little Rock (UALR)	<a href="mailto:drautry@ualr.edu">drautry@ualr.edu</a>
<b>Ms.</b>	<b>Copes</b>	<b>Stephanie</b>	University of Arkansas at Little Rock (UALR)	<a href="mailto:secopes@ualr.edu">secopes@ualr.edu</a>
<b>Ms.</b>	<b>Harford</b>	<b>Virginia</b>	University of Arkansas at Little Rock (UALR)	<a href="mailto:vnharford@ualr.edu">vnharford@ualr.edu</a>
<b>Dr.</b>	<b>Perry</b>	<b>Susan</b>	University of Arkansas at Little Rock (UALR)	<a href="mailto:snperry@ualr.edu">snperry@ualr.edu</a>
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<b>Ms.</b>	<b>Sidwell</b>	<b>Elizabeth</b>	Western Arkansas Education Service Cooperative (WAESC)	<a href="mailto:liz.sidwell@wscstarfish.com">liz.sidwell@wscstarfish.com</a>
<b>Ms.</b>	<b>Henderson</b>	<b>Tiffany</b>	Wilbur D. Mills Education Service Cooperative (WMESC)	<a href="mailto:thenderson@wilbur.k12.ar.us">thenderson@wilbur.k12.ar.us</a>
<b>Mr.</b>	<b>Moore</b>	<b>Greg</b>	Wilbur D. Mills Education Service Cooperative (WMESC)	<a href="mailto:gmoore@wilbur.k12.ar.us">gmoore@wilbur.k12.ar.us</a>

### Literacy Specialists' Report - Time Allocation 2013-14

Month	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
Jul-13	4754.75	149.00	580.75	158.00	1338.25	6797.75
Aug-13	2664.25	1360.75	758.25	441.00	1996.75	7221.00
Sep-13	1861.75	2626.25	1341.50	343.75	1284.00	7457.25
Oct-13	2540.00	2664.25	1107.50	449.50	1426.00	8011.25
Nov-13	1951.00	1865.50	930.50	337.50	1186.00	6270.50
Dec-13	856.00	1350.75	445.00	259.75	1222.25	4022.25
Jan-14	861.00	1432.25	681.75	236.75	989.00	4200.75
Feb-14	1750.25	2547.50	707.75	425.50	1406.50	6837.50
Mar-14	1957.75	1519.75	685.50	277.25	1354.00	5795.75
Apr-14	2342.75	2232.25	1210.25	516.00	1785.00	8094.25
May-14	2772.75	1749.00	1220.75	500.25	1652.00	7894.75
Jun-14	4124.25	552.75	1305.50	171.25	1431.25	7585.00
<b>Total Hours</b>	<b>28436.50</b>	<b>20050.00</b>	<b>10975.00</b>	<b>4116.50</b>	<b>17071.00</b>	<b>80188.00</b>
<b>Percentage of Total Hours</b>	<b>35%</b>	<b>25%</b>	<b>14%</b>	<b>5%</b>	<b>21%</b>	

## Literacy Specialists' Report - Time Allocation 2013-14





### 2013-2014 Math Specialists

<b>Title</b>	<b>Last Name</b>	<b>First Name</b>	<b>Education Cooperative / University STEM Center</b>	<b>Email</b>
<b>Mrs.</b>	<b>Robertson</b>	<b>Belinda</b>	UCASTEM Institute, University of Central Arkansas	belindar@uca.edu
<b>Mr.</b>	<b>Brister</b>	<b>Tim</b>	Center for Math & Science Education, Harding University	tbrister@harding.edu
<b>Mrs.</b>	<b>Merritt</b>	<b>Cindy</b>	Northcentral Arkansas Education Service Center (NCAESC)	Cindy.Merritt@northcentral.k12.ar.us
<b>Mrs.</b>	<b>Pearce</b>	<b>Jody</b>	DeQueen/Mena Education Service Cooperative (DMESC)	jody.pearce@dmesc.org
<b>Mrs.</b>	<b>Via</b>	<b>Nancy</b>	Arch Ford Education Service Cooperative (AFESC)	nancy.via@archford.org
<b>Mrs.</b>	<b>Carter</b>	<b>Heather</b>	Southeast Arkansas Education Service Cooperative (SEAESC)	h.carter@se2.k12.ar.us
<b>Mrs.</b>	<b>Barber</b>	<b>Carrie</b>	Dawson Education Service Cooperative (DESC)	carrieb@dawsonesc.com
<b>Mrs.</b>	<b>McAfee</b>	<b>Cindy</b>	Dawson Education Service Cooperative (DESC)	cindym@dawsonesc.com
<b>Mrs.</b>	<b>Rivers</b>	<b>Karen</b>	Arkansas Partnership for STEM Education, UALR	kyrivers@ualr.edu
<b>Mr.</b>	<b>Flud</b>	<b>Shane</b>	Ozarks Unlimited Resource Cooperative (OUR)	sflud@oursc.k12.ar.us
<b>Mrs.</b>	<b>Murphy</b>	<b>Angela</b>	Southwest Arkansas Education Service Cooperative (SWAESC)	Resigned June 30, 2014
<b>Mrs.</b>	<b>Gibson</b>	<b>Danita</b>	Rural STEM Education Center, ASU	dgibson@astate.edu
<b>Mrs.</b>	<b>Bounds</b>	<b>Dianne</b>	Delta STEM Education Center, ASU	dbounds@astate.edu
<b>Mr.</b>	<b>Lee</b>	<b>James</b>	Crowley's Ridge Education Service Cooperative (CRESC)	jlee@crmail.k12.ar.us
<b>Mrs.</b>	<b>McDonald</b>	<b>Fran</b>	Crowley's Ridge Education Service Cooperative (CRESC)	Resigned July 30, 2014
<b>Mrs.</b>	<b>Dunmire</b>	<b>Judy</b>	Institute for Math & Science Education, UAFS	Resigned June 30, 2014
<b>Mrs.</b>	<b>Morrison</b>	<b>Debbie</b>	UAM STEM Center, UA – Monticello	MorrisonD@uamont.edu
<b>Mrs.</b>	<b>Allen</b>	<b>Pam</b>	Wilbur D. Mills Education Service Cooperative (WDMESC)	pallen@wilbur.k12.ar.us
<b>Mr.</b>	<b>Taylor</b>	<b>Javier</b>	Western Arkansas Education Service Cooperative	Resigned June 30, 2014
<b>Ms.</b>	<b>Jones</b>	<b>Cathy</b>	STEM Center for Mathematics & Science, UA Fayetteville	Resigned March 31, 2014
<b>Ms.</b>	<b>Dougan</b>	<b>Kelli</b>	Northwest Arkansas Education Service Cooperative (NWAESC)	kdougan@starfishnw.org
<b>Mrs.</b>	<b>Pittman</b>	<b>Jeannie</b>	Great Rivers Education Service Cooperative (GRESK)	jpittman@griver.grsc.k12.ar.us

<b>Mr.</b>	<b>McMullen</b>	<b>Jim</b>	Northeast Arkansas Education Cooperative (NEAEC)	jmcullen@nea.k12.ar.us
<b>Mrs.</b>	<b>Dennis</b>	<b>Deanna</b>	South Arkansas Mathematics and Science STEM Center, Henderson State University	dennisd@hsu.edu
<b>Mrs.</b>	<b>Stinnet</b>	<b>Deanna</b>	South Central Service Cooperative (SCSC)	Leah.Stinnett@scscoop.org

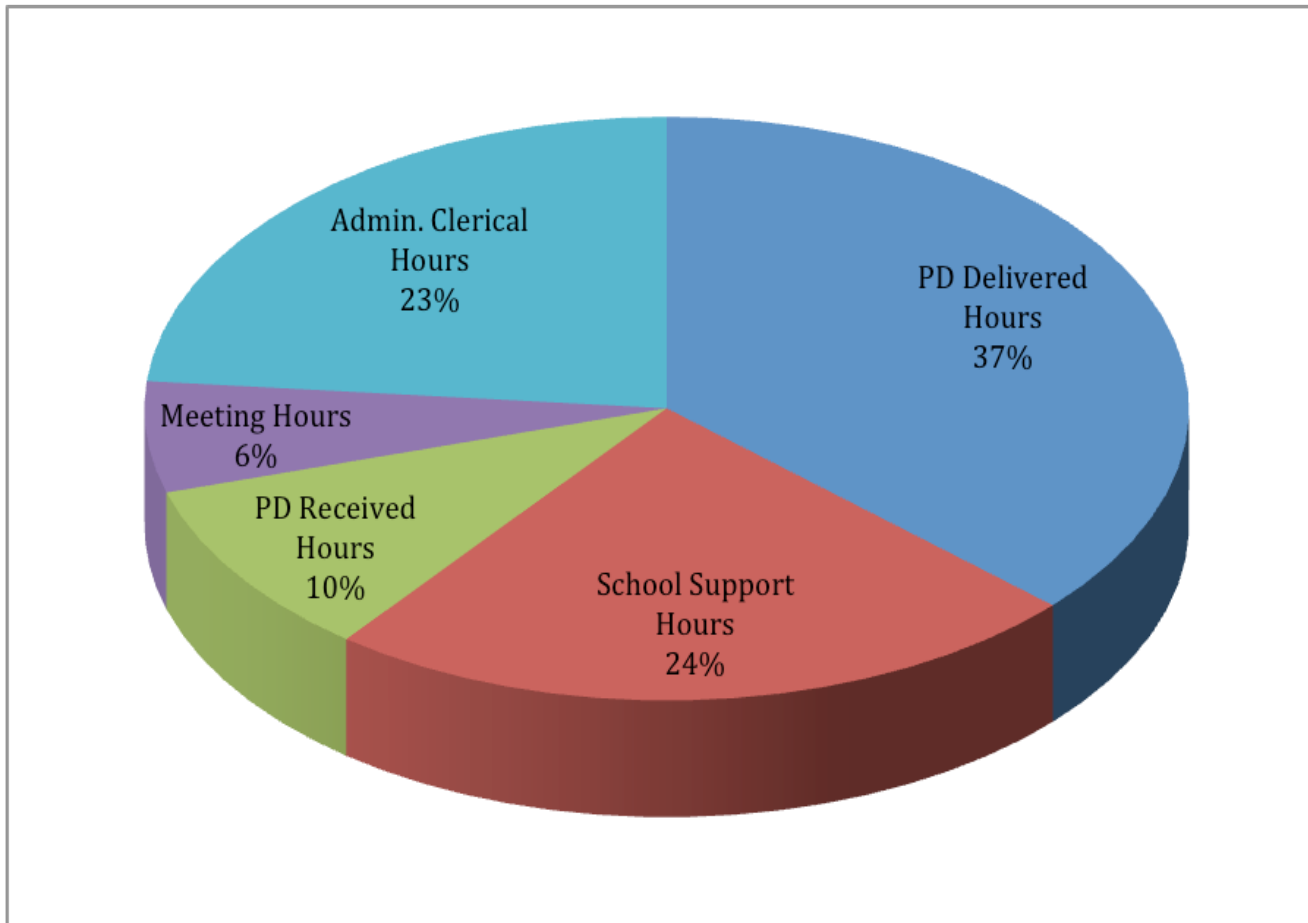
### Mathematics Project

<b>Title</b>	<b>Last Name</b>	<b>First Name</b>	<b>Location</b>	
<b>Dr.</b>	<b>Griffith</b>	<b>Linda</b>	University of Central Arkansas, Conway	Grant ended May 31, 2014
<b>Ms.</b>	<b>Evans</b>	<b>Aimee</b>	Arch Ford Education Service Cooperative (AFESC)	Grant ended June 30, 2014
<b>Ms.</b>	<b>Jaslow</b>	<b>Linda</b>	Northwest Arkansas Education Service Cooperative (NWAESC)	Grant ended May 31, 2014

### Math Specialists' Report – Time Allocation 2013-2014

Month	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
Jul 2013	3105.50	36.25	470.25	175.25	709.25	4496.40
Aug 2013	1306.50	975.25	310.00	349.75	1358.25	4299.75
Sep 2013	1002.75	1456.50	675.00	401.50	992.00	4527.75
Oct 2013	1920.00	1405.50	535.50	373.25	954.25	5188.50
Nov 2013	1244.25	1112.25	262.00	160.00	719.00	3497.50
Dec 2013	607.25	971.75	294.50	228.25	693.75	2795.50
Jan 2014	1389.50	1265.55	551.00	192.75	947.50	4346.30
Feb 2014	1143.75	1344.00	193.00	191.75	944.00	3816.50
Mar 2014	1041.00	914.50	148.50	206.50	1098.00	3408.50
Apr 2014	1402.00	1309.50	392.50	309.75	1237.00	4650.75
May 2014	1279.25	848.25	676.50	342.75	1164.75	4311.50
Jun 2014	2830.00	143.25	378.00	122.25	863.75	4337.25
<b>Total Hours</b>	<b>18271.75</b>	<b>11782.55</b>	<b>4886.75</b>	<b>3053.75</b>	<b>11681.5</b>	<b>49676.30</b>
<b>Percentage of Total Hours</b>	<b>36.78%</b>	<b>23.72%</b>	<b>9.84%</b>	<b>6.15%</b>	<b>23.52%</b>	<b>100.00%</b>

### Math Specialists' Report - Time Allocation 2013-2014



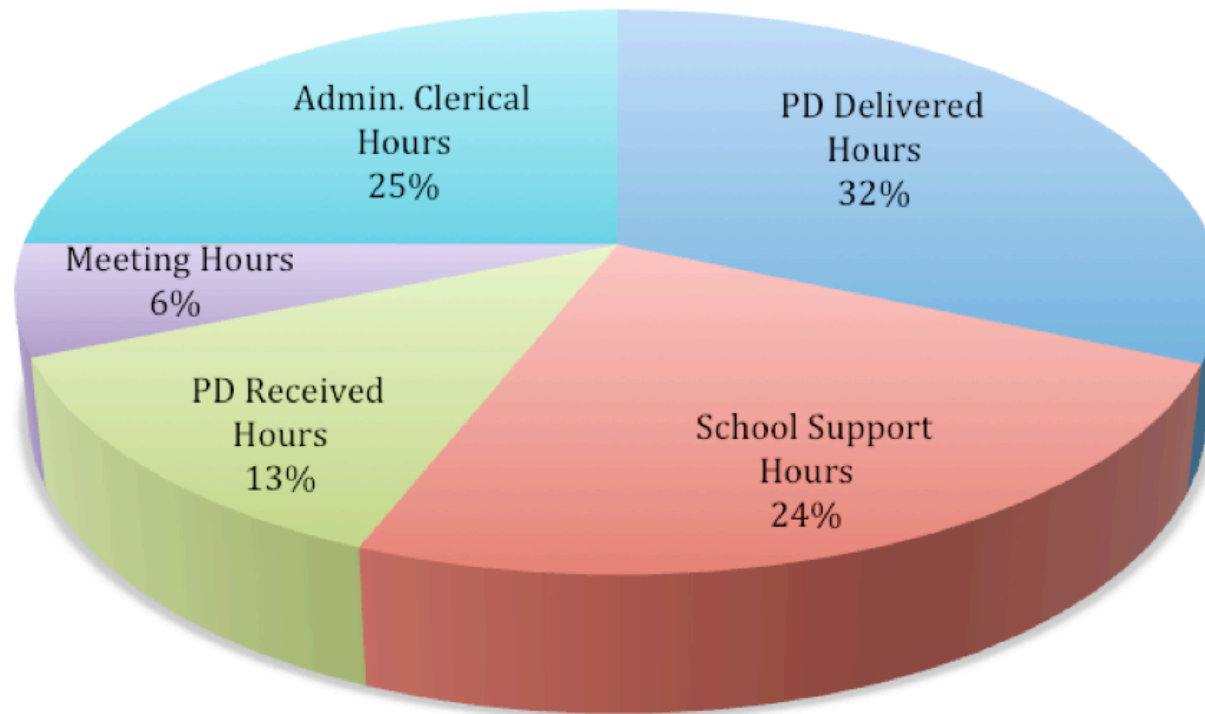
### 2013 - 2014 Science Specialists

<b>Title</b>	<b>Last Name</b>	<b>First Name</b>	<b>Education Cooperative / University STEM Center</b>	<b>E-mail</b>
Mr.	Brodie	Stephen	Institute for Math and Science Education STEM Center at UA - Fort Smith	<a href="mailto:sbrodie@uafortsmith.edu">sbrodie@uafortsmith.edu</a>
Ms.	Brown	Annette	South Arkansas Mathematics and Science STEM Center, Henderson State University	Currently at Dawson ESC <a href="mailto:annetteb@dawsonesc.com">annetteb@dawsonesc.com</a>
Mr.	Carrigan	Ben	Center For Math and Science Education - STEM Center at Harding University	<a href="mailto:bwcarrigan@harding.edu">bwcarrigan@harding.edu</a>
Ms.	Cheatham	Madelon	Arch Ford Education Service Cooperative	<a href="mailto:mcheatham@afsc.k12.ar.us">mcheatham@afsc.k12.ar.us</a>
Ms.	Cingolani	Lori	SoutheastArkansasEducationalCooperative	<a href="mailto:lori.cingolani@se2.k12.ar.us">lori.cingolani@se2.k12.ar.us</a>
Ms.	Frost	Terri	Arkansas Tech University STEM Institute	Hired January 20, 2014 <a href="mailto:tfrost2@atu.edu">tfrost2@atu.edu</a>
Mr.	Harris	Keith	Arkansas Partnership for STEM Education - UALR	<a href="mailto:krharris@ualr.edu">krharris@ualr.edu</a>
Ms.	Johnson	Susan	Center for Teaching Excellence in Math and Science, Southern Arkansas University	<a href="mailto:sjohnson@saumag.edu">sjjohnson@saumag.edu</a>
Ms.	Kellim	Linda	Delta STEM Education Center at ASU	<a href="mailto:lkellim@astate.edu">lkellim@astate.edu</a>
Ms.	King	Lindsey	Northcentral Arkansas Educational Cooperative	<a href="mailto:lindsey.king@northcentral.k12.ar.us">lindsey.king@northcentral.k12.ar.us</a>
Ms.	Lamberson	Saundra	NortheastArkansasEducationalCooperative	<a href="mailto:slamberson@nea.k12.ar.us">slamberson@nea.k12.ar.us</a>
Ms.	Lunsford	Andi	Arkansas River Educational Cooperative	<a href="mailto:lunsforda@aresc.k12.ar.us">lunsforda@aresc.k12.ar.us</a>
Ms.	Meacham	Mary K.	Great Rivers Educational Cooperative	Retired June 30, 2014
Ms.	Merritt	Lesley	STEM Center for Math & Science Education at UA - Fayetteville	<a href="mailto:lmerritt@uark.edu">lmerritt@uark.edu</a>
Ms.	Nanette	Nichols	Wilbur D. Mills Education Cooperative	<a href="mailto:nnichols@wilbur.k12.ar.us">nnichols@wilbur.k12.ar.us</a>
Ms.	Ready	Minnietta	UCA STEM Institute – University of Central Arkansas	<a href="mailto:mready@uca.edu">mready@uca.edu</a>
Ms.	Rhame	Virginia	NorthwestArkansasEducationalCooperative	<a href="mailto:vrhame@starfishnw.org">vrhame@starfishnw.org</a>
Mrs.	Rogers	Debby	Rural STEM Education Center at ASU	<a href="mailto:drogers@astate.edu">drogers@astate.edu</a>
Mr.	Schuller	Brian	DeQueen/Mena Educational Cooperative	<a href="mailto:brian.schuller@dmesc.org">brian.schuller@dmesc.org</a>
Ms.	Smith	Sherry	Dawson Education Cooperative	Retired June 30, 2014
Ms.	Smith	Terri	Center for Math and Science STEM Center at UA-Monticello	<a href="mailto:smithterri@uamont.edu">smithterri@uamont.edu</a>
Ms.	Tomlinson	Shelly	Ozarks Unlimited Resources (OUR) Educational Cooperative	<a href="mailto:stomlinson@oursc.k12.ar.us">stomlinson@oursc.k12.ar.us</a>
Dr.	Varnell	Curtis	WesternArkansasEducationalCooperative	<a href="mailto:curtis.varnell@wscstarfish.com">curtis.varnell@wscstarfish.com</a>
Mrs.	Watts	Karron	South Central Service Cooperative	Resigned June 30, 2014
Ms.	Winslow	Tammy	Crowley's Ridge Educational Cooperative	<a href="mailto:twinslow@crmail.k12.ar.us">twinslow@crmail.k12.ar.us</a>

### Science Specialists' Report – Time Allocation 2013-14

Month	PD Delivered Hours	School Support Hours	PD Received Hours	Meeting Hours	Admin. Clerical Hours	Work Hours Total
Jul-13	2244.00	166.00	253.50	157.75	834.25	3655.50
Aug-13	1051.75	807.25	252.50	252.00	1262.00	3625.50
Sep-13	543.50	1092.75	856.25	316.25	735.25	3544.00
Oct-13	1175.50	1094.75	893.75	295.25	793.50	4252.75
Nov-13	980.25	1028.25	161.75	185.00	851.75	3207.00
Dec-13	426.50	673.50	292.75	189.00	823.75	2405.50
Jan-14	1080.50	1031.25	421.00	193.50	772.50	3514.25
Feb-14	817.00	1236.50	230.25	237.00	855.00	3374.50
Mar-14	611.50	882.75	214.75	154.00	921.25	2786.00
Apr-14	761.75	1045.00	910.50	313.00	977.00	4007.25
May-14	1163.75	927.00	670.50	254.25	907.25	3922.75
Jun-14	2432.50	221.25	180.00	124.25	733.25	3716.75
<b>Total Hours</b>	<b>13288.5</b>	<b>10206.25</b>	<b>5337.5</b>	<b>2671.25</b>	<b>10466.75</b>	<b>42011.75</b>
<b>Percentage of Total Hours</b>	<b>32%</b>	<b>24%</b>	<b>13%</b>	<b>6%</b>	<b>25%</b>	

## Science Specialists' Report – Time Allocation 2013-14



## **II. Statewide Professional Development**

### **K-12 Literacy**

- Early Learning Literacy in Arkansas (ELLA)
- Effective Literacy for Grades 2-4
- Comprehensive Literacy for Adolescent Student Success (CLASS)
- Common Core State Standards: Targeted Literacy Topics
- Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects
- Literacy Design Collaborative (LDC)
- Reading Recovery®

### **K-12 Mathematics**

- Cognitively Guided Instruction (CGI)
- Thinking Mathematically
- Extending Children's Mathematics
- Common Core State Standards: Targeted Mathematics Topics
- Common Core State Standards: Planning for Instruction
- Mathematics Design Collaborative (MDC)

### **K-12 Science**

- Picture Book Science
- Planning for New Science Standards Series Workshop I:  
Introduction to *A Framework for K-12 Science Education*
- Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

### **Arkansas IDEAS – Internet Delivered Education for Arkansas Schools**

### **Math and Science Partnership (MSP) Grants**

### **Play It Again Arkansas**



### **III. Statewide Professional Development K-12 Literacy**

- **Early Learning Literacy in Arkansas (ELLA)**
- **Effective Literacy for Grades 2-4**
- **Comprehensive Literacy for Adolescent Student Success (CLASS)**
- **Common Core State Standards: Targeted Literacy Topics**
- **Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects**
- **Literacy Design Collaborative (LDC)**
- **Reading Recovery®**

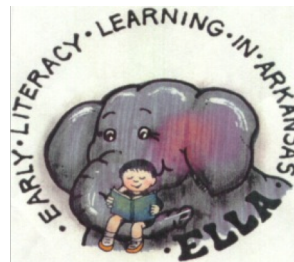
## Early Literacy Learning in Arkansas (ELLA)

### Grade Levels

- K-1
- K-12 Special Education

### Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content (K-12)
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community



### Description

**Early Literacy Learning in Arkansas (ELLA)** is a two-year professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is based on the findings of the National Reading Panel Report and aligned to the Common Core State Standards for English Language Arts and Literacy. It is designed to assist K-1 teachers and K-12 special education teachers in the implementation of comprehensive literacy by increasing teachers' knowledge and skill in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on teaching students along the continuum of literacy learning systems development, using appropriate assessments to inform systematic and explicit instruction, and the routines and procedures for classroom management.

### Professional Development Schedule

Year 1	Content
Four day initial summer institute	Framework for a Core Literacy Program, Literacy Assessment System, Intervention The Emergent Learner: Familiar Reading, Oral Language, Shared Reading, Phonological/Phonemic Awareness, Phonics, Alphabetic Principle, Spelling Development, Small Group Reading, Guided Reading, Read Aloud, Vocabulary Instruction, Writing Development, Modeled Writing, Interactive Writing, Small Group Assisted Writing, Independent Writing and the Context for Instruction
Two sessions in the fall semester	The Early Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness, Phonics, Guided Reading, Vocabulary Instruction, Read Aloud, Assisted Writing Instruction, Write Aloud
Two sessions in the spring semester	The Late Early Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness, Phonics, Guided Reading, Read Aloud, Small Group Assisted Writing
Year 2	Content
Three day summer institute	The Transitional Learner: Familiar Reading, Oral Language, Shared Reading, Phonemic Awareness/Phonics, Guided Reading, Read Aloud, Writer's Workshop
One session in the fall semester	Site-based Observation Training in a classroom
One session in the spring semester	Site-based Observation Training in a classroom

## Research

- National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/researchread.htm>
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/publications.htm>

## Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.

### ELLA, new participants in a two-year training

Training Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Totals
Cooperative																			
Arch Ford	42	35	115	104	56	55	57	37	98	52	35	28	32	46	31	24	20	29	896
AR River	12	24	14	44	22	34	76	32	22	60	10	13	8	9	14	27	12	12	445
Crowley's	27	30	79	71	57	57	65	72	72	25	45	30	43	35	21	33	7	25	794
Dawson	25	29	120	191	65	53	77	53	54	25	26	25	32	30	11	13	0	18	847
Dequeen	22	25	45	17	7	16	19	13	23	25	25	8	0	22	7	20	0	0	294
Great Rivers	33	17	43	35	53	24	51	38	50	46	30	35	20	20	21	25	0	8	549
Northcentral	24	19	72	47	29	32	36	38	24	25	34	38	0	19	11	18	0	6	472
Northeast	25	16	36	45	31	22	36	34	33	45	36	40	26	25	0	18	6	15	489
Northwest	25	52	122	98	0	78	75	57	51	48	21	10	24	28	0	28	10	25	752
Ozark (OUR)	11	15	31	45	21	14	15	34	18	15	14	20	16	15	18	18	22	0	342
South Central	20	30	78	33	37	36	16	9	13	15	15	20	10	8	14	11	12	12	389
Southeast	23	19	4	27	23	19	70	14	5	18	16	10	10	10	9	9	12	15	313
Southwest	24	29	61	24	17	58	35	20	29	25	20	18	10	35	0	9	0	11	425
Western	9	2	32	95	25	48	27	20	16	8	11	18	38	15	29	5	51	0	449
Wilbur Mills	28	25	64	57	36	19	62	40	24	23	30	15	11	17	19	21	16	15	522
Site Based	31	203	485			266		132											1117
Tri-District	44	81	108	82	48	54	18	17	78	116	83	84	40	55	0	18	0	0	926
Totals	425	651	1509	1015	527	885	735	660	610	571	451	412	320	389	205	297	168	191	10,021

# Early Literacy Learning in Arkansas (ELLA) 2012-14 Survey Monkey Data Report

## I. Demographic Data

### *Current Position*

Classroom Teacher	Special Education Teacher	ESOL Teacher	GT Teacher	Literacy Interventionist	Literacy Specialist	Instructional Facilitator	Library Media Specialist	Speech/Language Pathologist	Administrator	Other
88.06%	5.97%	0%	0%	0%	1.49%	1.49%	0%	0.0%	0%	3.4%

### *Years in Current Position*

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
73.13%	13.43%	5.97%	0%	7.46%

### *Total Years in Teaching Profession*

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
56.72%	14.93%	13.43%	5.97%	8.96%

### *Highest Educational Level*

Bachelor's Degree	Master's Degree	Educational Specialist Degree	Doctoral Degree
65.15%	34.85%	0%	0.3%

## II. Knowledge and Implementation Data

Knowledge and implementation data reported below is a combination of the top two levels of knowledge (complex and strategic) and implementation (refinement and maturing). The full range of survey choices is listed below.

#### Knowledge Range of Choices

- Complex thinking and problem solving
- Strategic thinking and visionary
- Basic skills and concepts
- Recall/recite
- Little or no knowledge

#### Implementation Range of Choices

- Refinement and sustainability
- Maturing stages
- Making progress
- Beginning to implement
- Little to no implementation

**Table: Combined Responses from the Top Two Levels for Knowledge and Implementation**

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
8. I know and do establish classroom management routines and procedures to promote literacy outcomes.	43.29%	91.05%	23.88%	71.65%
9. I know and do provide all of the instructional components of a comprehensive literacy model.	23.88%	82.09%	14.93%	59.71%
10. I know and do provide an environment that scaffolds my students as they develop the strategies and skills to become self-	38.81%	86.56%	19.40%	68.65%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
regulated learners.				
11. I know and do design lessons using the explicit teaching model (direct explanation, model, guided practice, independent practice/application).	52.24%	89.55%	20.89%	70.15%
12. I know and do apply the research base from Put Reading First to plan and provide effective instruction.	17.91%	68.66%	11.95%	53.73%
13. I know and do select a variety of flexible grouping practices (whole group, small group, and individual conferences) during the literacy block.	50.75%	89.56%	22.39%	74.63%
14. I know and do use a comprehensive literacy assessment system to guide instruction.	31.35%	80.59%	19.41%	70.15%
15. I know and do provide effective instruction to build phonemic awareness.	43.29%	83.59%	23.89%	76.12%
16. I know and do provide systematic and explicit phonics instruction.	29.85%	85.07%	16.42%	77.62%
17. I know and do teach students to apply what they are learning about letters and sounds as they read and write words in context.	46.27%	89.55%	23.88%	74.63%
18. I know and do use research-based instructional practices to assist students in developing reading fluency.	31.35%	85.07%	14.93%	67.17%
19. I know and do promote indirect vocabulary learning through intentional practices.	29.85%	83.58%	11.94%	67.16%
20. I know and do use the explicit instruction model to develop students' vocabulary.	22.39%	79.10%	14.93%	62.69%
21. I know and do teach self-monitoring reading strategies.	19.41%	83.58%	11.95%	73.13%
22. I know and do teach strategies to use before, during, and after reading texts, to improve comprehension.	28.36%	83.58%	16.42%	80.60%
23. I know and do teach a process approach to writing.	34.33%	73.14%	19.41%	55.23%
24. I know and do teach skills and strategies to craft a writing piece.	26.87%	65.57%	19.41%	53.74%
25. I know and do provide focused, interactive read alouds.	47.76%	91.04%	29.85%	77.61%
26. I know and do provide a shared reading lesson that models and guides early reading behaviors and strategies.	37.32%	88.06%	22.39%	74.62%
27. I know and do provide differentiated small group instruction focused on early reading behaviors.	34.33%	92.53%	23.88%	77.61%
28. I know and do prepare and organize a familiar reading time as part of the reading program.	34.33%	80.60%	22.39%	67.17%
29. I know and do provide explicit phonics/spelling instruction based on the students' developmental stages.	25.37%	77.62%	14.92%	70.15%
30. I know and do provide an interactive writing lesson focused	29.85%	71.64%	17.92%	55.23%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
on developing early writing behaviors.				
31. I know and do provide modeled writing experiences to demonstrate the composing process.	31.34%	73.14%	16.42%	56.72%
32. I know and do provide literacy centers focused on reading and writing activities that reflect current instruction.	31.35%	76.12%	14.93%	61.19%
33. I know and do provide literacy intervention lessons tailored to the students' needs.	37.5%	88.6%	26.6%	78%

### III. Data Statements for Reporting

**Data Statement 1:** 86.56% of ELLA participants have been teaching 10 years or less.

**Data Statement 2:** The ELLA participants reported an overall increase of 64.17% in depth of knowledge and an increase of 61.18% in depth of implementation in knowing and teaching self-monitoring strategies.

**Data Statement 3:** An increase of 50.74%, from 37.32 to 88.06%, in the depth of knowledge in providing a shared reading lesson that models and guides early reading behaviors and strategies was noted in survey item 26.

**Data Statement 4:** Providing differentiated small group instruction focused on early reading behaviors had an increase of 58.2% in depth of knowledge and 53.73% in depth of implementation.

**Data Statement 5:** The survey items noted an overall increase of 48.46% in depth of knowledge of early literacy learning and an increase of 46.98% in depth of implementation.

## Effective Literacy for Grades 2 - 3

### Grade Levels

- 2-3
- K-12 Special Education

### Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community



### Description

**Effective Literacy for Grades 2-3** is a professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This professional development aligns to the Common Core State Standards for English Language Arts and Literacy. It is designed to provide a study of comprehensive literacy and the infrastructure components that support student learning by increasing teachers' knowledge and skill in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on a foundational understanding of the literacy learning progressions, an assessment system to plan differentiated instruction, and evidence-based practices that support contexts for learning. This two-year training consists of twelve days, with six hours of professional development credit for each full day completed.

### Professional Development Schedule

Year 1	Content
Three-day initial summer institute	Overview of Effective Literacy, Literacy Block, Literacy Assessment System, Reading Workshop, Writing Workshop
Two sessions in the fall semester	Transitional Level Learners: Instruction in Fluency and the Reading Workshop Transitional Level Learners: Instruction in Word Study, Vocabulary, and the Writing Workshop
Two sessions in the spring semester	Genre and Units of Study: Integrating Reading and Writing Site-Based Observation Training (SBOT) in a classroom
Year 2	Content
Three-day summer institute	Self-Extending Level Learners: Instruction in Fluency, Word Study, and Vocabulary, Reading Workshop Instruction, Writing Workshop Instruction
One session in the fall semester	Self-Extending Level Learners and Comprehension Strategy Instruction: Thinking About, Through and Beyond Text Utilizing Structured Conversation and Writing in Response to Reading
One session in the spring semester	Site-Based Observation Training (SBOT) in the classroom



## Research

- National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/researchread.htm>
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/publications.htm>

## Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.

EFFECTIVE LITERACY, new participants in a two-year training																		
Training Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	TOTALS
Cooperative																		
Arch Ford	27	72	101	44	53	49	26	97	48	43	38	23	36	23	28	23	16	747
AR River	21	37	44	30	23	31	68	15	100	10	5	67	38	6	14	12	0	521
Crowley's	25	48	74	63	75	65	94	33	60	34	35	47	22	17	50	10	19	771
Dawson	19	30	71	37	27	31	85	78	30	29	20	22	26	12	0	11	0	528
DeQueen	25	42	12	10	33	11	6	29	28	5	11	0	23	11	22	0	0	268
Great Rivers	18	24	11	26	46	48	49	44	46	40	30	23	20	17	15	0	24	481
Northcentral	25	45	26	12	48	22	34	20	22	24	32	14	18	17	11	0	0	370
Northeast	16	42	26	44	33	20	63	20	40	37	40	20	25	15	15	6	17	479
Northwest	27	39	48	17	28	94	53	77	46	20	50	28	48	12	23	0	13	623
Ozark (OUR)	19	19	26	26	7	17	22	14	15	81	22	12	12	24	36	9	0	361
South Central	20	36	50	18	40	18	12	17	30	81	26	28	8	26	4	23	0	437
Southeast	17	35	34	0	12	34	36	25	40	78	40	8	8	16	10	0	0	393
Southwest	22	46	54	22	46	11	10	46	15	76	20	20	35	0	0	7	0	430
Western	9	57	59	42	71	23	21	15	20	74	21	18	20	22	0	24	0	496
Wilbur Mills	19	24	52	39	35	34	49	68	26	85	25	22	21	13	14	0	5	531
Site Based		265			407		242											914
Tri-District	37	19	0	19	45	53	31	57	121	81	90	75	93	0	27	0	0	748
<b>TOTALS</b>	<b>346</b>	<b>880</b>	<b>688</b>	<b>449</b>	<b>1029</b>	<b>561</b>	<b>901</b>	<b>655</b>	<b>687</b>	<b>798</b>	<b>505</b>	<b>427</b>	<b>453</b>	<b>231</b>	<b>269</b>	<b>125</b>	<b>94</b>	<b>9,098</b>

**Effective Literacy for Grades 2-3 (ELF)  
Cohort 2012-2014  
Survey Monkey Data Report**

This report is compiled from data collected from 54 participants of the Effective Literacy for Grades 2-3 (ELF) Pre-Survey and Post Surveys for Cohort 2012. The first section of data (*Demographic Data*), are a compilation of the demographic data and professional learning practices of participants taking the survey. The second section of data (*Knowledge and Implementation Data*), include the survey statement and combined percentages from the top two levels of knowledge and implementation. The third section (*Data Statements for Reporting*) reports key information through data statements.

## **I. Demographic Data**

### *Current Position*

Classroom Teacher	Special Education Teacher	ESOL Teacher	GT Teacher	Literacy Interventionist	Literacy Specialist	Instructional Facilitator	Library Media Specialist	Speech/Language Pathologist	Admin	Other
88.89%	7.41%	0%	0%	0%	1.85%	1.85%	0%	0%	0%	0%

### *Years in Current Position*

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
64.81%	22.22%	3.7%	3.7%	5.56%

### *Total Years in Teaching Profession*

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
29.63%	33.33%	5.56%	14.81%	16.67%

### *Highest Educational Level*

Bachelor's Degree	Master's Degree	Educational Specialist Degree	Doctoral Degree
61.11%	35.19%	3.7%	0.0%

### *Collaboration with School Based Team (PLC)*

Never	Seldom	Occasionally	Monthly	Weekly
1.85%	1.85%	12.96%	11.11%	72.22%

### *Collaboration with Instructional Facilitator/Coach*

Never	Seldom	Occasionally	Monthly	Weekly
9.26%	9.26%	29.63%	20.37%	31.48%

### *Collaboration with Administrators*

Never	Seldom	Occasionally	Monthly	Weekly
3.7%	14.81%	25.93%	22.22%	33.33%

## II. Knowledge and Implementation Data

Knowledge and implementation data reported below is a compilation of the top two levels of knowledge (complex and strategic) and implementation (refinement and maturing). The full range of choices for the survey is listed below.

### Knowledge Range of Choices

- Complex thinking and problem solving
- Strategic thinking and visionary
- Basic skills and concepts
- Recall/recite
- Little or no knowledge

### Implementation Range of Choices

- Refinement and sustainability
- Maturing stages
- Making progress
- Beginning to implement
- Little to no implementation

**Table: Combined Responses from the Top Two Levels for Knowledge and Implementation**

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
9. I know and do establish classroom management routines and procedures to promote literacy outcomes.	61.76%	88.89%	25.46%	74.07%
10. I know and do provide all of the instructional components of a comprehensive literacy model.	45.45%	85.19%	23.64%	66.66%
11. I know and do provide an environment that scaffolds my students as they develop the strategies and skills to become self-regulated learners.	49.09%	81.48%	23.64%	64.82%
12. I know and do design lessons using the explicit teaching model (direct explanation, model, guided practice, independent practice/application).	61.82%	92.59%	36.37%	72.22%
13. I know and do apply the research base from Put Reading first to plan and provide effective instruction.	30.91%	61.11%	20.0%	53.71%
14. I know and do select a variety of flexible grouping practices (whole group, small group, and individual conferences) during the literacy block.	60.0%	87.04%	42.0%	77.77%
15. I know and do use a comprehensive literacy assessment system to guide instruction.	45.46%	75.92%	20.0%	62.46%
16. I know and do provide systematic and explicit phonics instruction.	40.0%	72.22%	34.55%	64.82%
17. I know and do teach students to apply what they are learning about letters and sounds as they read and write words in context.	61.82%	85.19%	34.55%	74.08%
18. I know and do use research-based instructional practices to assist students in developing reading fluency.	40.0%	83.33%	21.82%	75.92%
19. I know and do promote indirect vocabulary learning through intentional practices.	40.0%	85.19%	23.64%	74.07%
20. I know and do use the explicit instruction model to develop students' vocabulary.	36.37%	77.78%	20.0%	57.41%
21. I know and do teach self-monitoring reading strategies.	45.46%	81.52%	23.64%	70.38%
22. I know and do teach strategies to use before, during, and after reading texts, to improve comprehension.	65.46%	90.74%	29.09%	75.92%

Survey Statement	Knowledge		Implementation	
	Pre	Post	Pre	Post
23. I know and do teach a process approach to writing.	47.27%	75.93%	27.27%	64.81%
24. I know and do teach skills and strategies to craft a writing piece.	32.73%	70.37%	23.63%	55.56%
25. I know and do provide focused, interactive read alouds.	60.0%	96.29%	38.18%	77.78%
26. I know and do provide reading workshop using the Fountas and Pinnell format.	20.0%	77.78%	12.73%	61.11%
27. I know and do provide guided reading lessons based on the students' developmental stage using Fountas and Pinnell format.	27.28%	75.92%	12.73%	66.66%
28. I know and do provide writing workshop using the Fountas and Pinnell format.	7.27%	72.96%	1.82%	50.0%
29. I know and do provide word study instruction based on the students' developmental stages.	40.0%	79.63%	18.18%	64.82%
30. I know and do prepare and organize a familiar reading time as part of the reading program.	49.09%	79.63%	23.64%	74.08%
31. I know and do provide literacy intervention lessons tailored to the students' needs.	43.63%	83.34%	21.82%	64.82%

### III. Data Statements for Reporting

**Data Statement 1:** 64.81% of participants completing the survey have been in their current position for 0-5 years, and 61.11% indicate a Bachelors degree as their highest level of education.

**Data Statement 2:** There is an average of a 57% gain indicated at the top two levels of *knowledge and implementation* from the pre-survey to the post-survey responses across all areas presented in the survey.

**Data Statement 3:** Post-survey results indicate slight gaps (less than 10 percentage points) between the top two levels of *knowledge and implementation* in the areas of familiar reading/fluency instruction (Q. 30), applying research for effective instruction (Q. 13), and providing guided reading based on students' developmental level (Q.27).

**Data Statement 4:** Greatest gains in the top two levels of *knowledge and implementation* (40 percentage points and above) between the pre and post-survey data are in the areas of writing workshop (Q. 28), I know and do provide writing workshop using the Fountas and Pinnell format, and (Q. 29) I know and do provide word study instruction based on students' developmental stages.

**Data Statement 5:** Greatest gaps in the top two levels of *knowledge and implementation* (knowledge level exceeds level of implementation significantly) as indicated by the post-survey are in the areas of writing instruction. (Q. 24), I know how to teach skills and strategies to craft a writing piece, (Q. 20), I know and do use the explicit instruction model to develop students' vocabulary, and (Q. 12), I know and do design lessons using the explicit teaching model (direct explanation, model, guided practice, independent practice).

## Comprehensive Literacy for Adolescent Student Success (CLASS)

### Grade Levels

- 5-12
- 5-12 Special Education

### Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content (K-12)
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

### Description

Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist 5-12 English Language Arts and special education teachers in implementing a comprehensive research-based approach to literacy instruction. This professional development is aligned to the Common Core State Standards for English Language Arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

### Professional Development Schedule

Year 1	Content
Three day summer institute	Context for Learning, Effective Assessment, Text Complexity
Two sessions in the fall semester	Reading Literature, Writing Narratives
One session in the spring semester	Site-based Observation Training in a classroom
Year 2	Content
Two day summer institute	Reading Informational Text (Literary Nonfiction), Writing Informative/Explanatory Texts
Two sessions in the fall semester	Reading Informational Text (Argument), Writing Arguments, Presenting a Research Project
One session in the spring semester	Site-based Observation Training in a classroom

### Research

Biancarosa, C. & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2<sup>nd</sup> ed.). Washington, DC: Alliance for Excellent Education.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.

Kamil, M. L., Boreman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

### Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.

<b>Comprehensive Literacy for Adolescent Success – CLASS</b> <b>New participants in a two-year training</b>				
	<b>Training Year 11-12</b>	<b>Training Year 12-13</b>	<b>Training Year 13-14</b>	<b>Total</b>
Arch Ford	59	21	20	100
Arkansas River	5	12	0	17
Crowley's Ridge	34	46	4	84
Dawson	44	11	0	55
Dequeen/Mena	50	15	0	65
Great Rivers	12	11	4	27
Northcentral	62	8	1	71
Northeast	36	28	8	72
Northwest	11	29	0	40
Ozark (OUR)	33	34	16	83
South Central	4	12	0	16
Southeast	33	16	0	49
Southwest	32	33	6	71
Western	30	38	0	68
Wilbur Mills	36	17	7	60
Site Based	10	0	0	10
<b>TOTALS</b>	<b>491</b>	<b>331</b>	<b>66</b>	<b>888</b>

## Common Core State Standards: Targeted Literacy Topics

Targeted literacy topics are professional learning opportunities focused on the big shifts in instruction under the Common Core State Standards for English Language Arts/Literacy.

Targeted literacy topics may be available face-to-face at local education service cooperatives, STEM centers, or districts. These topics will also be available through asynchronous Moodle courses offered throughout the year through local education service cooperatives, as well as statewide.

Sessions on each of each of these topics were offered through the education service cooperatives during the summer of 2012.

### Targeted Literacy Topics by Grade Level

K	1	2	3	4	5	6	7	8	9	10	11	12
DIBELS/DIBELS Next: Data-Based Decision Making												
Foundational Skills												
Phonics and Structural Analysis												
Informative/Explanatory Writing				Informative/ Explanatory Writing		Informative/ Explanatory Writing						
		Text Complexity				Text Complexity						
			Close Reading			Close Reading						
				Vocabulary: Greek and Latin Roots		Vocabulary						
						Argumentative Writing						
Short and Sustained Research K-5						Short and Sustained Research 6-12						
Test Dependent Questions K-5						Text Dependent Questions 6-12						
						Disciplinary Literacy: Reading History						
						Disciplinary Literacy: Reading Science						



### Targeted Literacy Topics: Number of Participants – September 2013-2014

Title	Found Reading Skills	K-3 Phonics	K-3 Writing	4-5 Writing	6-12 Writing	2-5 Complex Text	6-12 Complex Text	3-5 Close Read	6-12 Close Read	4-5 Vocab	6-12 Vocab	6-12 Argue Writing	SSR K-5	SSR 6-12	TDQ K-5	TDQ 6-12	DIBELS	Total
Arch Ford	27	49	26	31	22	0	0	18	13	28	11	27	50	23	47	23	59	454
Ark River	0	0	0	0	0	8	7	11	11	0	0	13	17	0	10	10	9	96
CREC	22	36	27	0	0	19	0	0	19	19	31	32	13	0	43	0	18	279
Dawson	0	0	0	0	18	0	19	0	0	13	11	18	0	18	11	5	26	139
DeQueen/Mena	0	0	0	0	0	0	0	0	0	0	0	0	27	31	21	28	0	107
GREC	12	4	20	0	0	5	0	15	10	0	0	0	4	0	20	13	16	119
North Central	0	9	11	0	0	9	6	11	0	0	0	0	20	15	27	17	18	143
Northeast	20	0	26	27	0	0	0	0	12	27	6	12	0	0	0	0	0	130
Northwest	0	0	0	0	0	0	0	0	10	0	12	0	13	33	15	17	0	100
OUR	0	0	22	0	0	0	0	12	0	0	0	0	21	19	11	11	26	122
South Central	24	0	0	0	4	0	0	0	0	0	8	6	9	9	61	10	70	201
Southeast	0	0	24	13	10	0	0	0	0	0	9	14	25	25	20	30	38	208
Southwest	25	25	0	0	18	21	0	0	0	0	0	39	0	0	0	0	0	128
Western	39	55	0	0	0	0	0	40	26	0	29	28	0	30	44	26	84	401
Wilbur Mills	0	0	24	0	0	0	0	45	33	0	0	18	9	26	35	30	31	251
<b>TOTAL</b>	<b>169</b>	<b>178</b>	<b>180</b>	<b>71</b>	<b>72</b>	<b>62</b>	<b>32</b>	<b>152</b>	<b>134</b>	<b>87</b>	<b>117</b>	<b>207</b>	<b>208</b>	<b>229</b>	<b>265</b>	<b>220</b>	<b>395</b>	<b>2,878</b>

Note:

SSR is Short and Sustained Research.

TDQ is Text Dependent Questioning.

SSR K-5, SSR 6-12, TDQ K-5, TDQ 6-12 and DIBELS were added for the summer 2014 session.

## **Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects**

### **[History/Social Studies 5-8: Close Reading](#)** **and** **[History/Social Studies 9-12: Close Reading](#)**

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including History/Social Studies. College and career readiness in this field requires an appreciation of the norms and conventions of the discipline, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design history/social studies instruction that supports close reading behaviors.

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### **[History/Social Studies: Argumentation 5-8](#)** **and** **[History/Social Studies: Argumentation 9-12](#)**

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the history/social studies field.

W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **[Science/Technical Subjects 5-8: Close Reading](#)** **and** **[Science/Technical Subjects: Close Reading 9-12](#)**

The Common Core State Standards (CCSS) establish requirements for literacy development in all content areas, including Science and Technical Subjects. College and career readiness in these fields require an appreciation of the norms and conventions of the disciplines, such as the types of texts used in science and technical subjects; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of

events, processes, and concepts (CCSS, p. 60). This professional development provides strategies that will enable participants to design science instruction that supports close reading behaviors.

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Science/Technical Subjects: Argumentation 5-8**  
**and**  
**Science/Technical Subjects: Argumentation 9-12**

The Common Core State Standards (CCSS) emphasize students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development addresses strategies that writers use to craft convincing arguments in the science and technical fields.

W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Contact Information**

For additional information, contact the literacy or science specialists at your local education service cooperative or university STEM center.

## Disciplinary Literacy in Science, History/Social Studies, and Technical Subjects

Science Participants					History/Social Studies Participants				
	Training Year 11-12	Training Year 12-13	Training Year 13-14	Training Year 14-15		Training Year 11-12	Training Year 12-13	Training Year 13-14	Training Year 14-15
Arch Ford	33	13	71	21	Arch Ford	60	25	77	19
AR River	62	18	5	0	AR River	9	32	10	0
Crowley's Ridge	65	44	15	0	Crowley's Ridge	11	81	35	0
Dawson	42	30	4	0	Dawson	29	13	1	0
DeQueen/Mena	26	21	0	21	DeQueen/Mena	8	22	0	0
Great Rivers	44	37	11	0	Great Rivers	23	5	0	3
Northcentral	12	29	3	0	Northcentral	12	30	3	0
Northeast	17	8	0	57	Northeast	31	15	0	63
Northwest	36	69	15	0	Northwest	3	28	15	0
OUR	24	10	0	0	OUR	33	16	0	0
South Central	0	6	3	15	South Central	0	18	7	18
Southeast	48	16	0	4	Southeast	48	38	9	16
Southwest	27	28	3	0	Southwest	15	33	4	0
Western & UAFS	41	17	10	0	Western & UAFS	0	24	12	0
Wilbur Mills	109	55	35	9	Wilbur Mills	90	77	49	31
<b>TOTAL</b>	<b>593</b>	<b>401</b>	<b>175</b>	<b>127</b>	<b>TOTAL</b>	<b>372</b>	<b>457</b>	<b>222</b>	<b>150</b>

**Note 1:** The title of this professional development changed from Content Literacy in 2011 to Disciplinary Literacy in 2012. It was updated to meet the expectations of the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

**Note 2:** Science specialists from STEM centers partnered with ESC Science and Literacy specialists to offer this professional development.

# Literacy Design Collaborative (LDC)

## Grade Levels

- Grades 6-12

## Approved Areas of Professional Development

- Content
- Instructional Strategies
- Assessment
- Standards, Frameworks, Curriculum Alignment
- Principles of Learning/Developmental Stages
- Cognitive Research
- Building a Collaborative Learning Community

## Description

The Literacy Design Collaborative [LDC] offers a fresh approach to incorporating literacy into high school content areas. Designed to make literacy instruction the foundation of the core subjects, LDC allows teachers to build content on top of a coherent approach to literacy.

In LDC, teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. The LDC tools embed the Common Core Literacy Standards for ELA/Literacy into content-area instruction. LDC teaching tasks are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over two to four weeks of classroom time.

LDC consists of six days of professional development and six on-site visits to support implementation.

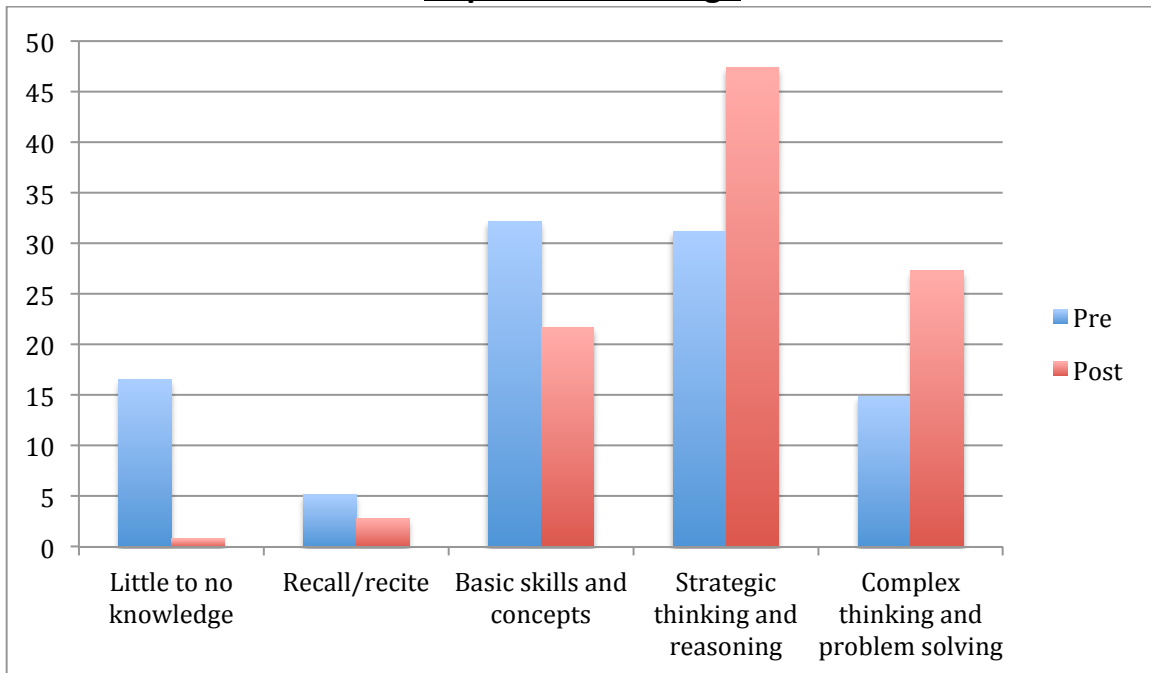
Literacy Design Collaborative (LDC), number of new participants per year				
Training Year	Pilot YR 2011	Cohort 1 YR 2012	Cohort 2 YR 2013	Cohort 3 YR 2014
Arch Ford ATU-STEM UCA-STEM	0	8	43	18
Arkansas River UALR-STEM	0	7	54	82
Crowley's Ridge ASU-Delta STEM	0	0	33	26
Dawson HSU-STEM	0	1	62	26
DeQueen/Mena HSU-STEM	5	16	23	34
Great Rivers	0	0	10	25
Northcentral ASU-Rural STEM	0	7	15	33
Northeast ASU-Rural STEM	0	0	18	20
Northwest UA-STEM	18	35	116	30
OUR	0	0	13	29
South Central SAU-STEM	0	0	27	18
Southeast UAM-STEM	1	45	62	11
Southwest SAU-STEM	0	12	6	13
Western UAFS-STEM	30	10	19	24
Wilbur Mills HU-STEM	0	0	27	18
<b>TOTAL</b>	<b>53</b>	<b>141</b>	<b>528</b>	<b>407</b>

**Note:** STEM Center and Cooperative Math Specialists collaborate to provide trainings. This training is held at the regional education service center. The Tri-District region is credited to the UALR STEM center but various specialists provide support.

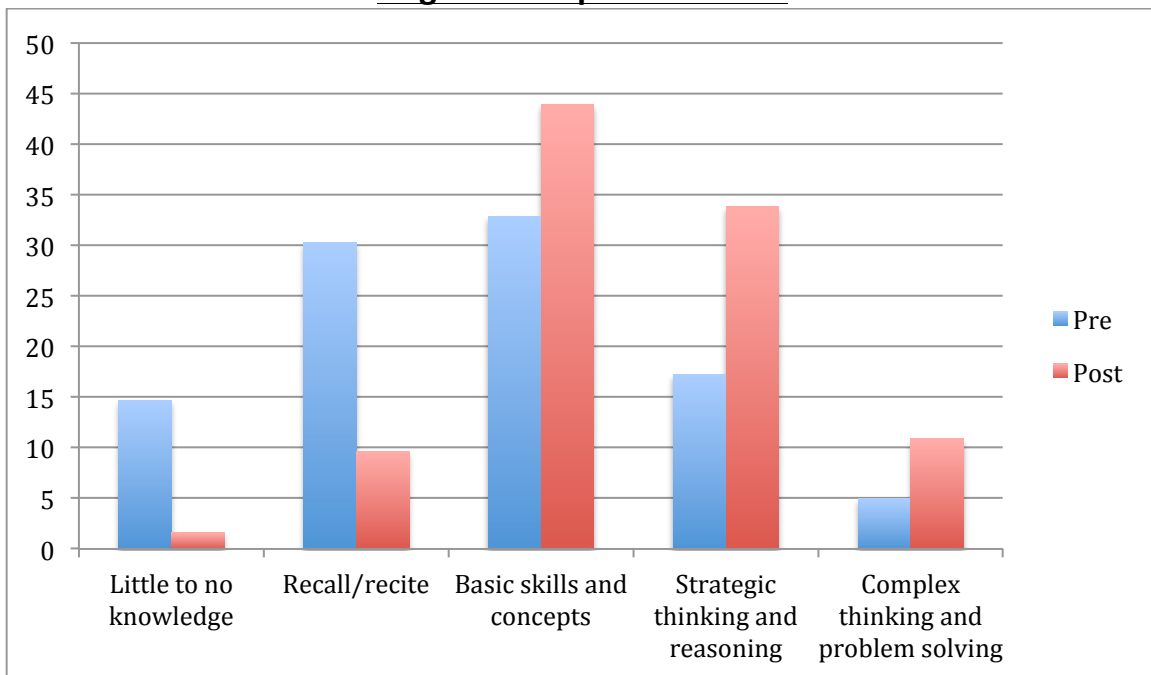
## Pre- and Post-Survey Data

I know and connect the Common Core State Standards to the content I teach

### Depth of Knowledge

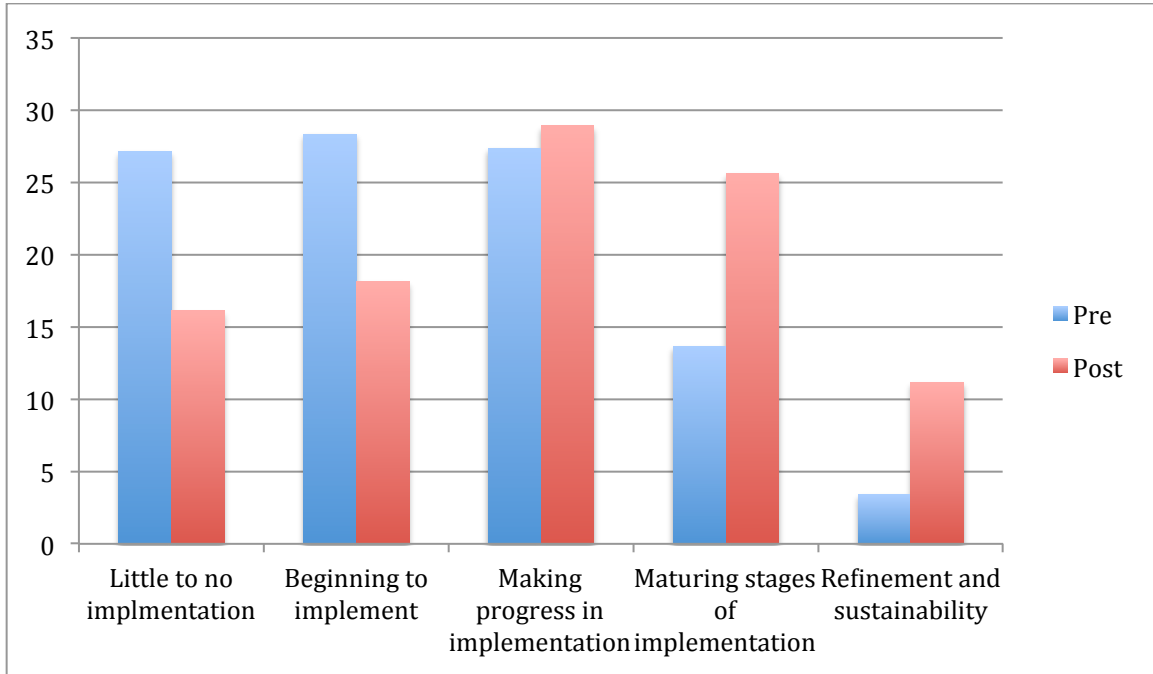


### Degree of Implementation



I participate in Teams/PLCs to analyze student work, measure student progress, and determine the appropriate response to intervention

### Degree of Implementation





## Reading Recovery®

Reading Recovery® is a short-term early literacy intervention that provides intensive individual instruction for the children with the lowest reading performance in first grade. Students receive 30 minutes of daily individual instruction in reading and writing for a period of 12 to 20 weeks from a highly trained, certified Reading Recovery teachers who teaches Reading Recovery for approximately half of the school day. During the other half of the day, the teacher serves as an intervention specialist and works with small groups of students having difficulty in literacy. The structure provides schools with a comprehensive intervention design for extending and sustaining the literacy achievement of K-5 students.

Dr. Marie Clay developed Reading Recovery in New Zealand in the mid-1970s following extensive observational research on children who were learning to read. In addition to New Zealand, Reading Recovery is currently available in Australia, Canada, Great Britain, and the United States. In 1991, the University of Arkansas at Little Rock became a Reading Recovery Training Center for Teacher Leaders.

Reading Recovery is the world's most widely researched intervention for young children having extreme difficulty with early literacy learning. After nearly 30 years of research, Reading Recovery's effectiveness has been replicated over and over again in hundreds of sites across the United States and abroad. In an era where scientifically-based research is considered a hallmark of effectiveness, Reading Recovery has a record of experimental studies that meet the USDE criteria for scientifically-based research ([www.readingrecovery.org/sections/index.asp](http://www.readingrecovery.org/sections/index.asp)). Furthermore, Reading Recovery incorporates the components identified by the National Reading Panel as being necessary for effective reading instruction, including phonemic awareness, phonics, guided oral reading, comprehension, and fluency.

In addition to the primary goal of ensuring that students in first grade reach proficiency in reading by the end of first grade, Reading Recovery has other positive outcomes. Reading Recovery serves as a safety net for the lowest achieving children and works as a pre-referral to special education, with many children avoiding placement in special education as a result of the Reading Recovery intervention. An additional positive outcome of Reading Recovery is the reduction in the number of students retained in first grade.

Reading Recovery students maintain their gains after first grade. State studies from Arkansas, Indiana, Ohio, Massachusetts, New Hampshire, New York, Texas, Georgia, and South Dakota have reported that Reading Recovery children sustain their gains beyond first grade, as measured by standardized tests.

In Arkansas, Reading Recovery is a partnership between local school districts, the University of Arkansas at Little Rock, Arkansas Educational Service Cooperatives, the Arkansas Department of Education, and the Arkansas State Legislature. These partnerships allow for intensive training for new teachers and teacher leaders along with high-quality professional development in an effort to increase the literacy achievement of struggling readers. Each year, the UALR Center for Literacy publishes an Executive Summary, detailing the results at sites affiliated with the UALR University Training Center.

Additional information about Reading Recovery can be found at [www.readingrecovery.org](http://www.readingrecovery.org)

## Reading Recovery Report of Schools Served, 2013-2014

During the 2013-2014 school year, 8 teacher leaders supported by the ADE supported 120 teachers in 76 schools in 48 districts. These teachers provided the Reading Recovery intervention for 1, 002 first graders and small group intervention for 4,728 children (Table 1).

**Table 1: Count of districts, schools, teachers, and children served by ADE teacher leaders**

Site	Districts	Schools	Teachers	RR Students	Other Students
Central Region	20	32	60	504	1,702
Crowley's Ridge ESC	7	7	12	102	920
North Central ESC	8	10	12	99	513
Northeast ESC	8	8	12	95	503
Northwest ESC	5	19	24	202	1,090
Total	48	76	120	1,002	4,728

Data were collected for all students served during the school year by Reading Recovery, even if a child had only one session. Reading Recovery students were assigned to one of the following intervention status categories:

Successfully Discontinued Series of Lessons: A child who successfully met the rigorous criteria to successfully discontinue their series of lessons during the school year or at the time of year-end testing.

Recommended Action After a Complete Intervention: A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a complete intervention of at least 20 weeks (a positive action benefiting the child and the school).

Incomplete Intervention At Year-End: A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

Moved While Being Served: A child who moved out of the school while being served before specific intervention outcome could be determined.

None of the Above: A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (i.e., removed after the child was moved to kindergarten).

Table 2 shows the number and percentage of students in each exit category for each site served by an ADE teacher leader.

**Table 2: Intervention Status of all Reading Recovery Students Served**

Site	Discontinued		Recommended Action		Incomplete		Moved		None of the Above	
	n	%	n	%	n	%	n	%	n	%
Central Region	371	64%	78	15%	77	15%	22	4%	6	1%
Crowley's Ridge	70	69%	11	11%	8	8%	5	5%	8	8%
North Central	65	66%	18	18%	11	11%	5	5%	0	0%
Northeast	56	59%	13	14%	11	12%	5	5%	10	11%
Northwest	114	56%	42	21%	30	15%	10	5%	6	3%
Total	676	64%	162	15%	137	13%	47	4%	30	3%

**Level of Reading Recovery Coverage**

Full implementation or full “coverage” has been reached in a school or in a district when there is sufficient trained teacher time available to serve all of the students defined as needing the service in the school or the district. Schools and districts move to full coverage over time. Only at the point of full coverage will the full decrease in the number of students with difficulties be realized. Schools and districts should have plans to work toward full coverage. Table 3 shows the level of coverage for schools in each site served by an ADE funded teacher leader.

**Table 3: Number of Schools in each Site by Level of Coverage**

Site	< 25%		25-49%		50-74%		75-99%		100%	
	n	%	n	%	n	%	n	%	n	%
Central Region	2	6%	4	13%	9	28%	9	28%	8	25%
Crowley's Ridge	0	0%	0	0%	3	43%	3	43%	1	14%
North Central	1	10%	2	20%	3	30%	2	20%	2	20%
Northeast	0	0%	0	22%	2	29%	3	43%	2	29%
Northwest	1	5%	10	53%	6	32%	2	11%	0	0%
Total	4	5%	16	21%	23	31%	19	25%	13	17%

#### **IV. Statewide Professional Development K-12 Mathematics**

- **Cognitively Guided Instruction (CGI)**
- **Thinking Mathematically**
- **Extending Children's Mathematics**
- **Common Core State Standards: Targeted Mathematics Topics**
- **Common Core State Standards: Planning for Instruction**
- **Mathematics Design Collaborative (MDC)**

## Cognitively Guided Instruction (CGI)

### Grade Levels

- K-3
- Special Education K-3

### Approved Areas of Professional Development

- Content (K-3)
- Instructional Strategies
- Assessment
- Standards, Frameworks, Curriculum Alignment
- Principles of Learning/Developmental Stages
- Cognitive Research
- Building a Collaborative Learning Community

### Description

Cognitively Guided Instruction (CGI) is a three-year professional development opportunity offered by the Arkansas Department of Education, education service cooperatives, and the university STEM centers. It is designed for teachers to learn a research-based framework for how elementary school children learn concepts of number and operation. Children's understanding of algebraic concepts – both properties of operations and properties of equations – is embedded in these frameworks. Teachers also learn how to use the framework to inform their mathematical instruction. The knowledge that teachers gain in a CGI workshop enhances how they implement any curriculum or resource materials.

### Professional Development Schedule

Year 1	Content
Four-day summer institute	<ul style="list-style-type: none"><li>• Frameworks for how children solve addition, subtraction, multiplication, and division problems</li><li>• Frameworks for how children develop an understanding of the base ten number system</li><li>• How to design problems for their students that embed the Common Core State Standards for Mathematics</li><li>• How to adapt problems for learner differences in ways that support all children's ability to engage in rigorous mathematical problem solving</li><li>• How to pose problems to children in a manner that supports and develops children's problem solving abilities</li></ul>
Two-day session in the fall semester	
School-based, classroom embedded professional development is a part of the two-day session in the fall semester.	
One-day session in the spring semester	<ul style="list-style-type: none"><li>• Refine understanding of the frameworks from CGI Year 1 and increase ability to use these frameworks to inform math instruction</li><li>• Integrate instruction in operations and algebraic thinking</li></ul>
Year 2	
Four-day summer institute	
Two sessions in the fall or spring semester.	
School-based, classroom embedded professional development is a part of the two-day session in the school year.	

	<ul style="list-style-type: none"> <li>• Tailor questions to gain essential information to determine each student's progress in understanding of specific math standards</li> <li>• Differentiate instruction in ways that support each student's participation in rigorous mathematical problem solving</li> </ul>
<b>Year 3</b>	<b>Content</b>
Three-day summer institute	<ul style="list-style-type: none"> <li>• Refine understanding of the frameworks learned in CGI years 1 and 2</li> <li>• Integrate experiences with children with understanding of the mathematical frameworks to design instruction that engages all children at an appropriate level of rigorous mathematical problem solving</li> <li>• Increase ability to integrate instruction in operations and instruction in algebraic thinking</li> <li>• Develop the ability to use mathematical notation to help children reflect on the algebraic properties of their solution strategies</li> <li>• Integrate number facts instruction with teaching for understanding</li> </ul>
Two-day session in the fall semester	
School-based, classroom embedded professional development is a part of the two-day session in the fall semester.	
Two-day session in the spring semester	
School-based, classroom embedded professional development is a part of the two-day session in the spring semester.	

## Research

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Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children's understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge

<b>Cognitively Guided Instruction: CGI YR-1, new participants in a 3 year training</b>											
<b>Training Year</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>TOTALS</b>
Arch Ford		30	19	28	93	59	60	150	115	60	614
Arkansas River		14	21	0	0	0	0	0	61	60	156
Crowley's Ridge		30	30	30	32	25	239	120	116	82	704
Dawson		30	70	70	36	85	120	127	28	28	594
DeQueen/Mena		0	29	90	32	29	27	30	30	20	287
Great Rivers		0	0	27	27	0	30	30	30	12	156
Northcentral		0	28	34	61	54	87	26	22	52	364
Northeast		0	32	19	20	0	29	60	30	30	220
Northwest	34	69	70	41	65	105	76	90	114	90	754
OUR		0	0	63	64	42	60	50	28	29	336
South Central	32	35	28	16	30	24	30	0	31	60	286
Southeast		0	25	120	25	0	86	27	0	57	340
Southwest		20	25	0	32	0	60	28	30	0	195
Western		0	0	0	31	55	30	31	0	0	147
Wilbur Mills		21	144	95	60	54	20	89	51	57	591
ASU -Rural STEM											0
ASU- Delta STEM											0
Harding University STEM											0
SAU STEM Center					32	24					56
UA-STEM Center											0
UAFS-STEM Center									30	30	60
UALR-STEM Center			20	50	90	120	166	110	109	45	710
UAM-STEM Center											0
UAPB-STEM Center											0
UCA-STEM											0
<b>TOTALS</b>	<b>66</b>	<b>249</b>	<b>541</b>	<b>683</b>	<b>730</b>	<b>676</b>	<b>1120</b>	<b>968</b>	<b>825</b>	<b>712</b>	<b>6570</b>

**Note:** STEM Center and Cooperative Math Specialists collaborate to provide trainings. This data represents the regional agency that registered the training.

<b>Arkansas CGI Leadership Cohort A (2009)</b>				
<b>Region</b>	<b>First Name</b>	<b>Last Name</b>	<b>School District</b>	<b>POSITION</b>
Arch Ford ESC	Kathy	Nolen		Retired
	Nancy	Via	Arch Ford ESC	ADE Math Specialist
Arkansas River ESC	Liz	Diemer	Sheridan	Resource Teacher
	Alisa	Gray	Sheridan	Math IF
	Sarah	Hogg	Sheridan	Principal
Dawson ESC	Mary	Armstrong	Bryant	Math IF
	Tina	Hobbs	Malvern	Principal
	Lori	Saracini	Hot Springs	Math IF
	Ann	Webb	Hot Springs	Math Specialist
DeQueen/Mena ESC	Jody	Pearce	DeQueen/Mena ESC	ADE Math Specialist
Northwest ESC	Heather	Barron	Springdale	Math IF
	Stacey	Dominquez	Springdale	Math IF
	Stacie	Grace	Springdale	3 <sup>rd</sup> Grade Teacher
	Linda	Jaslow	Northwest ESC	IF/Specialist
	Christi	Schrauger	Springdale	Race to the Top Grant Teacher K-5
	Cheryl	Scott	Rogers	Math IF
	Laura	Wieland	Springdale	District K-5 Math Teacher on Special Assignment
OUR ESC	Shane	Flud	OUR ESC	ADE Math Specialist
	Debbie	Wilson	Harrison	Principal
South Central ESC	Lynne	Nielsen	Louisiana Tech University	Assistant Professor of Math Education
	Sonya	Russell	Magnolia	Mathematics-Curriculum Coordinator
Southeast ESC	Bonnie	Gavin	Woodlawn	2 <sup>nd</sup> Grade Teacher
	Emily	White	Monticello	1 <sup>st</sup> Grade Teacher
UALR STEM Center	Carolyn	Blome	Little Rock	1 <sup>st</sup> Grade Teacher
	Katrina	Long	Little Rock	4 <sup>th</sup> Grade Teacher
Wilbur Mills ESC	Pamela	Allen	Wilbur Mills ESC	ADE Math Specialist



<b>Arkansas CGI Leadership Cohort B (2012)</b>				
<b>Region</b>	<b>First Name</b>	<b>Last Name</b>	<b>School District</b>	<b>POSITION</b>
Arch Ford ESC	Jamie	Hawkins	South Conway County	Teacher
	Tara	Sanders	Danville	2 <sup>nd</sup> Grade Teacher
	Brittany	Shipp	East End	Kindergarten Teacher
UALR STEM Center	Marian	Cunningham	Little Rock	1st Grade Teacher
	Patricia	Goodman	Little Rock	Math IF
	Kim	Romain	Little Rock	5th Grade Teacher
	Thoma	Thacker	Little Rock	1st Grade Teacher
Crowley's Ridge ESC	Wendy	Green	Bay	1st Grade Teacher
	Hidda	Spencer	Jonesboro	4th Grade Teacher
	Ashley	Layne	Bay	3 <sup>rd</sup> Grade Teacher
	Kristy	Spencer	Bay	1st Grade Teacher
Dawson ESC	Cheryl	Hentschel	Benton	Math IF
	Rhonda	Petit	Fordyce	4th Grade Teacher
DeQueen/Mena ESC	Paulette	Crawford	Mena	4th Grade Teacher/ESL
Northcentral ESC	Lisa	Barber	Batesville	3 <sup>rd</sup> Grade Teacher
	Tracey	Owens	Cedar Ridge	Math IF
Northwest ESC	Leticia	Greene	West Ford	3rd Grade Teacher
	Mary	Nevin	Elkins	Math IF
	Kendra	Bookout	Rogers	Math IF
OUR ESC	Suzanne	Grant	Harrison	Math IF
	Pattie	Wheeler	Valley Springs	Math IF
Southeast ESC	Mayme	Gille	Hamburg	1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher
Southwest ESC	Carol	Camp	Lafayette County	Math IF
	Angela	Murphy	Prescott	5 <sup>th</sup> Grade Teacher
Western ESC	Elizabeth	Buerger	Ft. Smith	2nd Grade Teacher
	Elizabeth	Parker	Ft. Smith	2 <sup>nd</sup> /4 <sup>th</sup> Grade Teacher
Wilbur Mills ESC	Amber	Jones	Beebe	3rd Grade Teacher
	Remona	Moore	Beebe	Special Education Teacher K-8
Wilbur Mills ESC	Amber	Jones	Beebe	3rd Grade Teacher

## Cognitively Guided Instruction (CGI) 2013-2014 Survey Monkey Data Report

This report is a compilation of data from 1572 participants of Cognitively Guided Instruction (CGI) from Summer 2012. Please note a follow-up survey will be administered Spring 2014. The first section of data (*Demographic Data*) is a compilation of the demographic data of participants taking the survey. The second section of data addresses Teaching Beliefs, Teacher Knowledge of the Use of Problems (or instructional decision making driven by how well they can understand the problems to make decisions), and Teacher Knowledge of Student Problem Solving Strategies (or teacher content knowledge that allows them to interpret student work).

### I. Demographic Data

#### *Current Level of CGI Training (n=1423)*

<b>CGI Level 1</b>	<b>CGI Level 2</b>	<b>CGI Level 3</b>
46 %	36 %	19 %

#### *Trainer of Current CGI Training (n=1423)*

<b>Training YR</b>	<b>Teacher Development Group (TDG)</b>	<b>AR CGI Trainer</b>
1	14 %	86 %
2	17 %	84 %
3	92 %	8 %

#### *Approximately what percent of teachers from your school are engaged in CGI? (n=1174)*

	<b>Currently attending CGI Training</b>		
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
100 %	6 %	9 %	8 %
99 % - 80 %	23 %	32 %	33%
79 % - 60 %	19 %	20%	28%
59 % - 40 %	19 %	19%	17 %
39 % - 20 %	15 %	10 %	11 %
19 % - 1 %	16 %	10 %	3%
0 %	3 %	0 %	1 %

*What type of support do you get in implementing CGI? Mark all that apply. (n=1423)*

	CGI Level 1	CGI Level 2	CGI Level 3
I don't get any support.	31 %	9 %	5%
I informally meet with my grade level teachers who are taking CGI.	44 %	56 %	59 %
How often do you meet?			
Occasionally	62 %	50%	47 %
Regularly	38%	50 %	53%
I informally meet with other teachers who are taking CGI.	23 %	43 %	45 %
How often do you meet?			
Occasionally	70 %	70%	65 %
Regularly	30%	30%	35 %
I formally meet with team meeting.	21 %	38 %	38%
How often do you meet?			
Once a week	61 %	48%	51 %
Once or twice a month	26 %	39 %	39 %
Once every few months	10 %	10%	7%
Once a semester	1 %	3 %	1%
Once a year	3 %	2 %	2 %
Who leads your team meeting?			
Administrator	15 %	9 %	3%
We rotate	51%	44%	57 %
Coach	31 %	44 %	40 %
District Coordinator	4%	3%	0%

## II. Teaching Beliefs, Content Knowledge, Teacher Knowledge of the Use of Problems, and Teacher Knowledge of Student Problem Solving Strategies Data

Teaching Beliefs, Teacher Knowledge of the Use of Problems, and Teacher Knowledge of Student Problem Solving Strategies data reported below is a compilation of the teacher beliefs in using CGI instructional strategies, the teacher's understanding of using problems to influence student learning, and the teacher's understanding about students' thinking in solving problems.

### Teaching Beliefs

*How often do you use CGI when you are teaching number and operations? (n=1423)*

	CGI Level 1 n = 681	CGI Level 2 n = 474	CGI Level 3 n = 268
Every Day	15 %	45 %	60.5 %
A Few Times a Week	26 %	46 %	42 %
Once a Week	15 %	6 %	1 %
Rarely	46 %	4 %	2 %

*I believe students can solve problems without being taught the algorithms. (n=1423)*

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	14.8 %	35.0 %	41.8 %
4 - Agree	52.3 %	52.3 %	45.9 %
3 - Neutral	26.7 %	9.3 %	10.1 %
2 - Disagree	5.9 %	3.0 %	1.1 %
1 – Strongly Disagree	0.3 %	0.4 %	1.1 %
Avg. Rating	3.8	4.2	4.3

*My children spend a lot of time talking to each other about their mathematical thinking during math class.(n=1423)*

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	7 %	15 %	18 %
4 - Agree	41 %	61 %	61 %
3 - Neutral	37 %	19 %	16 %
2 - Disagree	14 %	5 %	4 %
1 – Strongly Disagree	2 %	1%	1%
Avg. Rating	3.4	4.6	3.9

*I know my math lesson went well when most of my students are correctly using the procedure/algorithm I demonstrated for them. (n=1423)*

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	3%	2 %	0 %
4 - Agree	42 %	21 %	15 %
3 - Neutral	39 %	28 %	26 %
2 - Disagree	15 %	38 %	41 %
1 – Strongly Disagree	1 %	12 %	18 %
Avg. Rating	3.3	2.6	2.4

*My main role as a teacher is to tell my students how to solve mathematical problems. (n=1572)*

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	1 %	0 %	0 %
4 - Agree	9 %	2 %	1 %
3 - Neutral	24 %	11 %	9 %
2 - Disagree	57 %	63 %	55 %
1 – Strongly Disagree	9 %	25 %	35 %
Avg. Rating	2.4	1.9	1.8

*CGI has helped deepen my mathematical knowledge and instructional decision-making.*  
(n=1572)

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	7 %	33 %	46 %
4 - Agree	36 %	63 %	50 %
3 - Neutral	54 %	3 %	3 %
2 - Disagree	1%	0 %	0 %
1 – Strongly Disagree	1%	1 %	1 %
Avg. Rating	3.5	4.2	4.4

### Teacher Knowledge of the Use of Problems

*My role as a teacher is to pose carefully selected problems and number sets designed to develop understanding of different mathematical concepts.* (n=1174)

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	10 %	37 %	47 %
4 - Agree	65 %	59 %	48 %
3 - Neutral	22 %	4 %	3 %
2 - Disagree	2 %	1 %	1 %
1 – Strongly Disagree	0 %	0 %	1 %
Avg. Rating	3.8	4.3	4.4

*I use the CGI problem types to teach children how to solve the different types of problems.*  
(n=1572)

	<b>CGI Level 1</b> n = 681	<b>CGI Level 2</b> n = 474	<b>CGI Level 3</b> n = 268
5 - Strongly Agree	7 %	24 %	29 %
4 - Agree	45 %	64%	55 %
3 - Neutral	42 %	7%	10 %
2 - Disagree	5 %	3 %	4 %
1 – Strongly Disagree	1 %	1%	2 %
Avg Rating	3.5	4.1	4.0

## Thinking Mathematically

### Grade Levels

- 6-8
- Special Education 6-8

### Approved Areas of Professional Development

- Content
- Instructional Strategies
- Assessment
- Standards, Frameworks, Curriculum Alignment
- Principles of Learning/Developmental Stages
- Cognitive Research
- Building a Collaborative Learning Community

### Description

Thinking Mathematically (TM) is currently a two-year professional development opportunity offered by the Arkansas Department of Education, education service cooperatives, and the university STEM centers. TM is designed for teachers to explore research-based frameworks for how middle level school children learn concepts dealing with computations with large numbers, algebraic reasoning, fractions, decimals and proportional reasoning. TM helps teachers learn the properties of operations and equations that are the foundation for algebra. Teachers also learn how to use the frameworks for children's thinking in conjunction with the algebraic properties to inform their mathematical instruction. What teachers learn in a Thinking Mathematically workshop enhances how they implement any curriculum or resource material.

### Professional Development Schedule

Year 1	Content
Four-day summer institute	<ul style="list-style-type: none"><li>• Integrate instruction on computation with instruction on algebra</li><li>• Researched-based frameworks for students' strategies for computation</li><li>• Properties of operations and equations that are the foundation for algebra</li><li>• Integrate the research on students' thinking and the structure of formal algebra</li><li>• Design instruction that helps children learn number and operations while also learning algebraic reasoning</li><li>• Write problems for students that embed the CCSS for math and learn to adapt problems for learner differences in a manner that enables all students to engage in rigorous problem solving</li><li>• Pose problems to children in a manner that supports and develops children's problem solving abilities</li><li>• Focus on relational thinking strategies to embed algebraic concepts in operations with whole numbers, solve linear equations, develop an understanding of fraction as quantity, and fraction operations.</li></ul>
Two-day session in the fall semester	
School-based, classroom embedded professional development is a part of the two-day session in the fall semester.	
One-day session in the spring semester	

Year 2	Content
Four-day summer institute	<ul style="list-style-type: none"> <li>• Refine understanding of the research-based frameworks for children’s thinking and understanding of the algebraic properties of operations and equations</li> <li>• Assess children’s thinking</li> <li>• Use these frameworks to inform math instruction and to adapt instruction for learner differences in a manner that enables all students to engage in rigorous problem solving</li> <li>• Assess children’s thinking</li> <li>• Tailor questions to gain specific information about an individual child’s thinking</li> <li>• Use algebraic properties of operations and equations to solve equations</li> <li>• Algebra underlying fraction computation</li> <li>• Equivalence and proportional reasoning</li> </ul>
Two-day session in the fall	
School-based, classroom embedded professional development is a part of the two-day session in the fall semester.	
One-day session in the spring	<ul style="list-style-type: none"> <li>• Assess children’s thinking</li> <li>• Tailor questions to gain specific information about an individual child’s thinking</li> <li>• Use algebraic properties of operations and equations to solve equations</li> <li>• Algebra underlying fraction computation</li> <li>• Equivalence and proportional reasoning</li> </ul>
School-based, classroom embedded professional development is a part of the one-day session in the spring semester.	
Year 3: Summer 2013	Content
Three-day summer institute	<ul style="list-style-type: none"> <li>• Integrate instruction on computation with whole numbers with instruction on computation with fractions and decimals with instruction</li> <li>• Assess children’s thinking</li> <li>• Use notation to help children reflect on the algebraic nature of their solution strategies</li> <li>• Provide instruction that engages each child at an appropriate level with the CCSS for Mathematics.</li> </ul>
Two-day session in the fall	
School-based, classroom embedded professional development is a part of the two-day session in the fall semester.	
Two-day session in the spring	<ul style="list-style-type: none"> <li>• Integrate instruction on computation with whole numbers with instruction on computation with fractions and decimals with instruction</li> <li>• Assess children’s thinking</li> <li>• Use notation to help children reflect on the algebraic nature of their solution strategies</li> <li>• Provide instruction that engages each child at an appropriate level with the CCSS for Mathematics.</li> </ul>
School-based, classroom embedded professional development is a part of the two-day session in the spring semester.	

## Research

Carpenter, T. P., Franke, M. L., and Levi, L., (2003). *Thinking mathematically: integrating arithmetic & algebra in elementary school*. Portsmouth, NH: Heinemann.

Empson, S. B., Junk, D., Dominguez, H., and Turner, E. (2006). Coordination of multiplicatively related quantities: A cross-sectional study of children's thinking. *Educational Studies in Mathematics*

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Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children’s understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers’ eyes*. New York: Routledge.

Thinking Mathematically, number of new participants per year								
Training Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	TOTALS
Co-op								
Arch Ford			60	30				90
Arkansas River								0
Crowley's Ridge								0
Dawson			37		35			72
DeQueen/Mena		30						30
Great Rivers								0
Northcentral		34						34
Northeast								0
Northwest		30	77	58	31			196
OUR		27						27
South Central								0
Southeast								0
Southwest								0
Western								0
Wilbur Mills	27	22		15				64
ASU-Delta STEM								0
ASU-Rural STEM								0
HSU-STEM								0
HU- STEM								0
SAU- STEM								0
UA- STEM			20	24	34	37	33	148
UAFS- STEM								0
UALR- STEM								0
UAM- STEM								0
UCA- STEM								0
<b>TOTALS</b>	<b>27</b>	<b>143</b>	<b>194</b>	<b>127</b>	<b>100</b>	<b>37</b>	<b>33</b>	<b>661</b>



## Extending Children's Mathematics

### Grade Levels

- Grades 3-6
- Special Education 3-6

### Approved Areas of Professional Development

- Assessment
- Building a Collaborative Learning Community
- Cognitive Research
- Content (K-12)
- Instructional Strategies
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

Extending Children's Mathematics is a professional development designed to enhance teachers' ability to teach math for understanding by increasing their understanding of students' mathematical thinking. The content focus is Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, The Number System, and Expressions and Equations as described in the Common Core State Standards (CCSS) for Grades 3-6. Through a focus on students' thinking, teachers improve their ability to implement the Standards for Mathematical Practice as described in the CCSS.

### Professional Development Schedule

Year 1	Content
Four-day summer institute	<ul style="list-style-type: none"><li>• Frameworks for how children solve multiplication, and division problems with whole numbers</li><li>• Integrate number facts instruction with teaching for understanding</li><li>• Frameworks for how children develop an understanding fractions as relational quantities</li><li>• How to design problems for their students</li><li>• How to pose problems to children in a manner that supports and develops children's problem solving abilities</li></ul>
Two-day session in the fall semester	
Site-based, classroom embedded training is a part of the two-day session in the fall semester.	
One-day session in the spring semester	
Year 2	Content
Four-day summer institute	<ul style="list-style-type: none"><li>• Refine understanding of the frameworks from ECM Year 1 and increase ability to use these frameworks to inform math instruction</li><li>• Framework for how children development an understanding of base ten</li><li>• Framework for how children development an understanding of equivalence</li><li>• Integrating instruction in number and operations with instruction in algebraic thinking.</li><li>• Assessing children's thinking by tailoring</li></ul>
Two sessions in the fall semester.	
Site-based, classroom embedded training is a part of the two-day session in the school year.	
Two-day session in the spring semester	
Site-based, classroom embedded training is a	

part of the two-day session in the fall semester.	questions to gain specific information
<b>Year 3</b>	<b>Content</b>
Three-day summer institute	<ul style="list-style-type: none"> <li>• Refine understanding of the frameworks learned in CGI years 1 and 2</li> <li>• Integrate experience with children with understanding of the mathematical frameworks</li> <li>• Increase ability to integrate instruction in number and operations with instruction in algebraic thinking</li> <li>• Develop the ability to use mathematical notation to help children reflect on the algebraic properties of their solution strategies</li> <li>• Integrate instruction on computational fluency with teaching for understanding</li> </ul>
Two-day session in the fall semester	
Site-based, classroom embedded training is a part of the two-day session in the fall semester.	
One-day session in the spring semester	

### Research

Carpenter, T. P., Ansell, E., Franke, M. L., Fennema, E., and Weisbeck, L. (1993). Models of problem-solving: A study of kindergarten children's problem-solving processes. *Journal for Research in Mathematics Education*, 24(5), 528-441.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's mathematics: cognitively guided instruction*. Portsmouth, NH: Heinemann.

Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal*, 26 (4), 385-531.

Carpenter, T. P., Franke, M. L., Jacobs, V. R., Fennema, E., and Empson, S. B. (1998). A longitudinal study of invention and understanding in children's multidigit addition and subtraction. *Journal for Research in Mathematics Education*, 29(1), 3-20.

Jacobs, V. R., Franke, M. L., Carpenter, T. P., Levi, L., Battey, D. (2007). Professional development focused on children's algebraic reasoning in elementary school. *Journal for Research in Mathematics Education*, May 2007.

Jacobs, V. R., Lamb, L. L. C., Philipp, R. A., & Schappelle, B. P. (2011). Deciding how to respond on the basis of children's understandings. In M. G. Sherin, V. R., Jacobs, & R. A. Philipp (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge.

### Contact Information

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

Extending Children's Mathematics, number of new participants per year				
Training Year	2012-13	2013-14	2014-15	TOTALS
Arch Ford	60	0	0	60
Arkansas River	0	0	60	60
Crowley's Ridge	60	60	57	177
Dawson	0	0	0	0
DeQueen/Mena	13	0	0	13
Great Rivers	0	0	0	0
Northcentral	0	29	26	55
Northeast	30	0	0	30
Northwest	59	117	57	233
OUR	0	28	0	28
South Central	0	22	20	42
Southeast	0	0	53	53
Southwest	0	30	30	60
Western	0	0	0	0
Wilbur Mills	0	30	0	30
ASU-Delta STEM	0	0	0	0
ASU-Rural STEM	0	0	0	0
HSU-STEM	0	0	0	0
HU- STEM	0	0	0	0
SAU- STEM	0	0	0	0
UA- STEM	0	0	0	0
UAFS- STEM	0	0	0	0
UALR- STEM	60	53	19	132
UAM- STEM	0	0	0	0
UCA- STEM	0	0	0	0
<b>TOTAL</b>	<b>282</b>	<b>369</b>	<b>322</b>	<b>973</b>

## Common Core State Standards: Targeted Mathematics Topics

### Grade Levels

- Various configurations of K-12

### Approved Areas of Professional Development

- Content (K-12)
- Instructional Strategies
- Assessment
- Standards, Frameworks, Curriculum Alignment
- Principles of Learning/Developmental Stages
- Cognitive Research
- Building a Collaborative Learning Community

### Description

This category consists of a group of courses that have been developed to address a comprehensive range of mathematics content for grades K-6. They are designed for teachers to select courses based on their personal learning needs or based on their analysis of student achievement data. Recommended pre-requisites accompany many of the courses, but there are several pathways a teacher could take in completing the courses. Completion of all of them could take several years. The courses are grounded in the same research that has informed the CGI/ECM/TM programs so that they send a consistent message about the importance of engaging and understanding student thinking in the process of teaching them mathematics. While CGI/ECM/TM focus on number, operations, and algebraic thinking, the CCSS courses deal with those topics and a broader range of topics including geometry, measurement, and data, and a broader range of grade levels, including some courses that span grades 6-12. The knowledge that teachers gain in any of these courses should enhance their understanding of the standards for mathematical practice, the particular mathematics content, and important connections for students across mathematics topics. These courses can be taken in a variety of ways that include 1) a Face-to-Face setting at an education cooperative or a regional university STEM center, 2) on-line course format with a facilitator via the AR moodle platform, and/or 3) a Face-to-Face school-based professional learning community (PLC).

Category	Description	Courses
Number, Operations, and Algebraic Thinking	These courses begin by introducing the major types of addition, subtraction, multiplication, and division problems. Subsequent courses then build on the basic problem types to focus on developing place value understanding, fact fluency, fraction/decimal concepts and operations, and multi-digit computation.	<ul style="list-style-type: none"> <li>-Problem Situations for Addition and Subtraction and the Nature of Equals (K-3)</li> <li>-Problem Situations for Multiplication and Division and the Nature of Equals (K-6)</li> <li>-Developing Fact Fluency (K-3)</li> <li>-Developing the Base Ten System (K-6)</li> <li>-Other Problem Situations for Multiplication and Division (3-6)</li> <li>-Fraction Concepts: Equal Sharing (1-6)</li> <li>-Fraction Operations: Multiple Groups (3-6)</li> <li>-Fraction Operations: Partial Groups (4-7)</li> <li>-Strategies, Algorithms, and Recording Systems for Multi-digit Addition and Subtraction (K-4)</li> <li>- Strategies, Algorithms, and Recording Systems for Multi-digit Multiplication and Division (3-6)</li> </ul>

Geometry and Measurement	These courses deal with geometry, geometric measurement, and non-geometric measurement. The measurement courses relate the measurement process for many attributes to the process for linear measurement. These courses make many connections to fraction courses in the Number, Operations, and Algebraic Thinking category. The geometry courses use transformations as a unifying theme.	<ul style="list-style-type: none"> <li>-Linear Measurement (K-3)</li> <li>-Area, Surface Area, and Volume (3-5)</li> <li>-Angles, Coordinate Grids, and Scale (3-5)</li> <li>-Non-geometric Measurement (K-5)</li> <li>-Geometric Measurement (5-12)</li> <li>-Geometry (6-12)</li> </ul>
Data and Statistics	These courses develop data representation and statistical literacy skills appropriate for elementary and middle grades. Data representations are studied through the lens of what one would want to be able to interpret about the data from an examination of its shape. Characteristics of a distribution, such as its center and spread, are described and measured. Conventional statistics are developed.	<ul style="list-style-type: none"> <li>-Numerical Data (2-5)</li> <li>-Data Modeling Part 1: Data Display, Center, and Variability (5-7)</li> <li>-Data Modeling Part 2: Chance, Modeling and Inference (5-7)</li> </ul>
Algebra and Functions	These courses focus on the development of more formal algebraic thinking in the forms of tables, graphs, and variable expressions and equations. This reasoning builds from the work done with number and operations using numerical expressions and equations and properties of operations.	<ul style="list-style-type: none"> <li>-Algebraic Thinking as a Bridge to Functions (3-6)</li> <li>-Developing Proportional Reasoning (4-7)</li> <li>-Functions (6-12)</li> </ul>

#### Contact Information

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

## **Common Core State Standards: Planning for Instruction**

### **Grade Levels**

- Various configurations of K-12

### **Approved Areas of Professional Development**

- Content (K-12)
- Instructional Strategies
- Assessment
- Standards, Frameworks, Curriculum Alignment
- Principles of Learning/Developmental Stages
- Cognitive Research
- Building a Collaborative Learning Community

### **Description**

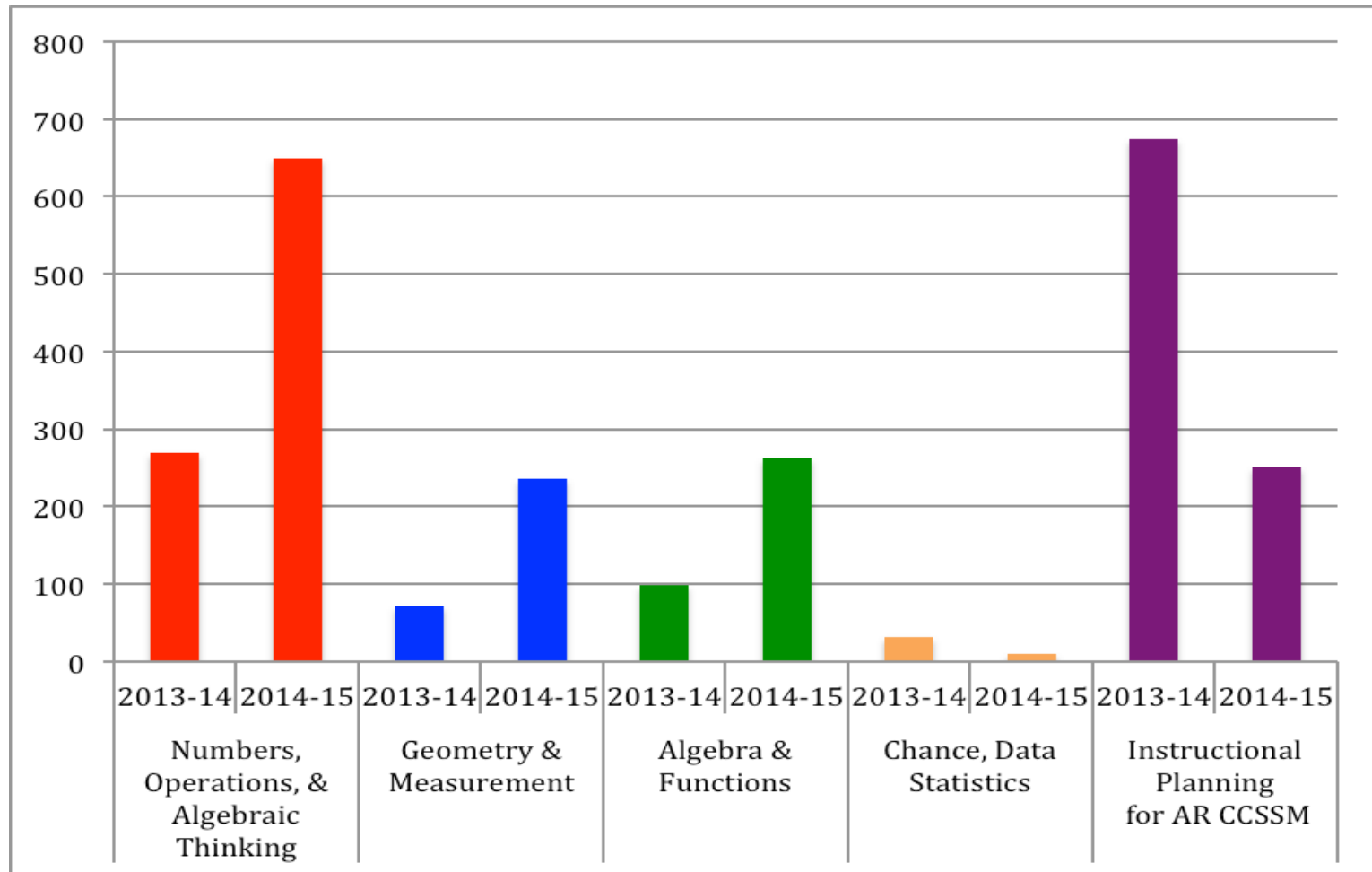
Educators may have questions and concerns around planning for instruction as they implement CCSSM. This professional development will facilitate a discussion about developing unit planning and lesson planning at a specific grade level for grades K-12. A list of primary resources for planning and sources for locating problems and tasks will be provided.

### **Contact Information**

For additional information, contact the mathematics specialists at your local education service cooperative or university STEM center.

Common Core State Standards: Planning for Instruction Training Categories										
	Numbers, Operations, and Algebraic Thinking		Geometry and Measurement		Algebra and Functions		Chance, Data Statistics		Instructional Planning for CCSSM	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Arch Ford	60	71	6	45	27	27	8	2	18	0
Arkansas River	0	0	0	0	0	13	0	0	92	22
Crowley's Ridge	7	32	13	0	6	0	0	0	75	0
Dawson	80	116	0	18	14	28	8	0	122	11
DeQueen/Mena	0	26	0	0	0	0	6	0	0	31
Great Rivers	17	39	0	14	0	0	0	0	0	0
Northcentral	0	0	0	0	0	0	0	0	6	0
Northeast	45	39	7	0	0	36	0	0	146	0
Northwest	0	21	0	33	0	23	0	8	0	25
OUR	0	0	0	0	0	0	0	0	82	25
South Central	7	0	4	13	6	8	0	0	0	15
Southeast	12	8	0	21	8	12	0	0	0	77
Southwest	11	25	16	17	0	8	0	0	55	11
Western	0	21	0	0	0	0	0	0	0	0
Wilbur Mills	30	224	8	21	0	7	0	0	58	0
ASU-Rural STEM	0	0	0	0	0	0	0	0	6	0
ASU-Delta STEM	0	16	0	0	0	34	0	0	0	0
Harding U STEM	0	0	18	23	37	14	5	0	0	17
HSU STEM	0	0	0	0	0	0	0	0	0	6
SAU STEM Center	0	7	0	0	0	14	0	0	0	0
UA STEM Center	0	0	0	0	0	0	0	0	0	0
UAFS STEM Center	0	0	0	0	0	0	0	0	0	0
UALR STEM Center	0	0	0	30	0	30	0	0	0	0
UAM STEM Center	0	5	0	0	0	8	0	0	0	10
UCA STEM	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>269</b>	<b>650</b>	<b>72</b>	<b>235</b>	<b>98</b>	<b>330</b>	<b>32</b>	<b>10</b>	<b>675</b>	<b>250</b>

## Arkansas Common Core State Standards: Targeted Mathematics Topics (Including Instructional Planning)





## **Mathematics Design Collaborative (MDC)**

### **Grade Levels**

- **Grades 9-10 (Algebra I and Geometry)**
- **Grades 6-8**

### **Approved Areas of Professional Development**

- **Content**
- **Instructional Strategies**
- **Assessment**
- **Standards, Frameworks, Curriculum Alignment**
- **Principles of Learning/Developmental Stages**
- **Cognitive Research**
- **Building a Collaborative Learning Community**

### **Description**

The Mathematics Design Collaborative (MDC) provides schools with instructional tools needed to help teachers understand and implement the Arkansas Common Core State Standards (CCSS) for grades 6 - 8 and high school Algebra 1 and Geometry effectively while allowing teachers the flexibility to select topics and adapt assignments to their specific instructional plans. MDC helps teachers embed the new standards into instruction and engage students in assignments that address math understanding. MDC uses formative assessment lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs and questions to check for students' math understanding and correct common misunderstandings.

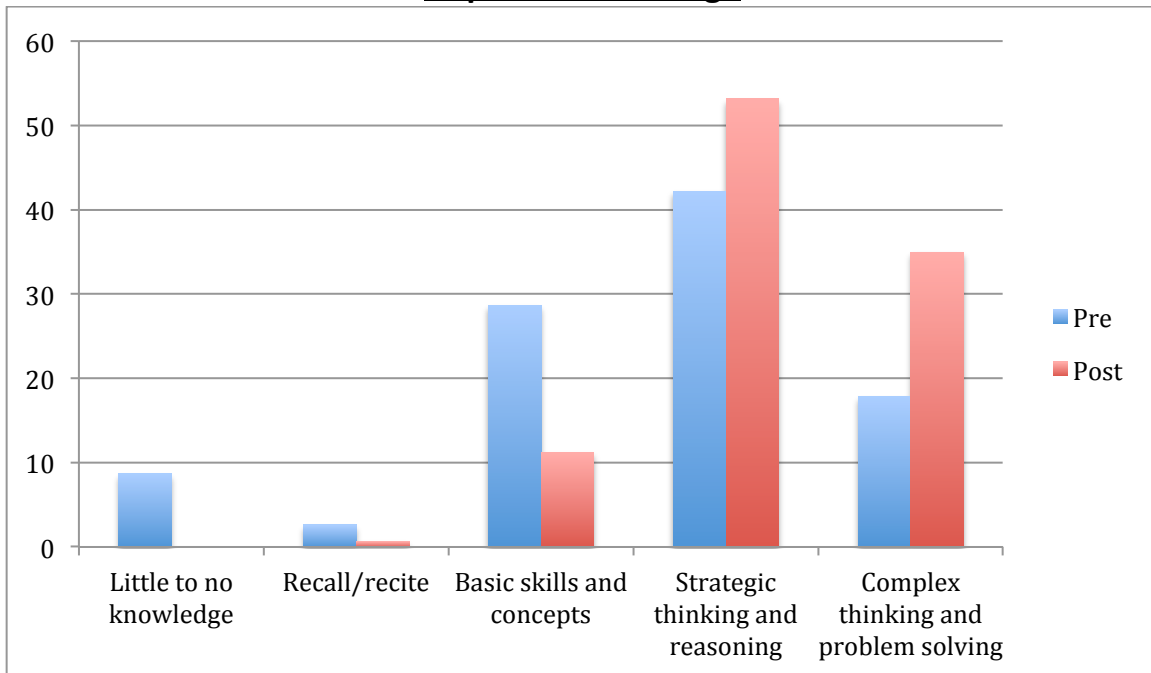
<b>Mathematics Design Collaborative (MDC), number of new participants</b>				
<b>Training Year</b>	<b>Pilot YR 2011</b>	<b>Cohort 1 YR 2012</b>	<b>Cohort 2 YR 2013</b>	<b>Cohort 3 YR 2014</b>
<b>Arch Ford ATU-STEM UCA-STEM</b>	0	3	7	30
<b>Arkansas River UALR-STEM</b>	4	11	10	37
<b>Crowley's Ridge ASU-Delta STEM</b>	0	0	9	27
<b>Dawson HSU-STEM</b>	0	7	7	24
<b>DeQueen/Mena HSU-STEM</b>	1	8	10	10
<b>Great Rivers</b>	0	0	2	19
<b>Northcentral ASU-Rural STEM</b>	0	1	3	6
<b>Northeast ASU-Rural STEM</b>	0	0	3	9
<b>Northwest UA-STEM</b>	0	2	16	12
<b>OUR</b>	0	0	1	15
<b>South Central SAU-STEM</b>	0	1	6	4
<b>Southeast UAM-STEM</b>	1	5	2	13
<b>Southwest SAU-STEM</b>	0	2	1	19
<b>Western UAFS-STEM</b>	6	3	4	5
<b>Wilbur Mills HU-STEM</b>	0	0	5	11
<b>TOTAL</b>	<b>12</b>	<b>43</b>	<b>86</b>	<b>241</b>

**Note:** STEM Center and Cooperative Math Specialists collaborate to provide trainings. This training is held at the regional education service center. The Tri-District region is credited to the UALR STEM center but various specialists provide support.

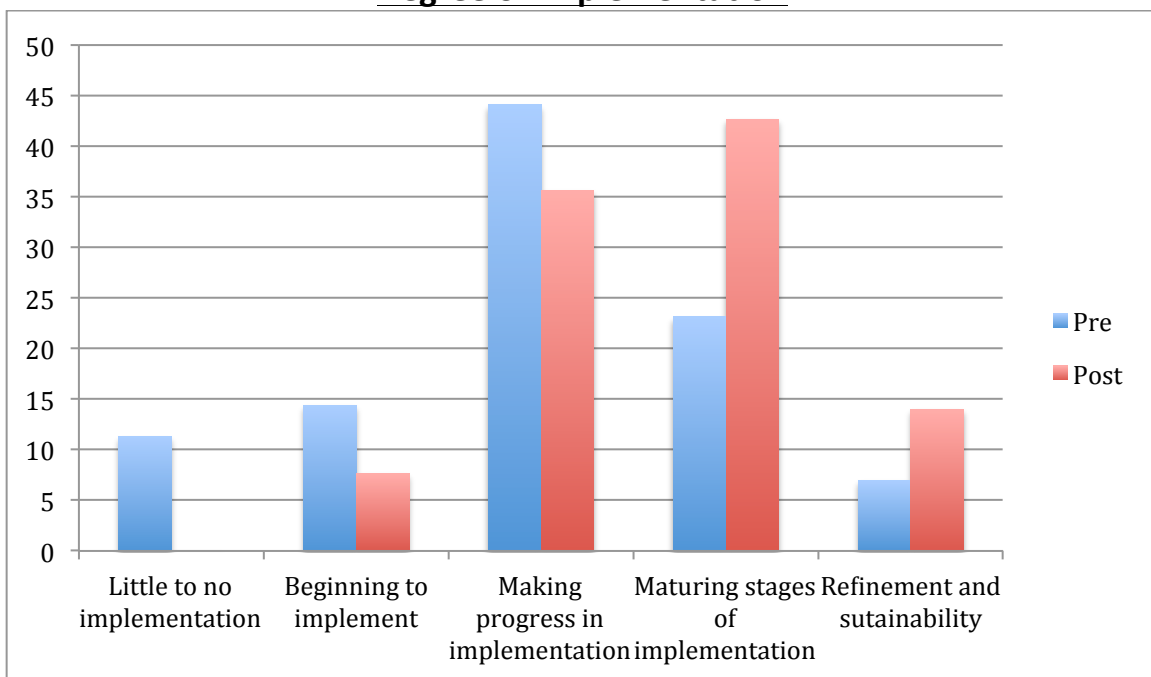
## Pre- and Post-Survey Data

I know and connect the Common Core State Standards to the content I teach

### Depth of Knowledge

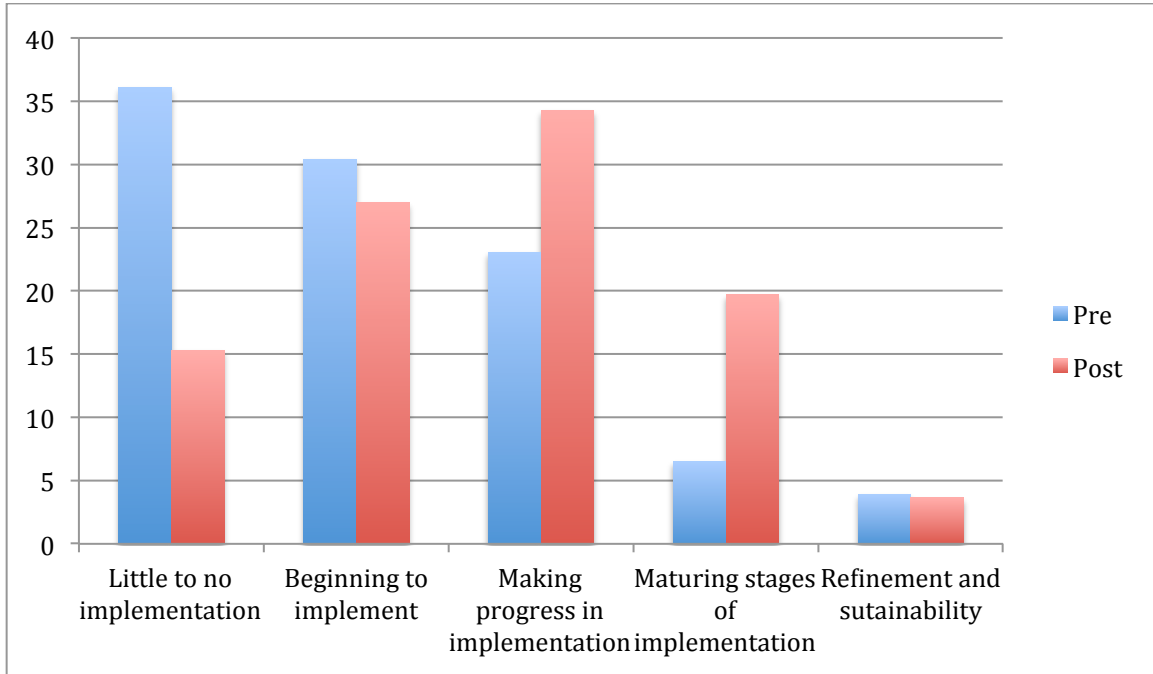


### Degree of Implementation



I participate in Teams/PLCs to analyze student work, measure student progress, and determine the appropriate response to intervention

### Degree of Implementation



## **V. Statewide Professional Development K-12 Science**

- **Picture Book Science**
- **Planning for New Science Standards Series Workshop I: Introduction to *A Framework for K-12 Science Education***
- **Planning for New Science Standards Series Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom**

## Picture Book Science

### Target Audience

- K-6 Teachers and Instructional Facilitators

### Professional Development Focus Areas

- Science Content K-6
- Cognitive Research
- Instructional Strategies
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

### Description

Picture Book Science is a 2-day; K---6 training that combines science and reading to incorporate easy-to-grasp science concepts. Participants will learn how to choose quality, non-fiction picture books; use vocabulary and reading strategies; and how to create inquiry-based science lessons that support Common Core State Standards.

### Professional Development Schedule

Session	Content
Two-Day Workshop	<ul style="list-style-type: none"><li>• Inquiry-Based Lesson Development</li><li>• Content Literacy Strategies: Reading, Vocabulary</li><li>• Quality Book Selection Process</li><li>• 5-E Instructional Model</li><li>• High-yield Assessment Strategies</li></ul>

### Resources

Bybee, Rodger W., et al. (2006). The BSCS 5E Instructional Model: Origins, Effectiveness, and Applications, Executive Summary. BSBC: Colorado Springs, CO.

Collections of the trade books used in both *Picture-Perfect Science Lessons* and *More Picture Perfect Science Lessons*. Published by NSTA Press.

Picture Book Science				
Number of Participants				
	Training Year 9/1/2011- 8/31/2012	Training Year 9/1/2012- 8/31/2013	Training Year 9/1/201- 8/31/14	TOTAL
Arch Ford ESC	73	0	21	94
Arkansas River ESC	4	18	6	28
Crowley's Ridge ESC	0	33	57	90
Dawson ESC	34	18	48	100
DeQueen/Mena ESC	31	4	26	61
Great Rivers ESC	17	9	10	36
Northcentral Arkansas ESC	0	0	19	19
Northeast Arkansas ESC	55	0	29	84
Northwest Arkansas ESC	14	19	32	65
Ozarks Unlimited Resources ESC	13	23	28	64
South Central ESC	0	10	0	10
Southeast Arkansas ESC	8	0	17	25
Southwest Arkansas ESC	0	0	0	0
Western Arkansas ESC	0	68	73	141
Wilbur Mills ESC	30	0	33	63
Center for Math and Science Education (UA Fayetteville)	19	0	14	33
Harding University STEM Center	0	53	19	72
Institute for Math and Science Education (UA Fort Smith)	0	0	2	2
Math and Science Education Partnership (UA Little Rock)	0	0	0	0
South Arkansas Math and Science STEM Center (Henderson)	43	18	36	97
University STEM Center (SAU)	0	0	0	0
University STEM Center (UCA)	0	0	20	20
STEM Institute (AR Tech)	0	0	0	0
Rural STEM Center (ASU)	0	22	19	41
Delta STEM center (ASU)	0	0	0	0
STEM Center (UAM)	0	0	147	147
<b>TOTALS</b>	<b>341</b>	<b>295</b>	<b>656</b>	<b>1292</b>

## Planning for New Science Standards Series

### Workshop I: Introduction to *A Framework for K-12 Science Education*

#### Target Audience

- K-12 Science Teachers, Instructional Facilitators, School Administrators

#### Professional Development Focus Areas

- Science Content
- Cognitive Research
- Principles of Learning/Developmental Stages
- Standards, Frameworks, and Curriculum Alignment

#### Description

During this one-day introduction to new science standards, participants will enhance their understanding of *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2011) and its relationship to the *Next Generation Science Standards* (NGSS). Physical science, life science, and earth and space science content areas will be addressed.

#### Professional Development Schedule

Session	Content
One-Day Workshop	<ul style="list-style-type: none"><li>• Three dimensions of <i>A Framework for K-12 Science Education</i></li><li>• New Vision for Science Education</li><li>• Architecture of the Next Generation Science Standards</li></ul>

#### Resources

*A Framework for K-12 Science Education* (NRC 2011). Each participant should download the free PDF at [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

Next Generation Science Standards (NGSS). A free, interactive, digital version is available at [www.nextgenscience.org](http://www.nextgenscience.org).



## Planning for New Science Standards Series

### Workshop I: Introduction to *A Framework for K-12 Science Education*

Number of Participants				
	Training Year 9/1/2011- 8/31/12	Training Year 9/1/2012- 8/31/13	Training Year 9/1/2013- 8/31/14	Totals
Arch Ford ESC	33	18	14	65
Arkansas River ESC	18	11	24	53
Crowley's Ridge ESC	57	254	27	338
Dawson ESC	45	28	35	108
DeQueen/Mena ESC	41	0	25	66
GreatRiversESC	39	38	6	83
Northcentral Arkansas ESC	29	27	6	62
Northeast Arkansas ESC	5	55	21	81
Northwest Arkansas ESC	0	93	103	196
Ozarks Unlimited Resources ESC	24	69	24	117
South Central ESC	19	16	0	35
Southeast Arkansas ESC	26	16	12	54
Southwest Arkansas ESC	0	0	0	0
Western Arkansas ESC	46	52	0	98
Wilbur Mills ESC	0	0	0	0
Center for Math and Science Education (UA Fayetteville)	27	151	32	210
Harding University STEM Center	40	47	24	111
Institute for Math and Science Education (UA Fort Smith)	15	40	1	56
Math and Science Education Partnership (UA Little Rock)	0	48	6	54
South Arkansas Math and Science STEM Center (HSU)	10	18	0	28
University STEM Center (SAU) Magnolia	0	0	6	0
University STEM Center (UCA)	33	95	42	170
STEM Institute (AR Tech)	0	0	0	0
Rural STEM Center (ASU)	0	0	13	13
Delta STEM center (ASU)	0	0	14	14
STEM Center (UAM)	0	26	12	38
Totals	507	1102	447	2056

## Planning for New Science Standards Series

### Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom

#### Target Audience

- K-12 Teachers, Instructional Facilitators, and Administrators

#### Professional Development Focus Areas

- Science Content
- Cognitive Research
- Instructional Strategies
- Standards, Frameworks, and Curriculum Alignment

#### Description

During this two-day workshop, participants will be introduced to the use of questioning and discussion strategies as effective tools to engage students in the scientific and engineering practices from *A Framework For K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC 2011).

#### Professional Development Schedule

Session	Content
<ul style="list-style-type: none"><li>• Two-Day Workshop</li><li>• Two consecutive days</li><li>• It is preferable, but not required, for participants to have previously completed the first workshop of this series – Introduction to <i>A Framework for K-12 Science Education</i></li></ul>	<ul style="list-style-type: none"><li>• Scientific and engineering practices</li><li>• Common Core State Standards for ELA/Literacy</li><li>• Communicating With students</li><li>• Using questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using formative assessment in instruction</li></ul>

#### Resources

*A Framework for K-12 Science Education* (NRC 2011). Each participant should download the free PDF at [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

Next Generation Science Standards (NGSS). A free, interactive, digital version is available at [www.nextgenscience.org](http://www.nextgenscience.org)

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects <http://www.corestandards.org>.

**Planning for New Science Standards Series  
Workshop 2: Practices, Strategies, and Tools for the  
Next Generation Science Classroom**

<b>Number of Participants</b>	
	<b>Training Year 9/1/2013 - 8/8/31/14</b>
Arch Ford ESC	7
Arkansas River ESC	19
Crowley's Ridge ESC	21
Dawson ESC	43
DeQueen/Mena ESC	26
GreatRiversESC	7
Northcentral Arkansas ESC	21
Northeast Arkansas ESC	27
Northwest Arkansas ESC	24
Ozarks Unlimited Resources ESC	4
South Central ESC	0
Southeast Arkansas ESC	19
Southwest Arkansas ESC	0
Western Arkansas ESC	0
Wilbur Mills ESC	0
Center for Math and Science Education (UA Fayetteville)	0
Harding University STEM Center	23
Institute for Math and Science Education (UA Fort Smith)	6
Math and Science Education Partnership (UA Little Rock)	6
South Arkansas Math and Science STEM Center (HSU)	6
University STEM Center (SAU) Magnolia	11
University STEM Center (UCA)	22
STEM Institute (AR Tech)	0
Rural STEM Center (ASU)	4
Delta STEM center (ASU)	0
STEM Center (UAM)	0
<b>Total</b>	<b>296</b>

**Planning for New Science Standards Series  
Workshop 2: Practices, Strategies, and Tools for the  
Next Generation Science Classroom**

**June 2, 2014-August 31, 2014  
Survey Monkey Data Report**

The charts below contain demographic data collected from participants submitting the post-survey upon the completion of Planning for New Science Standards Series, Workshop 2: Practices, Strategies, and Tools for the Next Generation Science Classroom.

<b>Number of Participants Completing Survey</b>	<b>Number of Districts Represented</b>
225	93

**Current Educational Role of Participants**

K-3 Classroom Teacher	3-5 Classroom Teacher	6-8 Classroom Teacher	9-12 Classroom Teacher	K-12 Special Education	Instructional Facilitator	Administrator
17	65	64	59	8	11	1
8%	29%	28%	26%	4%	4%	1%

## VIII. Arkansas On-line Professional Development Initiative

### History

Act 2318 of 2005 provided the funding necessary for a professional development initiative. The act established a partnership between the Arkansas Department of Education (ADE) and the Arkansas Educational Television Network (AETN) to create and provide free, online professional development opportunities for all Arkansas-licensed educators. ADE and AETN titled the new project “ArkansasIDEAS,” which stands for Internet Delivered Education for Arkansas Schools. On September 6, 2006, the ArkansasIDEAS Professional Development Portal was launched. Since its inception in 2006, ArkansasIDEAS has undergone a variety of changes.

ArkansasIDEAS is housed and maintained by AETN, and includes a director, three teams of specialists, a project manager, and support staff. An instructional technology team maintains the ArkansasIDEAS learning management system. The production team captures professional development activities for eventual use in courses, and a team of educators creates and critically evaluates professional development content for its potential inclusion as part of the course offerings on ArkansasIDEAS. Additionally, the education team at ArkansasIDEAS provides free, face-to-face trainings to a variety of locations across the state. As of June 30, 2013, the ArkansasIDEAS portal had 46,697 users. On May 28, 2014 the new website design for ArkansasIDEAS was revealed. The new website simplifies information and makes a better experience for users.

In response to Arkansas’s adoption of the Common Core State Standards (CCSS), ArkansasIDEAS created a CCSS microsite. The site, which has had visitors from every state in the US, provides Arkansas educators and administrators an open-access resource for CCSS materials including the most recent news, courses and essential documents. Videos are also available on the site along with the latest research on Common Core State Standards.

ArkansasIDEAS includes specific TESS training courses as well as reorganizing the course catalog. The course catalog contains a TESS domain component for each course. The TESS website is a quick way for educators to locate the TESS training coursework or to quickly find specific professional development that addresses a domain component, in addition the TESS website hosts evaluation training and support videos.

In collaboration with ADE Education Licensure, ArkansasIDEAS is reaching out to pre-licensed educators across the state. ArkansasIDEAS has created an open-access portal for non-licensed teachers. This non-licensed portal is utilized by the Teach for America program, several masters of teaching degree programs, the Non-Traditional Licensure program at ADE, and anyone applying for an Arkansas teacher’s license through reciprocity.

The ArkansasIDEAS Science, Technology, Engineering and Mathematics (STEM) Foundations website provides Arkansas educators with sessions on STEM readiness, developing 21<sup>st</sup> century skills and cultivating higher order thinking skills in students. The production teams traveled the state filming exemplary classroom examples of STEM lessons in multiple schools and multiple grade levels.

ArkansasIDEAS hosts institutes for specific professional development, providing a face-to-face opportunity for Arkansas educators to participate in professional development as the production team films the day and the footage is used for courses in ArkansasIDEAS. Examples include an institute designed for Special Education with Dr. Eric Hartwig, and Dr. Timothy Shanahan, Cyndie Shanahan, Arthur Beauchamp, Dr. Diane Lapp, and Doug Bul on Disciplinary Literacy.

ArkansasIDEAS remains one of the nation’s leading providers of professional development opportunities for its educators. Alongside our parent organizations, the Arkansas Educational Television Network and the Arkansas Department of Education, ArkansasIDEAS is no longer the, “best-kept secret in Arkansas.”

## **Mission, Vision, and Goals for ArkansasIDEAS**

### **Mission statement:**

The mission of the ArkansasIDEAS initiative is to provide high quality professional development, online and face-to-face trainings, and instructional resources to teachers licensed in the state of Arkansas 24 hours a day, seven days a week. The mission of the IDEAS initiative is to improve teacher quality as a means to increase student achievement.

### **Vision statements:**

ArkansasIDEAS provides all Arkansas licensed teachers access to high quality, innovative professional development opportunities 24/7/365 via internet-enabled devices and face-to-face workshops. Professional development hours offered by ArkansasIDEAS meet the standards for high quality. Administrators and educators in all content and licensure areas will find course offerings in ArkansasIDEAS appropriate for their professional development needs.

### **Goals:**

- 1) To increase user registrations by 10% each calendar year until 100% of state educators are enrolled
- 2) To increase the number and variety of courses and professional development hours offered (prioritized by needs assessment results) by 100 credit hours each calendar year
- 3) To increase professional development credit hours earned (completion of course assessment at 80% or greater) by 10% each calendar year
- 4) To provide "high quality" (average of 3.5 or above) workshops to all districts and organizations who request IDEAS training on how to use the portal, measured by workshop evaluations (5 point Likert scale)
- 5) To provide "high quality" (yearly average of 3.5 or above) professional development to all licensed educators who take IDEAS online courses, measured by course survey (5 point Likert scale)
- 6) To provide "high quality" (average of 3.5 or above) workshops to all educators, districts and organizations who request research-based professional development on specific content shown to positively impact student achievement, measured by workshop evaluations (5 point Likert scale)
- 7) To compile unsolicited qualitative data from users and retain in a data base (date, comment, and identifier such as email address, district or name)
- 8) To monitor measurable data quarterly and revise actions accordingly toward meeting program goals
- 9) To annually evaluate the effectiveness of the Arkansas Online Professional Development Initiative and its on-line professional development course and programs
- 10) To annually report evaluation findings to stakeholders

## IX. Math and Science Partnership (MSP) Grants

### Program Description

MSP grants provide funding for professional development for teachers of mathematics and/or science teachers. Grants are awarded to partnerships between universities and LEAs, which must include one or more high-needs LEA. Grants are awarded on a competitive basis and scored on a rigorous rubric by a panel of outside reviewers. Grants may be continued for up to three years provided they show progress toward meeting their goals and submit evaluation requirements that include an online Annual Performance Report to the U.S. Department of Education. The grant provides funding for the program manager and for a statewide program evaluator.

### Financial Update

The following MSP grants were awarded in August 2011 and completed their second year of funding in August 2013. All grants were awarded continuation grants for year three funding, which began in August 2013:

- Southern Arkansas University (formerly South Central Cooperative) – The South Arkansas Mathematics Standards Project
- University of Arkansas College of Engineering – University of Arkansas Engineering & Mathematics Partnership
- Northeast Education Service Cooperative – 6<sup>th</sup>-8<sup>th</sup> Grade Algebra Common Core Interactive Project
- University of Central Arkansas – Math Core Team
- University of Arkansas (Mathematics Department) – Getting to the Core: Grades 3-5 Math & Science Partnership
- Wilbur D. Mills Education Service Cooperative – 6<sup>th</sup>-8<sup>th</sup> Grade Geometry Common Core Interactive Project
- Arkansas State University – Common Core Boot Camp
- Dawson Education Service Cooperative – Thinking Mathematically for Common Core State Standards in Grades 3-5

ADE received additional MSP funding July 1, 2013 for new proposals and/or continuation awards and administration/evaluation of the MSP program of \$1,502,621. On September 3, 2013, the ADE issued the following seven new awards that focus on the integration of mathematics and science aligned to the Next Generation Science Standards and the Common Core Mathematics Standards:

- University of Central Arkansas – Connection Core Instruction for the Next Generation Mathematicians and Scientists
- University of Arkansas Mathematics Department – Mathematics and Science Together (MAST)
- University of Arkansas at Little Rock – Improving Teacher Quality in Middle School Mathematics
- University of Arkansas College of Engineering – Arkansas Partnership for Engineering, Science and Mathematics
- Southern Arkansas University – The South Arkansas Integrated Science and Mathematics Initiative
- Northeast Arkansas Education Cooperative – 3<sup>rd</sup>-5<sup>th</sup> Grade Integrated Mathematics/Science Initiative of NE Arkansas
- Western Arkansas Education Service Cooperative – Math Applied through Science and Technology (MAST)

Current balance of funds in MSP accounts to complete funding expenses for the current grants:

\$ 1,530,631.45 last day to obligate – 9/30/14

\$ 1,427,489.90 last day to obligate – 9/30/15

## **X. Play It Again Arkansas**

### **Program History**

The *Play It Again Arkansas* program was created by the governor of Arkansas with a well-coordinated statewide kickoff on September 12, 1998.

An Executive Committee was formed, meetings were held and gradually the idea of *Play It Again Arkansas* took shape. The first *Play It Again Arkansas* Coordinator, Lendell Black, was hired, and the program was underway. Black, with a vocal music degree from the University of Central Arkansas, did an outstanding job of laying the groundwork for the statewide program kick-off in September of 1998, as well as setting a foundation for *Play It Again Arkansas*. Black was the coordinator of PIAA until February of 2000.

Ticketmaster, The Communications Group, Coleman Dairy, Ark Apparel and Virco Manufacturing were among the corporate sponsors at the beginning. It was decided that for maximum acceptance and effectiveness, *Play It Again Arkansas* would be housed in the Arkansas Department of Education Building. A web-site was set up to be linked from the Arkansas Department of Education Web-site, and the *Play It Again Arkansas* Logo was developed.

### **New Play It Again Arkansas Coordinator**

In July, 2000, John Caldwell was hired as coordinator of *Play It Again Arkansas*. Caldwell, with a bachelors and masters degree in music education from Henderson State University and doctoral hours from University of Arkansas-Little Rock, spent twenty years as a public school band director before coming to *Play It Again Arkansas*. Caldwell brought a different perspective to the leadership of the program.

More instrument donations were solicited at the state level to be delivered to local areas where no instruments were available. Throughout the state a more wide-spread involvement from public school band and orchestra directors was encouraged and developed. Close ties were formed with the Arkansas School Band and Orchestra Association.

The Department of Finance and Administration gave written permission to colleges and universities to donate no-longer-needed instruments directly to *Play It Again Arkansas*. The instruments donated through this program can make a significant difference to the smaller, more rural schools.



# **Play It Again Arkansas**

## **Program Functions**

### **1) *Provide instruments***

Used instruments are solicited for students who desire to play in a school band or orchestra, but cannot afford to purchase a new or used instrument. Donated instruments are repaired and/or refurbished, then given to public school music programs for students in need to use. If specific refurbished instruments are not available, new instruments can be purchased by the *Play it Again Arkansas* fund, if funds are available.

### **2) *Promote music***

The program coordinator will provide guidance, assistance, and/or professional development to band and orchestra directors in the public schools in Arkansas as requested. This support may include providing materials to parents, teachers, and school administrators regarding the importance of music education.

### **3) *Governor's Award for Musical Excellence***

The Governor's Award for Musical Excellence was created during the spring of 2001. The Governor gave approval to move forward with the planning and implementation of this award for high school seniors across the state. The award was to be made available for presentation to one senior of a performing group in each high school around the state. Each year a selection committee from each school makes the decision selecting the local nominee. The award has been presented every year in the spring of the year since 2002. Records are to be kept of student recipients.

### **4) *Classic Arkansas Bands and Directors Project***

The Arkansas Governor's office authorized Play It Again Arkansas to archive recordings and information about classic bands and directors in Arkansas. This information is to be shared with the directors of Arkansas to educate, enlighten and motivate them for higher performance standards in their work.

## PLAY IT AGAIN ARKANSAS

### Instrument Donations to Arkansas Public Schools, 2013-2014 School Year

School District	Monetary Value of donations	
Atkins	\$	1580.00
Bauxite	\$	4295.00
Bismarck	\$	4500.00
Booneville	\$	1000.00
Crossett	\$	3970.00
Cutter-Morning Star	\$	2890.00
Dardanelle	\$	790.00
Guy-Perkins	\$	2850.00
L.R.S.D (Hall)	\$	1425.00
Mena	\$	790.00
Nashville	\$	800.00
Norphlet	\$	1580.00
Springdale	\$	2225.00
Trumann	\$	3950.00
Watson Chapel	\$	3950.00
West Memphis	\$	1150.00

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TOTAL MONETARY VALUE	<b>\$ 37,745.00</b>
OF INSTRUMENT DONATIONS	

## GOVERNORS AWARD FOR MUSICAL EXCELLENCE 2014

Arkansas High School	\$ 15.00	Lake Hamilton School District	\$ 15.00
Ashdown School District	\$ 15.00	L.R.S.D	\$ 30.00
Atkins School District	\$ 15.00	Lonoke School District	\$ 15.00
Bearden School District	\$ 15.00	Magnolia School District	\$ 15.00
Beebe School District	\$ 15.00	Malvern School District	\$ 15.00
Bergman School District	\$ 15.00	Mammoth Spring School District	\$ 15.00
Bigelow School District	\$ 15.00	Marshall School District	\$ 15.00
Bismarck School District	\$ 15.00	Marvell-Elaine School District	\$ 15.00
Black Rock School district	\$ 15.00	McGehee School District	\$ 15.00
Blytheville School District	\$ 15.00	Mountain Home School District	\$ 15.00
Brookland School District	\$ 15.00	Mountainburg School District	\$ 15.00
Bryant School District	\$ 15.00	Murfreesboro School District	\$ 15.00
Cabot School District	\$ 15.00	Norphlet School District	\$ 15.00
Caddo Hills School District	\$ 15.00	Paragould School District	\$ 15.00
Cotter School District	\$ 15.00	Pea Ridge School District	\$ 15.00
Danville School District	\$ 15.00	Perryville School District	\$ 15.00
Dardanelle School District	\$ 15.00	Piggott School District	\$ 15.00
Des Arc School District	\$ 15.00	Prescott School District	\$ 15.00
Dollarway School District	\$ 15.00	P.C.S.S.D.	\$ 45.00
Dover School District	\$ 15.00	Rogers School District	\$ 15.00
Earle School District	\$ 15.00	Rison School District	\$ 15.00
Elkins School District	\$ 15.00	Riverside School District	\$ 15.00
England School District	\$ 15.00	Riverview School District	\$ 15.00
Forrest City School District	\$ 15.00	Russellville School District	\$ 15.00
Fountain Lake School District	\$ 15.00	Searcy School District	\$ 15.00
Ft. Smith School District	\$ 30.00	Sheridan School District	\$ 15.00
Gentry School District	\$ 15.00	Siloam Springs School District	\$ 15.00
Gosnell School District	\$ 15.00	Smackover School District	\$ 15.00
Greene Cty. Tech School District	\$ 15.00	Southside School District	4 15.00
Gurdon School District	\$ 15.00	Springdale School District	\$ 15.00
Hamburg School District	\$ 15.00	Valley View School District	\$ 15.00
Harmony Grove(Benton) School District	\$ 15.00	Vilonia School District	\$ 15.00
Harrison School District	\$ 15.00	Warren School District	\$ 15.00
Heber Springs School District	\$ 15.00	West Fork School District	\$ 15.00
Hope School District	\$ 15.00	West Memphis School District	\$ 15.00
Horatio School District	\$ 15.00	Westside Consolidated School District	\$ 15.00
Hoxie School District	\$ 15.00	Yellville-Summit School District	\$ 15.00
Jasper School District	\$ 15.00		
Johnson County School District	\$ 15.00		
Jonesboro School District	\$ 15.00		

**PLAY IT AGAIN ARKANSAS**  
**MONETARY DONATIONS**  
**July 1, 2013 - June 30, 2014**

<b>Name of Donor</b>	<b>Amount of Donation</b>
Stone City Attractions c/o Jack Orbin, Executive Producer / President Stone City Attractions 13300 Old Blanco Road, Suite 283 San Antonio, TX 78216 Re: Trans-Siberian Orchestra Concert	<b>\$ 10,485.00</b>
Daily Record 300 S. Izard Little Rock, Arkansas 72201 Re: Hornucopia 2013	<b>\$ 250.00</b>
Mr. Mrs. Patrick J. Calhoun, Jr. 2016 Beechwood Little Rock, Arkansas 72207 Re: Hornucopia 2013	<b>\$ 250.00</b>
Centennial Band P.O. Box 59 Conway, Arkansas 72033 Re: Hornucopia 2013	<b>\$ 400.00</b>
LaModerne Club 6 Marcella Drive. Little Rock, Arkansas 72223 Re: Donation	<b>\$ 500.00</b>
<b>TOTAL CASH DONATIONS:</b>	<b>\$ 11,885.00</b>



## ARKANSAS DEPARTMENT OF EDUCATION

### 2013-2014 Education Renewal Zones (ERZ)

**ASU ERZ**

**Director: Dr. Rick Hux**  
**P.O. Box 940**  
**State University, AR 72467**  
**Phone: 870-972-2049**  
**Email: rhux@astate.edu**

**U of A at Fort Smith- Western ERZ**

**Director: Ms. Jennifer Jennings-Davis**  
**P.O. Box 3649**  
**Fort Smith, AR 72913-3649**  
**Phone: 479.788.7256**

**HSU-Southwest A ERZ**

**Director: Ms. Paulette Blacknall**  
**HSU Box 7820**  
**Arkadelphia, Arkansas 71999-0001**  
**Phone: 870.230.5476**

**U of A at Fayetteville- Northwestern ERZ**

**Director: Ms. Elizabeth Smith**  
**GRAD 248**  
**Fayetteville, AR 72701**  
**Phone: 479-575-3641**

**SAU- Southwest B ERZ**

**Director: Dr. Roger Guevara**  
**P.O. Box 9408**  
**Magnolia, AR 71754**  
**Phone: 870-235-5014**

**U of A at Monticello- Southeastern ERZ**

**Director: Tracie Jones**  
**Box 3608**  
**Monticello, AR 71656**  
**870-460-1796 (office)**

**Education Renewal Zones**  
**Dr. Beverley Romanin, ERZ Director**  
**Four Capitol Mall, Mail Slot #6**  
**Little Rock, AR 72201**  
**Phone: 501-683-5780**



## **ASU-ERZ 2013-2014 Overview**

The Arkansas State University (ASU) Education Renewal Zone (ERZ) serves 65 schools in 23 school districts among 12 contiguous counties of Northeast Arkansas. It is worthy of note regarding the importance of ERZ to Arkansas State University's College of Education, both the Dean of the College and Department Chair for the new unit for teacher and educational leadership, have agreed to give significant consideration to the major goals of ERZ as they begin to define the vision, mission, and goals of their newly formed "School of Teacher Education and Leadership."

During the past year, there were several highly public and collaborative initiatives related to the goals of the ERZ. Ongoing initiatives included: The College Preparatory Academy of the Delta (CPAD) and Future Teachers Day at ASU, NEARK Fall Principals' Conference, Annual Summer Leadership Conference, and ERZ continued collaboration with ASU Center for Community Engagement. Several newly instituted initiatives were also pursued; PARCC Conference for NE Arkansas Schools, Section 504 Workshop, Middle Level Teacher Candidates and Principals Panel Discussion, Regional P-20 Education Town Hall and resulting P-20 Task Force, ERZ ASU School of Teacher Education and Leadership Faculty Meeting, Harry Wong Symposium, and NEARK School Board Training and Symposium.

### **The following is an overview of some of ASU-ERZ's important activities:**

**The College Preparatory Academy for the Delta (CPAD)** - The purpose of this program is to increase readiness of students for college and increase their potential for success in college. The CPAD is a grades 9-16 initiative, managed and directed by the ERZ, in collaboration among the ASU ERZ, ASU COE, Arkansas Northeastern College (ANC), American College Testing (ACT), and the public school partners. Many of the legislative purposes from Act 106 are addressed through the CPAD, including Professional Development, Expanding Curricula, Mentoring, Enhancing Leadership, Staffing, Shared Funding Sources, and Parent and Community Involvement. To design and implement the Academy continues as an ongoing process. During this past year, the ERZ has been working with ASU Sponsored Programs, Blytheville Schools, and the ASU College of Education to advance funding for this program beyond the present academic year, when the present grant funding is expended. The ERZ was the lead writer for a new grant combining various funding sources for over \$1 Million. This was a collaborative effort among the Dean and Chair for COE, Blytheville Schools, and will ultimately result in continued college preparatory programming for 300 students over a three year period.

**The ASU ERZ Future Teachers Day and College of Education Open House** – This event is directed at the goal of recruiting and retaining highly qualified teachers' especially for Northeast Arkansas and along the Delta. This event was held on November 6, 2013. Approximately 36 school districts, over 225 students, 25 University faculty presenters, and many parents attended the event.

**Northeast Arkansas Principals' Association and Conferences** - The Northeast Arkansas Principals Association was organized under the direction of the ASU-ERZ in 2012. The organization proves to be a valuable collaboration for connecting the university and leadership in area schools. The organization hosts two conferences each year; fall and spring. This past year's fall conference (October 2<sup>nd</sup>, 2013) featured "Hot Button Topics" featuring ADE officials, and local principals leading breakout sessions on various topics; LEADS, TESS, eSchool, Common Core, School Choice and PLC's. All of the principal presenters and discussion leaders were from ASU-ERZ partner schools. The spring meeting (May 6, 2014) was held in conjunction with the Harry Wong event and directed at Dr. Wong's discussion of classroom management and TESS/Common Core. Average attendance at these events is approximately 150 principals.

**Annual Summer Leadership Conference** – A collaboration among the CRESC, ERZ, and College of Education to provide summer leadership institute for area school leaders. Approximately 150 in attendance from 23 Districts of CRESC, including partner schools, July 9<sup>th</sup> and 10<sup>th</sup>. Topics: Effective

Instruction, Drugs/Tobacco/Child Maltreatment, Professional Growth Plans, Teacher fair Dismissal and TESS, Approximately 125 attendees

**ERZ Collaboration with ASU Center for Community Engagement** – The ERZ has developed a highly structured relationship with ASU's Center of Community Engagement (CCE) in providing services to area schools. This includes their assistance with developing, validating and interpreting survey data, providing PBIS (Positive Behavior Intervention and Supports) programs and implementation for schools and school-wide evaluation.

**PARCC Conference for NE Arkansas Schools** in collaboration with ADE, ESC's, College of Education/faculty, NE Arkansas ELC and NE Arkansas Public Schools-Sponsored and produced by the ASU-ERZ; Approximately 215 in attendance. January 23, 2014.Areas discussed: ELA Shifts, Math Shifts, Literacy in Science and Social Studies, PARCC and Technology, Accessibility, Accommodations and Fairness. There were four presenters from ADE, 6 master teachers from partner schools, and 2 professors from ASU.

**Section 504 Workshop** - ASU-ERZ responded to schools' request for 504 training by hosting a 504 Conference on the campus of ASU attended by 60 school leaders representing over 30 area schools that included the ASU-ERZ partner districts and schools.

**Middle Level Teacher Candidates and Principals Panel Discussion** – The ERZ in collaboration with teachers from the School of Teacher Education and Leadership, Mid-level students organization, along with 6 principals from area and ERZ partner schools held a panel discussion on the topic of readiness for the employment application and interview. There were approximately 35 midlevel candidates that attended this event. October 15, 2013.

**Regional P-20 Education Town Hall** and resulting P-20 Task Force. The ERZ collaborated with its three partner ESC's, the College of Education, Provost' and Chancellor's Offices, public schools and ADE to organize and present the "Regional P-20 Education Town Hall" on February 25, 2014. Approximately 135 persons in attendance; parents, business and community leaders, public, pre-school and vocational educators and administrators, college and university faculty and administrators. The result was a P-20 Task Force of 30 representatives who will continue in the work of identifying areas where transitions for P-20 students can be improved.

**Harry Wong Symposium** – The ASU- ERZ in collaboration with ESC's, Public Schools, College of Education and ADE, provided a symposium on Classroom Management for 900 PK - 12 Northeast Arkansas school professionals, university faculty, and pre-service teachers. The program was presented by Drs. Harry and Rosemary Wong at Arkansas State University May 6, 2014. This event was followed by additional afternoon professional development for teachers and administrators.

#### **School Visits**

Visited 15 of the 23 ERZ school districts

37 of the 65 ERZ schools

Visited ESC's: Harrisburg, Great Rivers and Northeast.

Visited 9 non-ERZ Districts

Attend various superintendent meetings

#### **Collaborations(/Involvement) With University and Public School Faculty**

Professional Education Advisory Committee for ERZ (Chair), ASU Common Core Advisory Council (Chair), Serving on COE Committee to consider full year internships and professional development schools, Professional Education Faculty Council, Teacher Education Common Core Conference Committee (Co-Chair), Arkansas ACT State Council, Business Department on a summer institute for teachers, Summer Writing Project, Summer CSI program, PBIS, COE/ELCSE Summer Institute for School Leaders , Organized meetings for COE Dean and area superintendents, Organized visits for faculty to New Tech School at Cross County , Host superintendents and principals on ACU Campus on various occasions, Collaboration with Leadership Academy on grant to train non-traditional school leaders, Collaboration for SEED grant on Writing Project with Westside Schools, Summer School Law and Special Education Conference, Attendance at Craighead Superintendents meetings, College Night at Blytheville Schools Participated in MDC Training.



## **HSU ERZ 2013-2014 Overview**

### **Southwest-A Education Renewal Zone/Henderson**

The Southwest-A Education Renewal Zone (ERZ)/Henderson is currently comprised of 13 school districts and 39 schools, four education service cooperatives (Dawson, South Central, De Queen-Mena, and Wilbur D. Mills), and one Science, Technology, Engineering, and Mathematics (STEM) Center (South Arkansas Math and Science Center/Henderson). The ERZ has formed informal partnerships with one four year university (Ouachita Baptist University) and three two-year colleges (National Park Community College/Hot Springs, University of Arkansas Community College/Hope, and College of the Ouachitas/Malvern) to strengthen college and career readiness in southwest Arkansas schools. These partnerships include the sharing of resources (human and physical), facilities, expertise, and technical assistance. Below are examples of programs collaboratively developed by/implemented in this P-20 partnership:

### **Southwest Arkansas College Preparatory Academy**

Clark County leaders recognized the impact of high school dropouts and graduates with insufficient college and career preparedness and launched SWACPA to provide targeted intervention to increase high school matriculation to college and careers. Since its pilot in 2009, the program has developed a strong reputation and is highly sought after by school districts, students, and parents. To meet the demand, SWACPA has expanded to 4 total college campuses, serving 16 school districts in 6 counties in Southwest Arkansas; participating districts' current graduation rates range from 63% to 97%, averaging 85%, lower than Arkansas' statewide rate of 88%. At present, SWACPA serves 472 students; successive grade levels of student cohorts are added annually. Once all grades are offered at every campus, SWACPA's capacity will be 784 students. Arkadelphia is home to two universities that partner with SWACPA, Henderson State (HSU) and Ouachita Baptist (OBU). SWACPA's students benefit from foundation and other privately-funded scholarships that close any tuition funding gaps and are available to all area students who qualify for state lottery scholarships.

SWACPA students attend classes at HSU and 3 nearby community colleges, the University of Arkansas Community College at Hope, National Park Community College at Hot Springs, and College of the Ouachitas at Malvern. Students participate in 4-years of intensive academic instruction and academic skills training led by teams of high school teachers and college professors in classes of 10 to 12 students. Small classes permit individualized instruction focused on core academic subjects (math, English, science and reading) and career exploration. Monthly Saturday classes during the school year are reinforced in a 2-week summer session. Students are exposed to college life through on-campus classes and dining and attending campus events. Periodic Pre-ACT or ACT tests are used to evaluate student progress and needs. By ensuring that interested, but underperforming and at-risk, students are provided enriched educational programming geared toward college preparedness and located on college campuses, SWACPA successfully intervenes to assure that participants are motivated and equipped for high school graduation and post-secondary success.

### **Visiting Professors**

The Visiting Professor Program began in 2006 with professors from Henderson State University and teachers from three ERZ partner schools. The concept of the Visiting Professor allows a college or university professor to adopt an elementary, middle, or secondary public school classroom and mentor teachers and students throughout the school year. The university and high school teachers work together as teams to develop strategies and determine best practices for teaching to improve and



enhance overall performance of students in both the public school and university settings. The program has expanded at the university level to include multiple departments which includes:

- Science (biology, physical science, genetics, physiology, anatomy, chemistry, physics ), Math (multiple subjects), Special Education, Educational Leadership (Graduate Program), Nursing, Theater Arts, Curriculum and Instruction, Advanced Educational Studies, P-4 Instruction

### **Professional Development Collaborative and Hot Topics**

The ERZ sponsors professional development opportunities for students, faculty, staff, and public school partner teachers and students during the fall and spring semesters annually. Targeted, research-based professional development designed to assist pre-service teachers to smoothly transition to public schools and designed to promote continuous learning is provided by Education Service Cooperatives, ADE, STEM Center, public school specialists, and other professional educators. This professional development collaborative has evolved to include non-traditional students and public school students. Non-practicing educators wanting to continue licensure status are also invited to participate. Topics have included:

- Using iPads to Facilitate Classroom Management
- Teaching to Teach Differently: SREB Literacy/Math Design Collaborative
- The Arkansas Teacher Excellence Support System
- Using Data to Improve Academic Achievement in Middle Schools
- Got Technology? Integrating Technology into Physical Education
- Got Standards? The Power of Integrating Common Core State Standards into Physical Education
- Quick Response to Literacy
- Arkansas Code of Ethics
- Using Social Media as a Tool for 21<sup>st</sup> Century Learners
- Teacher Excellence Support System (TESS)
- PARCC
- Understanding by Design (UbD)
- Research-Based Instructional Strategies
- Parental Involvement in the Academic Work of Schools
- Next Generation Science Standards

The ERZ also assists with providing resources for Hot Topics, eight days of required professional development for interns to expose pre-service teachers to topics that are on the forefront of education in Arkansas and to ensure full licensure status.

### **New Teacher Induction**

The ERZ sponsors the New Teacher Induction program at Henderson to offer additional support to schools. This program provides mentoring for novice and career teachers. The ERZ collaborates with co-ops, public schools, and other service providers to offer a 2 ½ day Induction Retreat for all ERZ schools. Participants are paired with mentors from education service cooperatives, Math and Science Center, and higher education who provide support, assistance, and formative feedback throughout the year. The ERZ office collaborates with education service cooperatives, Henderson faculty, and school district administrators to expand and approve the model and plan for delivery of services.



## **SAU ERZ 2013-2014 Overview**

### **Collaboration**

SAU ERZ Learning Fair: Each fall and spring, the SAU ERZ collaborates with the Teacher Preparation Department and an ERZ school partner in designing numerous learning activities based on the actual school data, teacher needs, and pre-candidate skills. Cooperating teachers, Teacher Preparation professors, Educational Leadership professors, campus administrators, and campus instructional facilitators all work together to design, implement, and evaluate a full day of university based learning experiences for elementary students.

### **Professional Development**

*The South Arkansas Integrated Science and Mathematics Initiative:* Year One project activities will provide 100 contact hours of professional development. Essential activities include a two-week, 60-hour summer institute in June and August of 2014. The summer institute will use Compressed Interactive Video (CIV) to reach participants at both South Central Service Cooperative (East Team) and at Texarkana (West Team) at Arkansas High School. In addition, 4 of the 6 Saturdays will also use CIV. Two Saturday professional development days totaling 12 contact hours and at least 1 site visit to each participating teachers' classrooms have been completed by trained RTOP professors as of December 2013. The December 7, 2013 training session was postponed because of icy weather conditions. That training session has been rescheduled to 1/25/14. The fall 2012 Saturday training dates of 9/14 and 11/2 have already been conducted. The spring 2014 Saturday training dates include 1/25 (ice makeup date), 2/1, 3/15, 5/10. The 2014 Summer Institute dates include 6/23-6/27 and 8/4-8/8. A total of 44 teachers from 17 different school districts participate in this initiative.

### **Professional Development**

*Southern Arkansas University Math Science Integration Project:* A key tenet of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) is that disciplines must be integrated and applied to real world practical situations. In fact, there are several crosscutting concepts that have application across all domains of science and math. As such, they act as a vehicle to link the different domains of science and math. These crosscutting concepts include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; structure and function; and stability and change. As an overarching theme, this research project emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world. A blended approach is being used to integrate 3 core ideas associated with physical science as delineated in the Next Generation

of Science Standards: PS1-Matter and Its Interactions; PS2-Motion and Stability: Forces, and Interactions; and PS3-Energy using crosscutting concepts to link with selected CCSS Algebra I components including: 1) Identify key characteristics of graphs of functions including intercepts, intervals over which a function is increasing or decreasing, symmetry, end behaviors, and periodicity; 2) Construct functions using a graph; 3) Fit a function to data including linear, quadratic, and exponential models; and 4) Use properties of exponents to rewrite exponential functions and expressions. These concepts were carefully delivered to facilitate math and science integration to 27 math and science teachers on the following dates:

Summer Institute Week 1: 6/24-27/13; Summer Institute Week 2: 7/8-11/13

Fall Invitational (Saturday): 10/5/13; Spring Invitational (Saturday): 2/22/14

ERZ Partners include: Foreman School District\*, Fouke School District, Genoa School District, Hope School District, Lafayette County School District\*, Mineral Springs School District, Nevada School District, Texarkana School District\*

ERZ Associate Partners include: Columbia Christian High School and Magnolia School District

### **Professional Development**

#### *The South Arkansas Mathematics Standards Partnership Grant*

The South Arkansas Math Partnership leadership team led by Project Director Dr. Roger C. Guevara brings together a sustained partnership between Southern Arkansas University, SAU Education Renewal Zone, University of Central Arkansas, South Central Service Cooperative, and 14 partners including the Ashdown, Camden Fairview, Emerson-Taylor, Foreman, Fouke, Genoa Central, Harmony Grove, Hope, Junction City, Magnolia, Norphlet, Smackover, Strong-Huttig, and Texarkana school districts to address the implementation of the Common Core State Standards in Mathematics in south Arkansas. The Leadership Team determined based on a needs assessment that Ratios and Proportions Domain followed by Algebraic Expressions and Equations with learning progressions were the most appropriate to meet the needs of the 3<sup>rd</sup>-8<sup>th</sup> grade teachers in Southwest Arkansas for Year Three when combined with the integrated technology approach when providing professional development using the Mini-iPods. The proposed Year Three South Arkansas Mathematics Standards Partnership creates even more exciting opportunities for enhanced and ongoing professional development of 40 mathematics teachers in grades 3-8. The focus is to improve teacher content knowledge in mathematics and establishes follow-up training for elementary and middle school mathematics teachers that directly relate to the Common Core State Standards.



## **Northwestern ERZ 2013-2014 Overview**

The University of Arkansas Education Renewal Zone, housed in the College of Education and Health Professions, is committed to improving public school performance through collaboration between the UA, local public schools, the Northwest Education Service Cooperative, and the community. The UA ERZ provides opportunities for public schools and institutions of higher education to communicate, partner, and share resources through a variety of means. The focus of the UA ERZ is to respond to partner school needs, large and small.

### **Adopt-A-Classroom**

Adopt-A-Classroom (AAC) was designed to provide opportunities for UA faculty/staff and P-12 teachers to collaborate. AAC pairs a UA faculty/staff member with a P-12 teacher to teach once a month in their class. This outreach program promotes college going among P-12 students, connects P-12 teachers to the UA's resources, and allows UA faculty/staff to better understand the challenging and rewarding nature of working in a P-12 school. During the 2013-14 school year, 31 UA faculty/staff volunteered to partner with 30 P-12 teachers at 14 schools in six school districts.

AAC partnerships vary greatly by content area and school. One example is Dr. Kevin Fitzpatrick, chair of the UA Department of Sociology and Director of the Community and Family Institute, and his partnership with Mrs. Suki Highers, sociology teacher at Fayetteville High School. Dr. Fitzpatrick designed a yearlong project for his AAC students that includes integrating English and photography into sociology. Students have been discussing what community means to them and have been asked to create photographic essays reflecting this meaning. The culminating event of the partnership will be a reception at which all of the photographs will be displayed and judged by a panel.

Rebecca Martindale, a UA web designer, is paired with Mr. Gene Kephart's class at Lincoln High School. Mrs. Martindale is facilitating several projects with this class including app development, web design, and promoting healthy lifestyles. Additionally, she is working with a group within the class to pair them with a UA mentor in their area of interest. Mrs. Martindale had equipped the classroom with technology that allows students to connect with their UA mentors via Skype and is planning a visit for students and mentors to meet face-to-face on the UA campus.

UA faculty/staff meet once a semester to share ideas and offer insight into how to have successful AAC partnerships. The AAC program officially concludes with a Celebration Reception on April 14<sup>th</sup>, but many of the relationships formed will continue throughout the next school year. Another cohort of UA volunteers will be recruited in fall 2014 to begin new partnerships with local teachers.

### **Northwest Arkansas P-20 Task Force**

The Northwest Arkansas P-20 Task Force is a joint venture between the UA ERZ and the Northwest Arkansas Education Service Cooperative (NWAESC). The mission of the NWA P-20 Task Force is to improve the transitions of pre-kindergarten through post-graduate students in NWA by minimizing barriers; expanding conversations among education, industry, and community stakeholders; increasing student and parent awareness of the impact of educational opportunities and choices; and addressing the changing regional and global workforce needs. The NWA P-20 Task Force hosted seventy-five educators at its January 24 meeting. At this meeting, Dr. Tom Kimbrell, Commissioner of the Arkansas

Department of Education, and Mr. Shane Broadway, Director of the Arkansas Department of Higher Education, spoke about the importance of the collaborative efforts of the Task Force and answered questions about a variety of topics. This meeting created a model for other Education Renewal Zones in the state, some of which then hosted P-20 town halls. The NWA P-20 Task Force will host a one-day regional P-20 education conference in June with sessions by and for P-12 educators, higher education professionals, industry professionals, and legislators.

### **Literacy Design Collaborative**

The UA ERZ has provided significant support for the Literacy Design Collaborative during the 2013-14 school year. UA ERZ program coordinator, Mrs. Priscilla Wetzel, volunteered to serve as a state trainer and mentored teachers at Gentry High School and other area schools throughout the year. Additionally, she created and delivered LDC presentations to participating teachers on four occasions. Mrs. Wetzel wrote a social studies module which was selected by SREB to be considered by the national LDC administrators to be published on their website as an exemplar for other teachers.

### **Future Teacher's Day**

At the request of a partner school district, the UA ERZ created Future Teacher's Day to assist schools in growing their own highly qualified teachers. Eighty-five students from three high schools attended Future Teacher's Day on October 15<sup>th</sup> to learn about the UA teacher education programs by speaking with current faculty and students and engaging in an activity designed for pre-service teachers. Students also heard from an admissions representative about how to apply to the UA and toured campus. The first Future Teacher's Day filled to capacity within a few days. Therefore, another Future Teacher's Day will take place on April 15<sup>th</sup> with a focus on recruiting students from rural schools who are interested in teaching in STEM fields. The UA ERZ will continue to plan these events each semester if the demand from partner schools persists.

### **Additional support for schools**

UA ERZ partner schools frequently reach out for specialized assistance based on their needs including recruiting UA student tutors, connecting to faculty for professional development, and organizing and funding campus visits for groups of students. Additionally, the UA ERZ provides collaboration opportunities for partners at Advisory Board meetings by encouraging schools and institutions of higher education to share ideas and solutions. Overall, UA ERZ activities are driven by both formal and informal needs assessments and designed to support collaboration among partners and improve student achievement in NWA schools.



## **Western Arkansas ERZ 2013-2014 Overview**

### **1. UAFS-College of Education's Annual Curricular Advisory Conference—Drs. Harry and Rosemary Wong**

The Western Arkansas ERZ hosted Drs. Harry and Rosemary Wong as part of the College of Education's Annual Curricular Advisory Conference. The ERZ surpassed its projected goals with 709 attendees at the event held at the downtown Fort Smith Convention Center. Of the 709 attendees, 428 participants completed conference feedback surveys. From those surveys, we learned that the majority of attendees were pre-service teachers, followed by career teachers. Also attending were 23 high school students who are enrolled in their high school's Intro to Education course.

Also attending were university faculty members from UAFS, U of A, University of the Ozarks, UA-Monticello, Northeastern State—Tahlequah (OK), and Emporia State University—Emporia (KS). Regional district personnel also attend as well as STEM Center math and science specialists, speech and language pathologists, literacy coaches, ELL coordinators, school counselors, adult education teachers, retired teachers, ADE representatives, and COOP personnel. Area schools participating were: ARKANSAS: Annoor Academy (private) Alma, Barling, Brownwood School (private) Cedarville, Charleston, Conway, County Line, Fayetteville, Fort Smith, Greenwood, Hackett, Mansfield, Paris, Rogers, St. Boniface (private), Union Christian (private) Van Buren, and Waldron and OKLAHOMA: Gore, Moffett, Muldrow, Pocola, Poteau, and Sallisaw.

Admission was free, open to the public, and greatly appreciated by participants as indicated in their survey responses. Below are a few of their comments:

Pre-Service Teachers said:

- Thank you for all the wonderful teaching strategies. The presentation was very informative and kept me laughing as well as thinking deeper into my future career. Hope to see you in the future with many stories of success!
- I'm grateful to have the chance to see you three in person, Thank you - I look forward to my teaching career.
- Loved it! :) I watched videos of you guys in my Intro to Education class, I loved it. Meeting you two was an absolutely awesome experience! I am honored to have this amazing opportunity! Thank you for all you do! :)

Career Teachers & University Faculty said:

- Every teacher (beginning & seasoned) need to hear you. They need a course in college that teaches this.
- This is my 3rd time to see you. I saw you 25 years ago and I still do your practices. I teach college classroom mgmt and teach Harry Wong - My interns have a plan. When they go out to teach - Thank you.
- Incredible presentation - Thank you for sharing with us!
- I use your text in my Behavior Management class - each student is required to develop their own Behavior Management Plan. I feel that my students will be wonderful teachers, thanks to procedures!



## 2. 2<sup>nd</sup> Annual Festival of Science

This was the brain-child of Drs. Jen Jamison and Dave McGinnis, chemistry professors at UAFS. Their goal was to host an engaging, carnival-like event that provided hands-on opportunities for area elementary students that would cultivate an excitement and passion for science. This annual fall event grew this year. Participation is limited to 3<sup>rd</sup> graders, we tripled the attendance to over 90 students, parents (and sometime family—little siblings often joined in). We had an increase of UAFS student volunteers and an increase in UAFS faculty volunteers. Students from Mansfield, Hackett, and many Fort Smith Public schools participated.



## 3. The Mentoring Project

The Mentoring Project is in its third year of implementation. It is a collaborative effort with Darby Junior High's Ranger Recon Program (an afterschool program funded with a 21<sup>st</sup> Century Grant), the Western Arkansas ERZ, and UAFS student volunteer mentors. UAFS student mentors have expanded from exclusively the Chancellor's Leadership Council members, to include students from various Greek organizations, Student Government Association, Students Helping Students Achieve (first-generation college student organization), and the UAFS Honors Student Program. Depending on academic calendars, 4 to 6 mentoring opportunities are scheduled each semester—some at Darby Junior High and some on the UAFS campus. The junior high students build meaningful mentoring relationships with the university students. The purpose of this program is for Darby Junior High student to begin visualizing themselves as college students, learn about opportunities at the university (both present and future) and have a buddy to whom they can ask questions regarding the university experience.





## **SOUTHEAST/UAMERZ 2013-2014 Overview**

During 2013-2014, the Southeast/UAM Education Renewal Zone has had many successful partnership projects. The partnership includes 15 school districts (47 schools), the Southeast Arkansas Education Service Cooperative, and the University of Arkansas at Monticello (UAM). UAM is an open admissions university with many of the students being first generation college attendees. Due to this reason, a partnership to provide a College Experience Day was formed in 2012-2013 with the Drew Central Middle School Eighth Grade Career Orientation class. In 2013-2014, Drew Central had approximately 100 students participate in the College Experience opportunity. Each semester after the students take the KUDER exam, the students and their teachers visit campus. The KUDER exam results are utilized to place the students in career clusters, so they are able to visit with a college professor from the career area about important high school classes, course work for the different degrees, and then careers in the field. The students participate in a tour of the university library and the campus. The highlight of the visit is always lunch in the cafeteria. Many students state in their responses from the visit, "I think I can go to college; I never thought about coming to UAM, but now I plan to; and I need to take those higher-level math and science classes in high school to prepare me for college and my career." This opportunity has been extended to all of the partnership schools.

Partnership support has been an important focus of the UAM Education Renewal Zone Director during the 2013-2014 year. During this time, the UAM Education Renewal Zone Director has served on the advisory boards for the Star City High School EAST Core and the Monticello Middle School 21<sup>st</sup> Century After-School Programs. During advisory board meetings, conversations and information are shared between teachers, administrators, and community members on how to get the community more active in the public school classrooms. This has been a valuable support tool as the schools are providing opportunities for students in the communities to make a difference.

Great leaders are great leaders because of their ability to support and influence others to achieve more than believed or thought possible. Leaders use their knowledge, skills, and language to guide, scaffold, motivate, and inspire. The Education Renewal Zone at UAM has focused efforts in the last year on supporting leadership in the ERZ partnership.



Since May 2013, fifty-eight administrators, teacher leaders, and university faculty have completed Coaching for Results Global Leadership Coaching for High Performance Level I, and sixteen have completed Powerful Coaching Level II. One participant summed up the importance of Leadership Coaching Training, “Leadership coaching training is invaluable to me as a leader. I know that it has changed the manner in which I communicate and relate with staff. It has made me a lot more aware of my impact to build a more collaborative school environment. For me personally, it has stretched my thinking and caused me to deeply think about how important it is that I must be skillful in my communications to transform our school to greatly improve student achievement.”



# ARKANSAS DEPARTMENT OF EDUCATION

## **Report on the Status of the Public Charter Schools Program to The House Interim Committee on Education and The Senate Interim Committee on Education**

**In accordance with Arkansas Code Annotated §6-23-310**



**September 2014**

**Arkansas Department of Education  
Public Charter Schools Office  
Learning Services Division  
Four Capitol Mall, Little Rock, Arkansas 72201  
[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)**

Since ACT 890 of 1999 was enacted, the State Board of Education has been authorized to issue charters to eligible entities for the operation of Arkansas charter schools. In the 2012-2013 school year, Arkansas had 16 open-enrollment public charter schools and 14 district conversion public charter schools.

Act 987 of the 88th Arkansas General Assembly in 2011 changed the charter law from a maximum of 24 open-enrollment charters to allow for the cap on the number of open-enrollment charter schools to be increased by five when the number of existing open-enrollment charter schools is within two charters of the existing cap. This legislation also requires the ADE to post a Commissioner's Memo by March 1 each year stating the number of open-enrollment charter school slots available during the next application cycle. Following are lists of open-enrollment and district conversion public charter schools that operated in the 2012-2013 school year:

**2012-2013 Open-Enrollment Public Charter Schools**

1. Academics Plus Charter School, Maumelle
2. Arkansas Virtual Academy, Little Rock
3. Benton County School of the Arts, Rogers
4. Covenant Keepers College Preparatory Charter School, Little Rock
5. e-STEM Public Charter Elementary School, Little Rock
6. e-STEM Public Charter Middle School, Little Rock
7. e-STEM Public Charter High School, Little Rock
8. Haas Hall Academy, Fayetteville
9. Imboden Area Charter School, Imboden
10. Jacksonville Lighthouse Charter School, Jacksonville
11. KIPP Delta Public Schools, Helena/West Helena and Blytheville
12. LISA Academy, Little Rock
13. LISA Academy - North Little Rock, Sherwood
14. Little Rock Preparatory Academy, Little Rock
15. Pine Bluff Lighthouse Charter School, Pine Bluff
16. SIATech, Little Rock

**2012-2013 District Conversion Public Charter Schools**

1. Academic Center for Excellence, Cabot School District
2. Badger Academy Conversion Charter School, Beebe School District
3. Blytheville Charter School & ALE, Blytheville School District
4. Cloverdale Aerospace Tech Conversion Charter Middle School, Little Rock School District
5. Cross County Elementary, Cross County School District
6. Cross County New Tech High School, Cross County School District
7. Eastside New Vision Charter, Warren School District
8. Lincoln High School New Tech, Lincoln Consolidated School District
9. Lincoln Middle Academy of Excellence, Forrest City School District
10. Mountain Home High School Career Academies, Mountain Home School District
11. Oak Grove Elementary Health, Wellness and Environmental Science School, Paragould School District
12. Osceola STEM Academy, Osceola School District
13. Vilonia Academy of Service and Technology, Vilonia School District
14. Vilonia Academy of Technology, Vilonia School District

The Blytheville School District did not seek a renewal of the charter for the Blytheville Charter & ALE, so that charter ceased to exist at the end of the contract period on June 30, 2013, and the State Board of Education accepted the surrender of the Paragould School District conversion charter at the end of the 2012-2013 school year.

During the 2012 public charter school application cycles, the following charters were approved to open and began operations in the 2013-2014 school year:

**Open-Enrollment Public Charter Schools that Opened in the 2013-2014 School Year**

1. Northwest Arkansas Classical Academy, Bentonville
2. Premier High School of Little Rock, Little Rock
3. Quest Middle School of Pine Bluff, Pine Bluff

**District Conversion Public Charter Schools that Opened in the 2013-2014 School Year**

1. Bauxite Miner Academy, Bauxite School District
2. Blytheville High School, A New Tech School, Blytheville School District
3. Brunson New Vision Charter, Warren School District
4. Rogers New Technology High School, Rogers School District
5. The Academies at Jonesboro High School, Jonesboro School District
6. Washington Academy, Texarkana School District

During the 2013 public charter school application cycles, the following charters were approved to open and began operations in the 2014-2015 school year:

**Open-Enrollment Public Charter Schools that Opened in the 2014-2015 School Year**

1. Exalt Academy of Southwest Little Rock
2. Quest Middle School of West Little Rock

**District Conversion Public Charter Schools that Opened in the 2014-2015 School Year**

1. The Academies of West Memphis
2. Fountain Lake Middle School Cobra Digital Prep Academy
3. Pea Ridge Manufacturing and Business Academy
4. Warren Middle School

Currently, seven open-enrollment charter applications are under review and consideration, and six letters of intent to apply for district conversion charters were received by deadline. Charters approved during the 2014 application cycles will open in the 2015-2016 school year.

**OPEN-ENROLLMENT CHARTER DATA**  
**2012-2013**

<b>School</b>	<b>City</b>	<b>Opening Date</b>	<b>Grades Approved</b>	<b>CAP</b>	<b>Contract Expiration Date</b>	<b>All Students Proficient/Advanced Math*</b>	<b>All Students Proficient/Advanced Literacy*</b>
ACADEMICS PLUS	Maumelle	2001	K-12	650	June 30, 2015	76.14%	84.74%
ARKANSAS VIRTUAL ACADEMY	North Little Rock (Office)	2007	K-12	3000	June 30, 2015	68.77%	72.76%
BENTON COUNTY SCHOOL OF ARTS	Rogers	2001	K-12	825	June 30, 2015	83.26%	88.69%
COVENANT KEEPERS COLLEGE PREP	Little Rock	2008	6-8	380	June 30, 2016	36.24%	53.04%
e-STEM ELEMENTARY PUBLIC CHARTER SCHOOL	Little Rock	2008	K-4	360	N/A See update on page 8.	91.43%	84.57%
e-STEM MIDDLE PUBLIC CHARTER SCHOOL	Little Rock	2008	5-8	396	N/A See update on page 8.	73.20%	84.43%
e-STEM HIGH PUBLIC CHARTER SCHOOL	Little Rock	2008	9-12	100	June 30, 2023	44.21%	82.73%
HAAS HALL ACADEMY	Fayetteville	2004	8-12	320	June 30, 2022	98.79%	100.00%
IMBODEN AREA CHARTER	Imboden	2002	K-8	150	June 30, 2016	76.00%	66.67%
JACKSONVILLE LIGHTHOUSE	Jacksonville	2009	K-12	1019	June 30, 2014	71.03%	77.08%
KIPP DELTA PUBLIC SCHOOLS HELENA	Helena and Blytheville	2010	K-12	1910	June 30, 2023	73.55%	79.02%
LISA ACADEMY	Little Rock	2004	6-12	800	June 30, 2017	78.93%	85.39%
LISA ACADEMY-NORTH LITTLE ROCK	Sherwood	2008	K-12	700	N/A See update on page 10.	82.08%	81.09%
LITTLE ROCK PREP ACADEMY	Little Rock	2009	K-8	432	June 30, 2017	47.25%	57.69%
PINE BLUFF LIGHTHOUSE	Pine Bluff	2011	K-12	650	June 30, 2015	59.21%	57.89%
SIATECH	Little Rock	2011	9-12	275	June 30, 2015	16.67%	3.57%

\*Students in grades 3-8 are tested on literacy and math using the state Benchmark exam. Students in the 11<sup>th</sup> grade are tested in literacy.

<b>School</b>	<b>City</b>	<b>Total Enrollment</b>	<b>Two Or More Races</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native American/ Native Alaskan</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
ACADEMICS PLUS	Maumelle	648	0	13	119	32	1	2	481
ARKANSAS VIRTUAL ACADEMY	North Little Rock (Office)	499	0	6	32	30	5	0	426
BENTON COUNTY SCHOOL OF ARTS	Rogers	776	36	7	19	86	12	5	611
COVENANT KEEPERS COLLEGE PREP	Little Rock	223	0	0	145	77	0	0	1
e-STEM ELEMENTARY PUBLIC CHARTER SCHOOL	Little Rock	471	8	15	213	20	2	1	212
e-STEM MIDDLE PUBLIC CHARTER SCHOOL	Little Rock	509	11	11	243	23	3	0	218
e-STEM HIGH PUBLIC CHARTER SCHOOL	Little Rock	505	34	16	235	37	0	0	183
HAAS HALL ACADEMY	Fayetteville	319	0	12	9	16	7	0	275
IMBODEN AREA CHARTER	Imboden	40	0	0	0	1	1	0	38
JACKSONVILLE LIGHTHOUSE	Jacksonville	695	1	11	354	67	3	0	259
KIPP DELTA PUBLIC SCHOOLS HELENA	Helena and Blytheville	1161	7	13	1077	13	0	0	51
LISA ACADEMY	Little Rock	792	14	146	335	70	7	0	220
LISA ACADEMY-NORTH LITTLE ROCK	Sherwood	500	2	47	166	29	4	0	252
LITTLE ROCK PREP ACADEMY	Little Rock	391	3	2	371	14	1	0	0
PINE BLUFF LIGHTHOUSE	Pine Bluff	243	4	0	225	8	0	0	6
SIATECH	Little Rock	124	1	1	106	2	1	1	12

**Name** **Academics Plus**  
**Sponsoring Entity** Pulaski Charter School, Inc.  
**LEA** # 60-40-700  
**County** Pulaski  
**Address** 900 Edgewood Drive, Maumelle, AR 72113  
**Year Opened** 2001  
**Contract End Date** June 30, 2015  
**Grades Served** K-12  
**Enrollment Cap** 650  
**Website** [http://www.academicsplus.org/pages/Academics\\_Plus\\_SD](http://www.academicsplus.org/pages/Academics_Plus_SD)  
**Update** Approved through the amendment process to increase the maximum enrollment from 650 to 750 in 2014-2015 and from 750 to 850 in 2015-2016

**Name** **Arkansas Virtual Academy**  
**Sponsoring Entity** Arkansas Virtual Academy, Inc.  
**LEA** # 6043700  
**County** Pulaski  
**Address** 4702 West Commercial Dr. STE B3, North Little Rock, AR 72116  
**Year Opened** 2007  
**Contract End Date** June 30, 2015  
**Grades Served** K-8  
**Enrollment Cap** 3000  
**Website** [http://www.k12.com/arva#.U\\_yaKE0g\\_PQ](http://www.k12.com/arva#.U_yaKE0g_PQ)

**Name** **Benton County School of the Arts**  
**Sponsoring Entity** Benton County Charter School Org., Inc.  
**LEA** #04-40-700  
**County** Benton  
**Address** 506 Poplar St., Rogers, AR 72756  
**Year Opened** 2001  
**Contract End Date** June 30, 2015  
**Grades Served** K-12  
**Enrollment Cap** 825  
**Website** <http://arkansasartsacademy.org/>  
**Update** Approved through the amendment process to change the name of the school to Arkansas Arts Academy, effective July 1, 2014

**Name** **Covenant Keepers College Prep**  
**Sponsoring Entity** City of Fire Community Development, Inc. DBA Covenant Keepers Academy for College Bound Students  
**LEA** #60-44-700  
**County** Pulaski  
**Address** 5615 Geyer Springs Road, Little Rock, AR 72209  
**Year Opened** 2008  
**Contract End Date** June 30, 2016  
**Grades Served** 6-12  
**Enrollment Cap** 380  
**Website** <http://www.ckcollegeprep.org/>  
**Update** Approved through the amendment process to serve only 6th-8<sup>th</sup> grade, effective July 1, 2013



**Name** **e-STEM Elementary Public Charter School**  
**Sponsoring Entity** Bridges PCS, Inc. DBA e-STEM Elementary Public Charter Schools, Inc.  
**LEA** #60-47-701  
**County** Pulaski  
**Address** 112 W. 3<sup>rd</sup>. St., Level 1, Little Rock, AR 72201  
**Year Opened** 2008  
**Contract End Date** N/A  
**Grades Served** K-4  
**Enrollment Cap** 360  
**Website** <https://www.estemlr.net/index.html>  
**Update** Approved through the amendment process to merge with the other two e-STEM charters, effective July 1, 2013

**Name** **e-STEM Middle Public Charter School**  
**Sponsoring Entity** First Things First PCS, Inc. DBA e-STEM Middle Public Charter Schools, Inc.  
**LEA** #60-47-702  
**County** Pulaski  
**Address** 112 W. 3<sup>rd</sup> St., Level 1, Little Rock, AR 72201  
**Year Opened** 2008  
**Contract End Date** N/A  
**Grades Served** 5-8  
**Enrollment Cap** 396  
**Website** <https://www.estemlr.net/index.html>  
**Update** Approved through the amendment process to merge with the other two e-STEM charters, effective July 1, 2013

**Name** **e-STEM High Public Charter School**  
**Sponsoring Entity** Arkansas Achievement PCS, Inc. as e-STEM High Public Charter Schools, Inc.  
**LEA** #60-47-703  
**County** Pulaski  
**Address** 112 W. 3<sup>rd</sup>. St., Level 1, Little Rock, AR 72201  
**Year Opened** 2008  
**Contract End Date** June 30, 2023  
**Grades Served** 9-12  
**Enrollment Cap** 100  
**Website** <https://www.estemlr.net/index.html>  
**Update** Approved through the amendment process to merge with the other two e-STEM charters, effective July 1, 2013

**Name** **Haas Hall Academy**  
**Sponsoring Entity** The Academy, Inc.  
**LEA** 72-40-700  
**County** Washington  
**Address** 3155 North College Avenue, Fayetteville, AR 72703  
**Year Opened** 2004  
**Contract End Date** June 30, 2022  
**Grades Served** 8-12  
**Enrollment Cap** 320  
**Website** [http://www.haashall.org/index\\_home.htm](http://www.haashall.org/index_home.htm)

**Name** Imboden Area Charter  
**Sponsoring Entity** Imboden Area Charter School, Inc.  
**LEA** 38-40-700  
**County** Lawrence  
**Address** 605 West 3rd Street, Imboden, AR 72434  
**Year Opened** 2002  
**Contract End Date** June 30, 2016  
**Grades Served** K-8  
**Enrollment Cap** 150  
**Website** <http://www.imbodencharter.com/>

**Name** Jacksonville Lighthouse Charter School  
**Sponsoring Entity** Lighthouse Academies of Arkansas  
**LEA** #60-50-700  
**County** Pulaski  
**Address** 251 North First Street, Jacksonville, AR 72076  
Little Rock Air Force Base, Building, Jacksonville AR 72099  
**Year Opened** 2009  
**Contract End Date** June 30, 2017  
**Grades Served** K-12  
**Enrollment Cap** 1019  
**Website** <http://www.lighthouse-academies.org/schools/jacksonville#about>

**Name** KIPP Delta Public Schools, Helena/West Helena and Blytheville  
**Sponsoring Entity** KIPP: Delta, Inc.  
**LEA** #54-40-700  
**County** Phillips  
**Address** 215 Cherry St., Helena, AR 72342  
**County** Mississippi  
**Address** 1200 Byrum Rd., Blytheville, AR 72315  
**Year Opened** 2002  
**Contract End Date** June 30, 2023  
**Grades Served** K-12  
**Enrollment Cap** 1910  
**Website** <http://www.kippdelta.org/>

**Name** LISA Academy  
**Sponsoring Entity** Little Scholars of Arkansas-LISA Foundation  
**LEA** #60-41-700  
**County** Pulaski  
**Address** 21 Corporate Hill Dr., Little Rock, AR 72205  
**Year Opened** 2004  
**Contract End Date** June 30, 2017  
**Grades Served** 6-12  
**Enrollment Cap** 800  
**Website** <http://www.lisaacademy.org/>  
**Update** Approved through the amendment process to merge with LISA Academy-North Little Rock, effective July 1, 2014

**Name** **LISA Academy-North Little Rock**  
**Sponsoring Entity** Little Scholars of Arkansas-LISA Foundation  
**LEA** #60-48-700  
**County** Pulaski  
**Address** 5410 Landers Road, Sherwood, AR 72117  
**Year Opened** 2008  
**Contract End Date** N/A  
**Grades Served** K-12  
**Enrollment Cap** 700  
**Website** <http://www.lisaacademy.org/>  
**Update** Approved through the amendment process to merge with LISA Academy, effective July 1, 2014

**Name** **Little Rock Prep Academy**  
**Sponsoring Entity** Collegiate Choices, Inc.  
**LEA** 60-49-700  
**County** Pulaski  
**Address** 4520 S. University, Little Rock, AR 72204  
**Address** 1616 S. Spring St., Little Rock, AR 72206  
**Year Opened** 2009  
**Contract End Date** June 30, 2017  
**Grades Served** K-8  
**Enrollment Cap** 432  
**Website** <http://www.lrprep.org/>

**Name** **Pine Bluff Lighthouse**  
**Sponsoring Entity** Pine Bluff Lighthouse Academies of Arkansas  
**LEA** 35-41-700  
**County** Jefferson  
**Address** 708 W. 2nd Avenue, Pine Bluff, AR 71601  
**Year Opened** 2011  
**Contract End Date** June 30, 2016  
**Grades Served** K-5  
**Enrollment Cap** 650  
**Website** <http://www.lighthouse-academies.org/schools/pblcs>

**Name** **SIATECH**  
**Sponsoring Entity** Arkansas School for Integrated Technologies and Academics, Inc.  
**LEA** 60-52-700  
**County** Pulaski  
**Address** 6900 Scott Hamilton Dr., Little Rock, AR 72209  
**Year Opened** 2011  
**Contract End Date** June 30, 2016  
**Grades Served** 9-12  
**Enrollment Cap** 275  
**Website** <http://www.siatech.org/landing/>

**DISTRICT CONVERSION CHARTER DATA**  
**2012-2013**

<b>School</b>	<b>School District</b>	<b>Opening Date</b>	<b>Grades Approved</b>	<b>CAP</b>	<b>Contract Expiration Date</b>	<b>All Students Proficient/Advanced Math*</b>	<b>All Students Proficient/Advanced Literacy*</b>
BADGER ACADEMY	Beebe	2007	7-12	170	July 30, 2017	Data not available due to small numbers.	Data not available due to small numbers.
BLYTHEVILLE CHARTER SCHOOL & ALE	Blytheville	2001	7-12	110	N/A See update on page 14.	31.25%	13.79%
CABOT ACADEMIC CENTER OF EXCELLENCE	Cabot	2004	7-12	500	July 30, 2017	70.27%	78.95%
CLOVERDALE AEROSPACE TECH	Little Rock	2010	6-8	705	July 30, 2015	35.70%	46.23%
CROSS COUNTY ELEMENTARY	Cross County	2012	K-6	500	July 30, 2017	71.43%	73.71%
CROSS COUNTY HIGH-NEW TECH	Cross County	2011	7-12	500	July 30, 2016	61.71%	63.49%
EASTSIDE NEW VISION	Warren	2012	K-3	600	July 30, 2017	71.57%	70.59%
LINCOLN HIGH-NEW TECH	Lincoln	2011	8-12	850	July 30, 2016	58.61%	67.38%
LINCOLN MIDDLE ACADEMY	Forrest City	2010	5-6	524	July 30, 2015	42.63%	46.71%
MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMY	Mountain Home	2003	9-12	1600	July 30, 2015	79.01%	76.58%
OKA GROVE ELEMENTARY HEALTH, WELLNESS AND ENVIRONMENTAL SCIENCE	Paragould	2009	K-4	435	N/A See update on page 16.	67.07%	72.84%
OSCEOLA STEM ACADEMY	Osceola	2011	5-8	450	July 30, 2016	45.14%	67.14%
VILONIA ACADEMY of SERVICE AND TECHNOLOGY	Vilonia	2007	5-6	224	July 30, 2015	86.87%	88.89%
VIOLONA ACADEMY OF TECHNOLOGY	Vilonia	2004	1-4	224	July 30, 2015	100.00%	98.08%

\*Students in grades 3-8 are tested on literacy and math using the state Benchmark exam. Students in the 11<sup>th</sup> grade are tested in literacy.

<b>School</b>	<b>School District</b>	<b>Total Enrollment</b>	<b>Two Or More Races</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native American/ Native Alaskan</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
BADGER ACADEMY	Beebe	29	0	0	1	3	0	0	25
BLYTHEVILLE CHARTER SCHOOL & ALE	Blytheville	87	0	0	82	0	0	0	5
CABOT ACADEMIC CENTER OF EXCELLENCE	Cabot	198	0	0	2	12	2	0	182
CLOVERDALE AEROSPACE TECH	Little Rock	704	0	2	539	140	1	0	22
CROSS COUNTY ELEMENTARY	Cross County	321	2	0	23	2	0	0	294
CROSS COUNTY HIGH-NEW TECH	Cross County	298	2	0	36	0	0	0	260
EASTSIDE NEW VISION	Warren	520	12	0	165	117	2	0	224
LINCOLN HIGH-NEW TECH	Lincoln	511	1	23	1	41	20	1	424
LINCOLN MIDDLE ACADEMY	Forrest City	292	6	18	2	29	12	0	225
MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMY	Mountain Home	1211	42	6	6	34	1	0	1122
OKA GROVE ELEMENTARY HEALTH, WELLNESS AND ENVIRONEMENTAL SCIENCE	Paragould	415	8	1	3	21	1	0	381
OSCEOLA STEM ACADEMY	Osceola	366	4	1	286	5	0	0	70
VILONIA ACADEMY of SERVICE AND TECHNOLOGY	Vilonia	105	0	1	0	1	1	0	102
VIOLONA ACADEMY OF TECHNOLOGY	Vilonia	78	0	0	0	0	0	0	78

**Name** **Badger Academy**  
**School District** Beebe  
**LEA** #73-02-703  
**County** Pulaski  
**Address** 1201 W. Center St., Beebe, AR 72012  
**Year Opened** 2007  
**Contract End Date** July 30, 2017  
**Grades Served** 7-12  
**Enrollment Cap** 170  
**Website** [http://beebebadgers.org/Beebe\\_Public\\_Schools/Badger\\_Home.html](http://beebebadgers.org/Beebe_Public_Schools/Badger_Home.html)

**Name** **Blytheville Charter School & ALE**  
**Sponsoring Entity** Blytheville School District  
**LEA** #47-02-703  
**County** Mississippi  
**Address** 415 Tennessee St., Blytheville AR, 72315  
**Year Opened** 2001  
**Contract End Date** June 30, 2013  
**Grades Served** 7-12  
**Enrollment Cap** 110  
**Website** N/A  
**Update** The Blytheville School District did not seek a renewal of the charter for the Blytheville Charter & ALE, so that charter ceased to exist at the end of the contract period on June 30, 2013.

**Name** **Cabot Academic Center of Excellence**  
**School District** Cabot  
**LEA** 43-04-703  
**County** Lonoke  
**Address** 21 Funtastic Dr. Cabot, AR 72023  
**Year Opened** 2004  
**Contract End Date** June 30, 2017  
**Grades Served** 7-12  
**Enrollment Cap** 500  
**Website** <http://www.cabotschools.org/schools/academic-center-of-excellence>

**Name** **Cloverdale Aerospace Tech**  
**School District** Little Rock  
**LEA** #60-01-702  
**County** Pulaski  
**Address** 6300 Hinkson Rd., Little Rock, AR 72209  
**Year Opened** 2010  
**Contract End Date** June 30, 2015  
**Grades Served** 6-8  
**Enrollment Cap** 705  
**Website** <http://www.catccms.com/>

**Name** Cross County Elementary  
**School District** Cross County  
**LEA** #19-01-701  
**County** Cross  
**Address** 2622 Hwy 42, Cherry Valley, AR 72324  
**Year Opened** 2010  
**Contract End Date** June 30, 2017  
**Grades Served** K-6  
**Enrollment Cap** 500  
**Website** <http://www.crosscountyschools.com/>

**Name** Cross County High New Tech  
**School District** Cross County  
**LEA** #19-01-703  
**County** Cross  
**Address** 21 CR 215 Cherry Valley, AR 72324  
**Year Opened** 2011  
**Contract End Date** June 30, 2016  
**Grades Served** 7-12  
**Enrollment Cap** 500  
**Website** <http://www.crosscountyschools.com/>

**Name** Eastside New Vision Charter  
**School District** Warren  
**LEA** #60-27-01  
**County** Bradley  
**Address** 408 N. Bradley Warren, AR 71671  
**Year Opened** 2012  
**Contract End Date** 6/30/2017  
**Grades Served** K-3  
**Enrollment Cap** 600  
**Website** [http://www.edline.net/pages/Eastside\\_Elementary\\_School/SBE\\_Wiki](http://www.edline.net/pages/Eastside_Elementary_School/SBE_Wiki)

**Name** Lincoln High New Tech  
**School District** Lincoln Consolidated  
**LEA** #75-05-706  
**County** Washington  
**Address** 1392 E. Pridemore, Lincoln, AR 72744  
**Year Opened** 2011  
**Contract End Date** June 30, 2016  
**Grades Served** 8-12  
**Enrollment Cap** 850  
**Website** <http://www.lincolncsd.com/>



**Name** Lincoln Middle Academy  
**School District** Forrest City  
**LEA** # 62-01-702  
**County** Washington  
**Address** 149 North Water St., Forrest City, AR 72335  
**Year Opened** 2010  
**Contract End Date** June 30, 2015  
**Grades Served** 5-6  
**Enrollment Cap** 524  
**Website** <http://fcsd.k12.ar.us/>

**Name** Mountain Home High School Career Academy  
**School District** Mountain Home  
**LEA** 03-03-703  
**County** Baxter  
**Address** 500 Bomber Blvd. Mountain Home, AR 72653  
**Year Opened** 2003  
**Contract End Date** June 30, 2015  
**Grades Served** 9-12  
**Enrollment Cap** 1600  
**Website** <http://bombers.k12.ar.us/>

**Name** Oak Grove Elementary Health, Wellness and Environmental Science  
**School District** Paragould School District  
**LEA** #28-08-701  
**County** Greene  
**Address** 5027 HWY 135 North Paragould AR, 72450  
**Year Opened** 2001  
**Contract End Date** N/A  
**Grades Served** K-4  
**Enrollment Cap** 435  
**Website** N/A  
**Update** The State Board of Education accepted the surrender of the Paragould School District conversion charter effective at the end of the 2012-2013 school year.

**Name** Osceola STEM Academy  
**School District** Osceola  
**LEA** # 47-13-705  
**County** Searcy  
**Address** 112 School Street Osceola, AR 72370  
**Year Opened** 2011  
**Contract End Date** June 30, 2016  
**Grades Served** 5-8  
**Enrollment Cap** 450  
**Website** <http://www.osd1.org/>

**Name** Vilonia Academy of Service and Technology  
**School District** Vilonia  
**LEA** #23-07-702  
**County** Greene  
**Address** 49 Eagle St. Vilonia, AR 72173  
**Year Opened** 2007  
**Contract End Date** June 30, 2015  
**Grades Served** 5-6  
**Enrollment Cap** 224  
**Website** <http://www.viloniaschools.org/>

**Name** Vilonia Academy of Technology  
**School District** Vilonia  
**LEA** #23-07-701  
**County** Greene  
**Address** 4 Bane Lane Conway, AR 72032  
**Year Opened** 2004  
**Contract End Date** June 30, 2015  
**Grades Served** 1-4  
**Enrollment Cap** 224  
**Website** <http://www.viloniaschools.org/>



2013-2014 DISTRICT DATA			2013-2014 ALE PROGRAM DATA																												
LEA NUMBER	Name	Total Enrollment	Male	Female	White	Asian	Black	Hispanic	Native American/Alaskan Native	Native Hawaiian/Pacific Islander	Two or More Races	Special Education	Student count	FTE	White-Male	White-Female	Black-Male	Black-Female	Asian-Male	Asian-Female	Hispanic-Male	Hispanic-Female	Native American/Alaskan Native-Male	Native Hawaiian/Pacific Islander-Male	Native American/Alaskan Native-Female	Native Hawaiian/Pacific Islander-Female	Two or More Races-Male	Two or More Races-Female	District % ALE	Total Categorical Restricted Funds 2013-2014 (from student participation in 2012-2013) \$4,305 Per ALE FTE	
* Districts Not Reporting Cycle 7 *** Districts Reporting ZERO Population																															
1701000	ALMA	3278	42	28	63	0	1	3	1	0	2	3	70	39.96	38	25	1	0	0	0	2	1	1	0	0	0	0	2	2.14%	\$200,914.00	
0501000	ALPENA	515	4	2	6	0	0	0	0	0	0	1	6	2.86	4	2	0	0	0	0	0	0	0	0	0	0	0	0	1.17%	\$40,682.00	
1002000	ARKADELPHIA	1970	15	4	7	0	10	2	0	0	0	8	19	12.02	6	1	7	3	0	0	2	0	0	0	0	0	0	0	0.96%	\$3,573.00	
4701000	ARMOREL*	429										0																		\$0.00	
4101000	ASHDOWN	1449	16	11	8	0	17	2	0	0	0	4	27	9.00	7	1	8	9	0	0	1	1	0	0	0	0	0	0	1.86%	\$82,312.00	
5801000	ATKINS	1019	31	8	36	0	0	2	0	0	1	13	39	20.67	28	8	0	0	0	0	2	0	0	0	0	0	1	0	3.83%	\$110,940.00	
7401000	AUGUSTA	435		2	4	0	1	0	0	0	0	0	5	3.47	2	2	1	0	0	0	0	0	0	0	0	0	0	0	1.15%	\$19,760.00	
7301000	BALD KNOB	1247	27	7	30	0	2	1	0	0	1	11	34	20.48	24	6	2	0	0	0	0	1	0	0	0	0	1	0	2.73%	\$58,419.00	
5401000	BARTON-LEXA ***	831										0																		\$0.00	
3201000	BATESVILLE	3015	61	32	70	0	15	5	1	0	2	28	93	50.08	46	24	11	4	0	0	3	2	0	0	0	1	0	1	3.08%	\$242,716.00	
6301000	BAUXITE	1590	26	4	28	0	1	1	0	0	0	8	30	11.91	25	3	1	0	0	0	0	1	0	0	0	0	0	0	0	1.89%	\$18,555.00
1601000	BAY	994	3	0	3	0	0	0	0	0	0	2	3	0.82	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.81%	\$4,563.00
5201000	BEARDEN	561	26	12	25	0	13	0	0	0	0	2	38	14.47	19	6	7	6	0	0	0	0	0	0	0	0	0	0	0	6.77%	\$35,516.00
7302000	BEEBE	3231	27	20	41	0	2	2	0	0	2	7	47	19.55	22	19	2	0	0	0	2	0	0	0	0	0	1	1	1.45%	\$114,212.00	
6302000	BENTON	4922	88	31	84	0	25	5	1	0	4	55	119	71.26	63	21	16	9	0	0	5	0	1	0	1	0	4	0	2.42%	\$196,695.00	
0401000	BENTONVILLE	15081	71	59	96	1	1	27	2	0	3	8	130	68.72	51	45	1	0	0	1	16	11	1	0	1	0	2	1	0.86%	\$275,692.00	
0502000	BERGMAN	1099	41	6	46	0	1	0	0	0	0	10	47	22.24	40	6	1	0	0	0	0	0	0	0	0	0	0	0	0	4.28%	\$113,135.00
0801000	BERRYVILLE	1995	14	6	13	0	0	6	0	3	0	3	22	7.34	8	5	0	0	0	0	4	2	0	2	0	1	0	0	0	1.10%	\$47,915.00
3001000	BISMARCK	992	16	8	24	0	0	0	0	0	0	3	24	7.82	16	8	0	0	0	0	0	0	0	0	0	0	0	0	0	2.42%	\$45,073.00
2901000	BLEVINS ***	503										0																		\$0.00	
4702000	BLYTHEVILLE	2535	72	45	6	1	107	1	0	0	2	14	117	62.96	5	1	64	43	1	0	0	1	0	0	0	0	2	0	4.62%	\$357,702.00	
4201000	BOONEVILLE	1281	19	8	25	0	0	1	1	0	0	6	27	16.46	18	7	0	0	0	0	0	1	1	0	0	0	0	0	0	2.11%	\$69,698.00
7303000	BRADFORD	467	2	2	4	0	0	0	0	0	0	0	4	1.88	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0.86%	\$0.00
4801000	BRINKLEY	529	5	1	1	0	4	0	0	0	0	1	1	6	2.47	1	0	4	0	0	0	0	0	0	0	0	0	0	1	1.13%	\$28,241.00
1603000	BROOKLAND	1967	5	2	6	0	0	1	0	0	0	4	7	2.96	5	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0.36%	\$8,954.00
6303000	BRYANT	8862	124	30	108	1	34	10	0	0	1	54	164	88.36	82	26	30	4	1	0	10	0	0	0	0	0	1	0	1.74%	\$331,098.00	
1605000	BUFFALO ISLAND CENTRAL *	792										0																		\$0.00	
4304000	CABOT	10172	195	176	339	3	13	14	2	0	0	73	371	245.01	173	166	10	3	0	3	10	4	2	0	0	0	0	0	0	3.65%	\$880,502.00
4901000	CADDO HILLS	580	15	5	19	0	0	0	0	0	0	2	20	6.13	14	5	0	0	0	0	1	0	0	0	0	0	0	0	0	3.45%	\$55,362.00
3301000	CALICO ROCK *	404										0																		\$2,712.00	
5204000	CAMDEN FAIRVIEW	2437	67	26	15	0	76	1	0	0	1	19	93	36.69	9	6	57	19	0	0	0	1	0	0	0	0	1	0	3.82%	\$171,597.00	
4303000	CARLSLE	709	9	3	11	0	1	0	0	0	0	3	12	3.63	8	3	1	0	0	0	0	0	0	0	0	0	0	0	0	1.69%	\$35,516.00
6802000	CAVE CITY	1284	33	11	42	1	0	1	0	0	0	0	44	11.17	31	11	0	0	1	0	1	0	0	0	0	0	0	0	0	3.43%	\$87,779.00
3212000	CEDAR RIDGE	810	26	4	30	0	0	0	0	0	0	9	30	12.95	26	4	0	0	0	0	0	0	0	0	0	0	0	0	0	3.70%	\$44,212.00
1702000	CEDARVILLE	960	25	19	39	0	0	1	2	0	2	7	44	21.55	22	17	0	0	0	0	1	0	1	0	1	1	1	1	5.12%	\$83,646.00	
5502000	CENTERPOINT	980	13	6	12	0	0	5	0	0	2	3	19	2.49	9	3	0	0	0	0	3	2	0	0	0	0	1	1	1.94%	\$0.00	
2402000	CHARLESTON	868	3	0	2	0	0	1	0	0	0	1	3	0.90	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0.35%	\$3,831.00
4802000	CLARENDON	590	6	4	4	0	6	2	0	0	0	4	12	4.16	3	1	3	3	0	0	2	0	0	0	0	0	0	0	0	2.03%	\$0.00
3601000	CLARKSVILLE	2600	49	16	43	2	1	17	1	0	1	4	65	46.95	33	10	1	0	1	1	12	5	1	0	0	0	1	0	2.50%	\$164,193.00	
1305000	CLEVELAND COUNTY	866	34	20	38	0	15	1	0	0	0	10	54	9.68	27	11	6	9	0	0	1	0	0	0	0	0	0	0	0	6.24%	\$33,794.00
7102000	CLINTON	1319	51	26	75	0	1	1	0	0	0	7	77	27.59	50	25	0	1	0	0	1	0	0	0	0	0	0	0	0	5.84%	\$99,833.00
1201000	CONCORD *	469										0																		\$0.00	
2301000	CONWAY	9733	93	51	58	1	76	7	0	0	2	34	144	60.72	36	22	52	24	0	1	4	3	0	0	0	0	1	1	1.48%	\$101,081.00	
1101000	CORNING	969	19	4	20	0	1	1	0	0	1	6	23	5.74	16	4	1	0	0	0	1	0	0	0	0	0	1	0	2.37%	\$38,702.00	
5707000	COSSATOT RIVER	1130	13	9	18	0	0	2	1	0	1	5	22	7.49	11	7	0	0	0	0	0	2	1	0	0	0	1	0	1.95%	\$14,163.00	
0302000	COTTER	676	7	6	12	0	0	1	0	0	0	2	13	6.37	6	6	0	0	0	0	1	0	0	0	0	0	0	0	0	1.92%	\$33,665.00
2403000	COUNTY LINE	442	1	1	2	0	0	0	0	0	0	1	2	0.58	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0.45%	\$861.00
1901000	CROSS COUNTY	666	11	5	11	0	5	0	0	0	0	4	16	6.78	8	3	3	2	0	0	0	0	0	0	0	0	0	0	0		





## Arkansas Department of Education



1611000	NETTLETON	3214	37	11	10	0	31	7	0	0	0	9	48	25.46	6	4	25	6	0	0	6	1	0	0	0	0	0	0	1.49%	\$122,563.00
5008000	NEVADA	362	1	0	0	0	0	0	1	0	0	1	1	0.44	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0.28%	\$0.00
3403000	NEWPORT	1284	3	2	0	0	5	0	0	0	0	0	5	1.92	0	0	3	2	0	0	0	0	0	0	0	0	0	0	0.39%	\$20,018.00
0304000	NORFORK	449	7	4	11	0	0	0	0	0	0	4	11	6.53	7	4	0	0	0	0	0	0	0	0	0	0	0	0	2.45%	\$12,915.00
7006000	NORPHLET *	389										0																	\$1,722.00	
0504000	OMAHA	415	6	5	11	0	0	0	0	0	0	0	11	2.23	6	5	0	0	0	0	0	0	0	0	0	0	0	0	2.65%	\$16,101.00
4713000	OSCEOLA	1293	32	12	4	0	38	1	0	0	1	10	44	22.18	4	0	27	11	0	0	0	0	1	0	0	0	1	0	3.40%	\$69,913.00
3005000	OUACHITA ***	566										0																	\$0.00	
5706000	OUACHITA RIVER	674	17	3	19	0	1	0	0	0	0	2	20	2.82	16	3	1	0	0	0	0	0	0	0	0	0	0	0	2.97%	\$1,119.00
2404000	OZARK	1847	46	24	62	0	3	4	0	0	1	8	70	45.91	42	20	2	1	0	0	2	2	0	0	0	0	0	1	3.79%	\$149,771.00
6505000	OZARK MOUNTAIN	648	10	5	11	0	0	3	1	0	0	4	15	6.65	9	2	0	0	0	0	1	2	0	0	1	0	0	0	2.31%	\$52,220.00
6205000	PALESTINE-WHEATLEY *	462										0																	\$0.00	
7309000	PANGBURN	791	4	2	6	0	0	0	0	0	0	1	6	4.32	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0.76%	\$35,658.00
2808000	PARAGOULD	2919	21	3	16	0	2	4	0	0	2	9	24	7.36	13	3	2	0	0	0	4	0	0	0	0	0	2	0	0.82%	\$23,290.00
4203000	PARIS	1114	10	5	15	0	0	0	0	0	0	4	15	5.93	10	5	0	0	0	0	0	0	0	0	0	0	0	0	1.35%	\$29,920.00
7007000	PARKERS CHAPEL *	726										0																	\$0.00	
0407000	PEA RIDGE	1750	23	9	29	0	1	1	1	0	0	1	32	19.57	22	7	0	1	0	0	1	0	0	0	1	0	0	0	1.83%	\$91,438.00
5303000	PERRYVILLE	982	14	2	14	0	2	0	0	0	0	2	16	3.73	12	2	2	0	0	0	0	0	0	0	0	0	0	0	1.63%	\$23,550.00
1104000	PIGGOTT	897	16	7	23	0	0	0	0	0	0	3	23	10.21	16	7	0	0	0	0	0	0	0	0	0	0	0	0	2.56%	\$56,869.00
3505000	PINE BLUFF	4326	24	24	0	0	47	0	0	0	1	3	48	11.41	0	0	24	23	0	0	0	0	0	0	0	0	1	1.11%	\$133,886.00	
6103000	POCAHONTAS	1837	25	3	25	0	0	1	0	0	2	11	28	4.37	22	3	0	0	0	0	1	0	0	0	0	0	2	0	1.52%	\$27,035.00
5804000	POTTSVILLE	1627	31	12	38	0	2	3	0	0	0	2	43	14.19	27	11	2	0	0	0	2	1	0	0	0	0	0	0	2.64%	\$35,818.00
2703000	POYEN	550	12	11	23	0	0	0	0	0	0	2	23	5.87	12	11	0	0	0	0	0	0	0	0	0	0	0	0	4.18%	\$22,601.00
7206000	PRAIRIE GROVE	1847	30	11	37	0	0	2	2	0	0	12	41	22.11	27	10	0	0	0	0	1	2	0	0	0	0	0	0	2.22%	\$78,007.00
5006000	PRESCOTT	1038	13	8	9	0	12	0	0	0	0	3	21	6.62	7	2	6	6	0	0	0	0	0	0	0	0	0	0	2.02%	\$2,841.00
6003000	PULASKI COUNTY SPECIAL	17060	275	185	143	2	273	27	2	0	13	52	460	246.43	92	51	160	113	0	2	14	13	1	0	8	5	2.70%	\$497,787.00		
1203000	QUITMAN	661	12	3	15	0	0	0	0	0	0	7	15	9.67	12	3	0	0	0	0	0	0	0	0	0	0	0	0	2.27%	\$38,831.00
1106000	RECTOR	568	8	2	10	0	0	0	0	0	0	1	10	1.43	8	2	0	0	0	0	0	0	0	0	0	0	0	0	1.76%	\$0.00
1613000	RIVERSIDE ***	809										0																	\$5,037.00	
7307000	RIVERVIEW	1392	34	22	44	0	5	3	1	0	3	6	66	25.72	26	18	2	3	0	0	2	1	1	0	0	0	3	0	4.02%	\$62,552.00
0405000	ROGERS	14757	200	118	126	2	4	174	7	2	3	12	318	190.26	73	53	2	2	1	1	116	58	4	1	3	1	3	0	2.15%	\$756,216.00
7310000	ROSE BUD	853	5	3	8	0	0	0	0	0	0	0	8	4.20	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0.94%	\$13,001.00
5805000	RUSSELLVILLE	5064	78	36	77	2	11	20	1	0	3	22	114	54.69	52	25	8	3	1	1	13	7	1	0	0	0	3	0	2.25%	\$252,187.00
2502000	SALEM	796	14	20	29	0	1	3	0	0	1	5	34	6.70	13	16	0	1	0	0	1	2	0	0	0	0	0	1	4.27%	\$54,501.00
4204000	SCRANTON	408	8	6	12	2	0	0	0	0	0	2	14	10.63	7	5	0	0	1	1	0	0	0	0	0	0	0	0	3.43%	\$36,315.00
7311000	SEARCY	4213	19	9	20	0	6	2	0	0	0	5	28	14.39	13	7	4	2	0	0	2	0	0	0	0	0	0	0	0.66%	\$67,416.00
6502000	SEARCY COUNTY	873	31	21	49	0	0	3	0	0	0	8	52	23.63	28	21	0	0	0	0	3	0	0	0	0	0	0	0	5.96%	\$117,914.00
2705000	SHERIDAN	4210	63	17	72	0	1	7	0	0	0	27	80	52.83	55	17	1	0	0	0	7	0	0	0	0	0	0	0	1.90%	\$206,597.00
7104000	SHIRLEY	418	12	9	18	0	1	0	0	0	2	21	13.12	9	9	0	0	0	0	1	0	0	0	0	0	2	0	5.02%	\$73,056.00	
0406000	SILGAM SPRINGS	4066	60	60	74	1	0	35	9	0	1	4	120	73.16	35	39	0	0	0	1	19	16	5	0	4	1	0	2.95%	\$319,259.00	
3806000	SLOAN-HENDRIX	646	17	12	29	0	0	0	0	0	0	5	29	3.49	17	12	0	0	0	0	0	0	0	0	0	0	0	0	4.49%	\$21,181.00
7008000	SMACKOVER	828	0	3	1	0	2	0	0	0	0	0	3	0.00	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0.36%	\$517.00
1507000	SOUTH CONWAY COUNTY	2231	28	7	28	0	5	0	1	0	1	2	35	16.85	25	3	2	3	0	0	0	0	0	1	0	0	0	1	1.57%	\$103,535.00
4706000	SOUTH MISSISSIPPI COUNTY	1272	8	2	3	0	5	2	0	0	0	9	10	3.98	3	0	4	1	0	0	1	1	0	0	0	0	0	0	0.79%	\$6,587.00
5504000	SOUTH PIKE COUNTY	710	11	2	10	0	2	1	0	0	0	3	13	4.59	10	0	2	0	0	0	1	0	0	0	0	0	0	0	1.83%	\$35,861.00
7105000	SOUTH SIDE	485	8	3	11	0	0	0	0	0	0	2	11	5.13	8	3	0	0	0	0	0	0	0	0	0	0	0	0	2.27%	\$23,333.00
3209000	SOUTHSIDE	1621	5	3	7	0	0	1	0	0	0	0	8	1.98	4	3	0	0	0	0	1	0	0	0	0	0	0	0	0.49%	\$9,686.00
2906000	SPRING HILL ***	581										0																	\$0.00	
7207000	SPRINGDALE	20542	364	218	185	4	10	277	4	88	14	95	582	423.37	122	63	7	3	2	2	167	110	1	58	3	30	7	7	2.83%	\$1,789,589.00
4003000	STAR CITY	1592	40	13	34	0	11	6	1	0	1	7	63	8.44	27	7	7	4	0	0	4	2	1	0	0	0	1	0	3.33%	\$12,700.00
5206000	STEPHENS *	314										0																	\$0.00	
7009000	STRONG-HUTTIG	387	4	0	1	0	3	0	0	0	0	1	4	2.78	1	0	3	0	0	0	0	0	0	0	0	0	0	0	1.03%	\$31,771.00
0104000	STUTTIGART	1704	47	15	11	0	50	0	0	0	1	17	62	36.80	7	4	40	10	0	0	0	0	0	0	0	0	0	1	3.64%	\$152,784.00
4605000	TEXARKANA	4260	85	81	44	0	113	5	1	0	3	33	166	100.64	24	20	57	56	0	0	2	3	0	0	1	0	2	1	3.90%	\$328,988.00
5605000	TRUMANN *	1609										0																	\$33,364.00	
7510000	TWO RIVERS	797	7	1	6	0	0	2	0	0	0	1	8	5.51	5	1	0	0	0	0	2	0	0	0	0	0	0	0	1.00%	\$6,759.00
0505000	VALLEY SPRINGS	937	6	4	9	0	0	0	0	1	0	0	1	10	0.00	5	4	0	0	0	0	0	1	0	0	0	0	0	1.07%	\$9,385.00
1612000	VALLEY VIEW	2631	3	2	3	0	2	0	0	0	0	0	5	2.56	2	1	1	1	0	0	0	0	0	0	0	0	0	0	0.19%	\$33,751.00
1705000	VAN BUREN	5862	133	50	141	1	8</																							

## Arkansas Department of Education

## 2013-2014 ALE FUNDING

LEA Number	Districts	Total Reported ALE Expenditures	ALE FTE based on 2012-2013 Student Participation	Categorical Restricted ALE Funds 2013-2014 based on 2012-2013 Student Participation
* Districts Not Reporting Cycle 7 *** Districts Reporting ZERO Population				
1701000	ALMA	\$160,749.00	46.67	\$200,914.00
0501000	ALPENA	\$44,529.44	9.45	\$40,682.00
1002000	ARKADELPHIA	\$122,667.28	0.83	\$3,573.00
4701000	ARMOREL *		0.00	\$0.00
4101000	ASHDOWN	\$337,790.73	19.12	\$82,312.00
5801000	ATKINS	\$154,007.51	25.77	\$110,940.00
7401000	AUGUSTA	\$11,004.28	4.59	\$19,760.00
7301000	BALD KNOB	\$139,535.73	13.57	\$58,419.00
5401000	BARTON-LEXA ***	\$19,502.91	0.00	\$0.00
3201000	BATESVILLE	\$389,622.44	56.38	\$242,716.00
6301000	BAUXITE	\$39,455.43	4.31	\$18,555.00
1601000	BAY	\$39,896.13	1.06	\$4,563.00
5201000	BEARDEN	\$49,464.00	0.00	\$35,516.00
7302000	BEEBE	\$262,491.05	26.53	\$114,212.00
6302000	BENTON	\$482,898.96	45.69	\$196,695.00
0401000	BENTONVILLE	\$748,612.57	64.04	\$275,692.00
0502000	BERGMAN	\$111,279.16	26.28	\$113,135.00
0801000	BERRYVILLE	\$26,299.22	11.13	\$47,915.00
3001000	BISMARCK	\$41,290.47	10.47	\$45,073.00
2901000	BLEVINS ***		0.00	\$0.00
4702000	BLYTHEVILLE	\$1,200,117.52	31.91	\$357,702.00

# Arkansas Department of Education

4201000	BOONEVILLE	\$98,376.93	16.19	\$69,698.00
7303000	BRADFORD	\$5,850.00	0.00	\$0.00
4801000	BRINKLEY	\$133,894.20	6.56	\$28,241.00
1603000	BROOKLAND	\$74,268.84	2.08	\$8,954.00
6303000	BRYANT	\$587,528.03	76.91	\$331,098.00
1605000	BUFFALO ISLAND CENTRAL *		0.00	\$0.00
4304000	CABOT	\$1,454,480.22	204.53	\$880,502.00
4901000	CADDO HILLS	\$60,721.40	12.86	\$55,362.00
3301000	CALICO ROCK *	\$4,499.19	0.63	\$2,712.00
5204000	CAMDEN FAIRVIEW	\$297,720.35	39.86	\$171,597.00
4303000	CARLISLE	\$50,801.89	8.25	\$35,516.00
6802000	CAVE CITY	\$100,222.99	20.39	\$87,779.00
3212000	CEDAR RIDGE	\$92,627.94	10.27	\$44,212.00
1702000	CEDARVILLE	\$127,695.55	19.43	\$83,646.00
5502000	CENTERPOINT	\$46,838.24	1.03	\$4,434.00
2402000	CHARLESTON	\$13,618.00	0.89	\$3,831.00
4802000	CLARENDON	\$15,910.00	0.00	\$0.00
3601000	CLARKSVILLE	\$298,221.12	38.14	\$164,193.00
1305000	CLEVELAND COUNTY	\$55,341.99	7.85	\$33,794.00
7102000	CLINTON	\$177,670.94	23.19	\$99,833.00
1201000	CONCORD *		0.00	\$0.00
2301000	CONWAY	\$311,894.43	23.48	\$101,081.00
1101000	CORNING	\$129,780.99	8.99	\$38,702.00
5707000	COSSATOT RIVER	\$48,255.35	3.29	\$14,163.00
0302000	COTTER	\$75,878.43	7.82	\$33,665.00
2403000	COUNTY LINE	\$13,618.00	0.20	\$861.00
1901000	CROSS COUNTY	\$19,856.01	6.64	\$28,585.00
0201000	CROSSETT	\$252,310.11	22.95	\$98,800.00
2601000	CUTTER-MORNING STAR	\$3,685.05	18.60	\$80,073.00
7503000	DANVILLE	\$35,226.31	5.11	\$21,999.00
7504000	DARDANELLE	\$122,566.51	18.01	\$77,533.00
0402000	DECATUR	\$110,094.11	12.90	\$55,535.00
5106000	DEER/MT. JUDEA *	\$74,427.00	0.59	\$2,540.00
6701000	DEQUEEN	\$76,036.11	19.25	\$82,871.00
0901000	DERMOTT	\$34,438.04	8.56	\$36,851.00

# Arkansas Department of Education

5901000	DES ARC	\$45,784.32	3.09	\$13,302.00
0101000	DEWITT	\$56,672.74	15.04	\$64,747.00
3102000	DIERKS	\$26,569.14	4.62	\$19,889.00
3502000	DOLLARWAY *		0.00	\$0.00
5802000	DOVER	\$74,061.89	11.66	\$50,196.00
2202000	DREW CENTRAL	\$133,054.26	9.30	\$40,037.00
2104000	DUMAS	\$313,902.78	36.57	\$157,434.00
1802000	EARLE *		0.00	\$0.00
5301000	EAST END		0.00	\$0.00
5608000	EAST POINSETT COUNTY	\$7,108.44	0.16	\$689.00
7001000	EL DORADO	\$560,729.46	27.93	\$120,239.00
7201000	ELKINS	\$145,402.67	19.17	\$82,527.00
1408000	EMERSON-TAYLOR *	\$22,108.47	0.56	\$2,411.00
4302000	ENGLAND	\$67,230.84	1.39	\$5,984.00
0802000	EUREKA SPRINGS	\$63,054.33	12.94	\$55,707.00
7202000	FARMINGTON	\$161,543.99	9.74	\$41,931.00
7203000	FAYETTEVILLE	\$597,102.31	95.72	\$412,075.00
4501000	FLIPPIN	\$84,707.17	6.05	\$26,045.00
2002000	FORDYCE	\$65,880.67	13.64	\$58,720.00
4102000	FOREMAN	\$9,500.00	0.67	\$2,884.00
6201000	FORREST CITY	\$972,449.90	58.60	\$252,273.00
6601000	FORT SMITH	\$2,300,829.11	82.11	\$353,484.00
4603000	FOUKE	\$64,041.54	12.11	\$52,134.00
2602000	FOUNTAIN LAKE	\$213,898.28	24.23	\$104,310.00
4602000	GENOA CENTRAL	\$141,100.21	12.24	\$66,728.00
0403000	GENTRY	\$114,625.00	12.26	\$52,779.00
3002000	GLEN ROSE	\$66,560.22	8.39	\$36,119.00
4708000	GOSNELL	\$18,846.17	11.70	\$50,369.00
0404000	GRAVETTE	\$101,346.14	12.96	\$55,793.00
0803000	GREEN FOREST	\$42,194.68	3.92	\$16,876.00
2303000	GREENBRIER	\$85,991.19	3.97	\$17,091.00
2807000	GREENE COUNTY TECH	\$168,846.82	27.05	\$116,450.00
7204000	GREENLAND	\$45,549.99	1.86	\$8,007.00
6602000	GREENWOOD	\$283,949.01	22.38	\$96,346.00
1003000	GURDON	\$42,220.72	1.39	\$5,984.00



# Arkansas Department of Education

2304000	GUY-PERKINS	\$27,820.00	6.29	\$27,078.00
6603000	HACKETT	\$62,340.18	15.70	\$67,589.00
0203000	HAMBURG	\$211,608.24	11.34	\$48,819.00
0701000	HAMPTON	\$93,389.54	6.25	\$26,906.00
5205000	HARMONY GROVE	\$16,560.67	3.11	\$13,389.00
6304000	HARMONY GROVE	\$915.46	0.00	\$0.00
5602000	HARRISBURG	\$68,085.35	9.52	\$40,984.00
0503000	HARRISON	\$385,588.55	30.66	\$131,991.00
6604000	HARTFORD	\$53,297.64	11.09	\$47,742.00
5903000	HAZEN	\$63,547.52	2.64	\$11,365.00
1202000	HEBER SPRINGS	\$207,742.38	8.39	\$36,119.00
5803000	HECTOR	0.00	0.00	\$0.00
5403000	HELENA/ WEST HELENA	\$68,317.79	10.53	\$45,332.00
0601000	HERMITAGE	\$59,979.78	3.31	\$14,250.00
6804000	HIGHLAND	\$151,680.15	17.66	\$76,026.00
3809000	HILLCREST	\$50,494.37	0.07	\$301.00
2903000	HOPE ***	\$377,112.15	4.03	\$17,349.00
6703000	HORATIO	\$55,006.00	9.43	\$40,596.00
2603000	HOT SPRINGS	\$1,871,853.31	144.15	\$620,566.00
3804000	HOXIE	\$40,251.00	8.28	\$35,645.00
6202000	HUGHES	\$2,513.49	0.25	\$1,076.00
4401000	HUNTSVILLE	\$134,206.60	15.02	\$64,661.00
3306000	IZARD COUNTY CONSOLIDATED	\$80,723.34	20.19	\$86,918.00
3405000	JACKSON COUNTY	\$34,167.44	8.41	\$36,205.00
5102000	JASPER	\$18,375.38	2.97	\$12,786.00
2604000	JESSIEVILLE	\$104,041.54	13.02	\$56,051.00
1608000	JONESBORO	\$2,445,433.38	105.47	\$454,048.00
7003000	JUNCTION CITY *	\$6,500.00	0.00	\$0.00
5503000	KIRBY			
3704000	LAFAYETTE COUNTY	\$34,303.52	0.64	\$2,755.00
2605000	LAKE HAMILTON	\$359,627.77	54.79	\$235,871.00
2606000	LAKESIDE	\$110,793.85	32.38	\$139,396.00
0903000	LAKESIDE	\$208,054.75	20.64	\$88,855.00
3604000	LAMAR	\$59,380.44	7.42	\$31,943.00
6605000	LAVACA	\$57,692.90	7.60	\$32,718.00

# Arkansas Department of Education

3810000	LAWRENCE COUNTY	\$46,399.78	3.94	\$23,979.00
0506000	LEAD HILL	\$17,088.60	0.72	\$3,100.00
3904000	LEE COUNTY	\$111,525.71	4.59	\$19,760.00
7205000	LINCOLN	\$209,892.47	29.77	\$128,160.00
6001000	LITTLE ROCK	\$8,438,257.12	394.45	\$1,698,107.00
4301000	LONOKE	\$166,316.31	12.21	\$52,564.00
4202000	MAGAZINE	\$137,183.08	13.29	\$90,061.00
3003000	MAGNET COVE *	\$8,978.00	0.38	\$1,636.00
1402000	MAGNOLIA	\$145,281.78	14.82	\$63,800.00
3004000	MALVERN	\$559,891.77	49.99	\$215,207.00
2501000	MAMMOTH SPRING	\$12,640.02	1.64	\$7,060.00
4712000	MANILA	\$117,727.38	18.63	\$80,202.00
6606000	MANSFIELD	\$77,751.21	14.77	\$63,585.00
1804000	MARION	\$500,226.46	50.21	\$216,154.00
5604000	MARKED TREE	\$43,574.70	0.81	\$3,487.00
2803000	MARMADUKE	\$18,145.07	3.20	\$13,776.00
5404000	MARVELL	\$50,724.25	6.24	\$26,863.00
2305000	MAYFLOWER	\$36,287.98	5.25	\$22,601.00
6102000	MAYNARD	\$48,674.03	0.12	\$517.00
7403000	MCCRORY	\$102,872.15	16.91	\$72,798.00
2105000	MCGEHEE	\$69,929.27	3.36	\$14,465.00
3302000	MELBOURNE	\$49,041.16	3.43	\$14,766.00
5703000	MENA	\$337,902.00	34.86	\$150,072.00
3211000	MIDLAND	\$25,072.00	7.58	\$32,632.00
3104000	MINERAL SPRINGS	\$61,748.56	3.59	\$15,455.00
2203000	MONTICELLO	\$503,256.02	35.06	\$150,933.00
4902000	MOUNT IDA	\$38,363.86	0.76	\$3,272.00
0303000	MOUNTAIN HOME	\$1,090,199.20	141.17	\$607,737.00
2607000	MOUNTAIN PINE	\$36,931.46	9.58	\$41,242.00
6901000	MOUNTAIN VIEW	\$56,325.48	1.56	\$6,716.00
1703000	MOUNTAINBURG	\$124,861.33	24.22	\$104,267.00
2306000	MT. VERNON/ENOLA	\$75,000.00	4.17	\$17,952.00
1704000	MULBERRY	\$52,311.53	1.97	\$8,481.00
6002000	N. LITTLE ROCK	\$2,527,618.84	186.41	\$802,495.00
3105000	NASHVILLE	\$232,449.20	25.73	\$110,768.00

# Arkansas Department of Education

1503000	NEMO VISTA	\$91,216.07	7.68	\$33,062.00
1611000	NETTLETON	\$357,367.38	28.47	\$122,563.00
5008000	NEVADA	0.00	0.00	\$0.00
3403000	NEWPORT	\$31,523.99	4.65	\$20,018.00
0304000	NORFORK	\$53,616.00	3.00	\$12,915.00
7006000	NORPHLET *	\$6,500.00	0.40	\$1,722.00
0504000	OMAHA	\$25,447.37	3.74	\$16,101.00
4713000	OSCEOLA	\$59,864.87	16.24	\$69,913.00
3005000	OUACHITA ***	\$19,309.93	0.00	\$0.00
5706000	OUACHITA RIVER	\$14,035.00	0.26	\$1,119.00
2404000	OZARK	\$208,578.73	34.79	\$149,771.00
6505000	OZARK MOUNTAIN	\$61,014.74	12.13	\$52,220.00
6205000	PALESTINE-WHEATLEY *		0.00	\$0.00
7309000	PANGBURN	\$51,520.74	5.96	\$25,658.00
2808000	PARAGOULD	\$145,076.29	5.41	\$23,290.00
4203000	PARIS	\$95,580.86	6.95	\$29,920.00
7007000	PARKERS CHAPEL*	\$6,500.00	0.00	\$0.00
0407000	PEA RIDGE	\$150,675.28	21.24	\$91,438.00
5303000	PERRYVILLE	\$39,412.58	5.54	\$23,850.00
1104000	PIGGOTT	\$92,890.32	13.21	\$56,869.00
3505000	PINE BLUFF	\$506,440.58	31.10	\$133,886.00
6103000	POCAHONTAS	\$139,570.49	6.28	\$27,035.00
5804000	POTTSVILLE		8.32	\$35,818.00
2703000	POYEN	\$30,658.23	5.25	\$22,601.00
7206000	PRAIRIE GROVE		18.12	\$78,007.00
5006000	PRESCOTT		0.66	\$2,841.00
6003000	PULASKI COUNTY SPECIAL	\$792,665.24	115.63	\$497,787.00
1203000	QUITMAN	\$137,500.00	9.02	\$38,831.00
1106000	RECTOR			
1613000	RIVERSIDE ***	\$25,730.00	1.17	\$5,037.00
7307000	RIVERVIEW		14.53	\$62,552.00
0405000	ROGERS	\$1,825,104.53	175.66	\$756,216.00
7310000	ROSE BUD	\$107,579.93	3.02	\$13,001.00
5805000	RUSSELLVILLE	\$708,837.38	58.58	\$252,187.00
2502000	SALEM	\$74,178.39	12.66	\$54,501.00

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4204000	SCRANTON	\$52,498.42	8.90	\$38,315.00
7311000	SEARCY	\$152,030.33	15.66	\$67,416.00
6502000	SEARCY COUNTY	\$334,393.15	27.39	\$117,914.00
2705000	SHERIDAN	\$448,113.84	47.99	\$206,597.00
7104000	SHIRLEY	\$79,234.31	16.97	\$73,056.00
0406000	SILAM SPRINGS	\$507,027.13	74.16	\$319,259.00
3806000	SLOAN-HENDRIX	\$30,004.66	4.92	\$21,181.00
7008000	SMACKOVER	\$72,951.97	0.12	\$517.00
1507000	SOUTH CONWAY COUNTY	\$198,916.95	24.05	\$103,535.00
4706000	SOUTH MISSISSIPPI COUNTY		1.53	\$6,587.00
5504000	SOUTH PIKE COUNTY	\$45,531.14	8.33	\$35,861.00
7105000	SOUTH SIDE	\$71,875.00	5.42	\$23,333.00
3209000	SOUTHSIDE	\$56,224.31	2.25	\$9,686.00
2906000	SPRING HILL ***		0.00	\$0.00
7207000	SPRINGDALE	\$3,337,744.75	415.70	\$1,789,589.00
4003000	STAR CITY	\$50,626.82	2.95	\$12,700.00
5206000	STEPHENS *	\$24,034.35	0.00	\$0.00
7009000	STRONG-HUTTIG	\$42,665.96	7.38	\$31,771.00
0104000	STUTTART	\$199,738.79	35.49	\$152,784.00
4605000	TEXARKANA	\$1,265,263.58	76.42	\$328,988.00
5605000	TRUMANN *	\$54,865.73	7.75	\$33,364.00
7510000	TWO RIVERS	\$56,090.65	1.57	\$6,759.00
0505000	VALLEY SPRINGS	\$45,414.60	2.18	\$9,385.00
1612000	VALLEY VIEW	\$119,724.51	7.84	\$33,751.00
1705000	VAN BUREN	\$1,148,415.14	105.01	\$452,068.00
2307000	VILONIA	\$283,218.96	21.55	\$92,773.00
2503000	VIOLA	\$36,980.64	8.15	\$35,086.00
6401000	WALDRON	\$337,562.27	36.02	\$155,066.00
0602000	WARREN	\$48,844.78	9.11	\$39,219.00
3509000	WATSON CHAPEL*	\$79,487.39	0.00	\$0.00
7208000	WEST FORK	\$144,155.94	8.80	\$37,884.00
1803000	WEST MEMPHIS	\$560,243.68	19.34	\$83,259.00
1204000	WEST SIDE	\$13,493.30	3.68	\$15,842.00
7509000	WESTERN YELL COUNTY	\$39,752.89	1.28	\$5,510.00
3606000	WESTSIDE	\$111,844.18	20.85	\$89,759.00

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1602000	WESTSIDE CONSOLIDATED	\$99,541.00	9.53	\$41,027.00
7304000	WHITE COUNTY CENTRAL	\$98,655.78	7.19	\$30,953.00
3510000	WHITE HALL	\$63,439.16	9.55	\$41,113.00
1505000	WONDERVIEW	\$25,111.47	0.00	\$0.00
1304000	WOODLAWN	\$30,244.35	1.16	\$4,994.00
1905000	WYNNE		25.49	\$109,734.00
4502000	YELLVILLE-SUMMIT	\$170,307.76	29.15	\$125,491.00
<b>Total</b>		<b>\$56,528,947.38</b>	<b>5,063.81</b>	<b>\$22,109,450.00</b>



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LEA	District Name	Total ALE Students	Returned to Traditional Educational Environment During 2013-2014	Graduated after an ALE Intervention During Any Year	Received GED in 2013-2014	Exited ALE in 2012-2013 and Returned to ALE in 2013-2014	Exited ALE in 2013-2014	Number of ALE Para-professionals	Member of ALE Consortium	ALE Program Compliance Requirements			Visit by ADE Staff		District Data		
										Student to Teacher Ratio	ALE Included in ACSIP Plan	Non-Punitive Program	Technical Support	Date of Technical Support	2013-2014 District Graduates	2013-2014 District Dropout Student Count	2012-2013 District Dropout Percentage
* Districts Not Reporting Cycle 7 *** Districts Reporting ZERO																	
1701000	ALMA	70	1	1	0	2	0	1	N	Y	Y	Y	N	4/30/14	263	19	1.17%
0501000	ALPENA	6	0	1	0	4	0	0	N	Y	Y	Y	N		22	6	2.53%
1002000	ARKADELPHIA	19	0	0	0	1	0	0	N	Y	Y	Y	N	5/5/14	135	33	3.69%
4701000	ARMOREL*														32	8	3.64%
4101000	ASHDOWN	27	14	0	0	9	2	1	Y	Y	Y	Y	Y	4/29/14	99	10	1.50%
5801000	ATKINS	39	8	1	0	9	2	0	N	Y	Y	Y	N		61	11	2.35%
7401000	AUGUSTA	5	1	0	0	1	0	1	Y	Y	Y	Y	N	12/13/13	39	5	2.34%
7301000	BALD KNOB	34	29	7	0	3	6	1	Y	Y	Y	Y	Y	2/26/14	69	10	1.76%
5401000	BARTON-LEXA ***		0	0	0	0	0	0	N	N	N	N	N	9/27/12	65	10	2.50%
3201000	BATESVILLE	93	6	3	0	3	4	3	N	Y	Y	Y	N	8/16/12	189	32	2.59%
6301000	BAUXITE	30	1	1	3	2	0	3	N	Y	Y	Y	N	2/19/14	113	3	0.39%
1601000	BAY	3	0	3	0	3	1	2	Y	Y	Y	Y	Y	5/20/14	33	5	1.97%
5201000	BEARDEN	38	3	9	2	11	2	0	N	Y	Y	Y	N		55	2	0.69%
7302000	BEEBE	47	36	4	0	2	0	1	N	Y	Y	Y	Y	4/16/12	191	23	1.61%
6302000	BENTON	119	11	7	1	35	7	4	N	Y	Y	Y	Y	4/29/14	307	17	0.78%
0401000	BENTONVILLE	130	62	35	0	4	23	0	N	Y	Y	Y	N	5/12/14	876	72	1.16%
0502000	BERGMAN	47	53	2	1	7	2	2	N	Y	Y	Y	N		69	5	0.95%
0801000	BERRYVILLE	22	3	0	4	3	0	1	N	Y	Y	Y	N	4/17/14	130	23	2.60%
3001000	BISMARCK	24	2	11	0	2	0	1	Y	Y	Y	Y	Y	5/9/14	69	7	1.39%
2901000	BLEVINS ***														46	6	2.36%
4702000	BLYTHEVILLE	117	10	7	0	47	4	9	N	Y	Y	Y	Y	11/4/13	172	55	4.69%
4201000	BOONEVILLE	27	0	9	0	0	0	2	N	Y	Y	Y	N		91	16	2.59%
7303000	BRADFORD	4	4	0	0	0	0	0	Y	Y	Y	Y	N	2/26/14	40	0	0
4801000	BRINKLEY	6	0	2	0	0	1	1	Y	Y	Y	Y	Y	1/29/14	40	7	2.43%
1603000	BROOKLAND	7	3	3	1	4	2	2	Y	Y	Y	Y	Y	5/20/14	102	12	1.58%
6303000	BRYANT	154	11	12	8	2	1	2	N	Y	Y	Y	Y	4/25/14	562	44	1.12%
1605000	BUFFALO ISLAND CENTRAL *													5/20/14	35	7	2.08%
4304000	CABOT	371	202	64	19	87	32	7	N	Y	Y	Y	N	9/27/12	636	93	2.03%
4901000	CADDO HILLS	20	1	1	0	1	0	0	N	Y	Y	Y	Y	5/6/14	42	8	3.15%
3301000	CALICO ROCK *														27	2	1.12%
5204000	CAMDEN FAIRVIEW	93	33	2	0	18	17	4	N	Y	Y	Y	N		159	32	3.13%
4303000	CARLISLE	12	0	1	0	3	1	0	Y	Y	Y	Y	N	3/18/14	61	10	2.81%
6802000	CAVE CITY	44	11	11	5	3	3	0	N	Y	Y	Y	N	2/14/14	87	1	0.16%
3212000	CEDAR RIDGE	30	0	6	0	12	2	0	N	Y	Y	Y	N	8/11/11	69	5	1.21%
1702000	CEDARVILLE	44	2	3	0	10	3	2	N	Y	Y	Y	Y	10/12/12	65	3	0.68%
5502000	CENTERPOINT	19	10	2	0	1	0	0	N	Y	Y	Y	Y	5/13/14	62	6	1.31%
2402000	CHARLESTON	3	2	0	0	0	0	0	Y	Y	Y	Y	N		70	4	0.97%
4802000	CLARENDON	12	1	1	1	1	1	1	Y	Y	Y	Y	Y	5/13/14	40	5	1.94%
3601000	CLARKSVILLE	65	2	3	0	28	2	2	N	Y	Y	Y	N	5/14/14	138	23	2.14%
1305000	CLEVELAND COUNTY	54	1	6	0	3	3	0	N	Y	Y	Y	N	11/20/13	55	6	1.64%





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7102000	CLINTON	77	7	14	0	36	1	2	N	Y	Y	N	N		94	7	1.18%
1201000	CONCORD *														32	0	0
2301000	CONWAY	144	0	11	0	0	0	3	Y	Y	Y	Y	N	2/24/12	583	131	3.16%
1101000	CORNING	23	0	3	0	3	0	1	N	Y	Y	Y	Y	2/19/13	81	0	0
5707000	COSSATOT RIVER	22	0	1	0	4	0	1	N	Y	Y	Y	N		63	8	1.58%
0302000	COTTER	13	1	1	1	8	2	2	Y	Y	Y	Y	Y	10/10/12	38	4	1.37%
2403000	COUNTY LINE	2	0	0	0	0	0	0	Y	Y	Y	Y	N		28	2	0.90%
1901000	CROSS COUNTY	16	2	2	0	3	0	1	N	Y	Y	Y	Y	5/2/14	39	14	4.70%
0201000	CROSSETT	68	39	6	0	0	6	2	N	Y	Y	N	N	11/28/12	101	13	1.56%
2601000	CUTTER-MORNING STAR	24	0	3	0	15	0	0	N	Y	Y	Y	Y	6/3/14	43	10	3.58%
7503000	DANVILLE	5	0	1	0	1	1	0	Y	Y	Y	Y	Y	12/18/13	55	3	0.82%
7504000	DARDANELLE	25	2	0	0	0	5	1	N	Y	Y	Y	Y	11/13/12	114	17	1.98%
0402000	DECATUR	15	5	6	1	8	0	1	N	Y	Y	Y	N		28	6	3.00%
5106000	DEER/MT. JUDEA *														28	2	1.13%
6701000	DEQUEEN	29	0	31	1	12	13	0	N	Y	Y	Y	Y	5/14/14	156	10	1.00%
0901000	DERMOTT	5	5	5	0	2	9	0	N	Y	Y	Y	N	11/27/12	29	1	0.54%
5901000	DES ARC	17	11	10	0	4	1	0	N	Y	Y	Y	N	2/2/14	46	6	1.98%
0101000	DEWITT	18	0	4	0	1	0	1	N	Y	Y	Y	Y	9/3/13	89	13	2.06%
3102000	DIERKS	10	0	0	0	12	0	1	N	Y	Y	Y	Y	5/28/14	48	2	0.81%
3502000	DOLLARWAY *													2/18/13	103	22	3.56%
5802000	DOVER	47	51	6	0	0	0	2	Y	Y	Y	Y	Y	4/23/14	86	13	2.01%
2202000	DREW CENTRAL	30	14	14	0	3	2	0	Y	Y	Y	Y	Y	12/28/12	53	16	3.55%
2104000	DUMAS	43	2	2	0	18	2	1	N	Y	Y	Y	N	11/29/12	101	12	1.81%
1802000	EARLE *													5/2/14	45	0	0
5301000	EAST END	6	2	0	0	0	0	1	N	Y	Y	Y	N		48	6	1.95%
5608000	EAST POINSETT COUNTY	1	0	0	0	0	0	1	N	Y	Y	Y	Y	5/12/14	51	6	1.80%
7001000	EL DORADO	75	133	0	1	27	10	1	N	Y	Y	Y	N		299	23	1.16%
7201000	ELKINS	34	0	9	0	7	0	1	N	Y	Y	Y	Y	4/23/14	91	4	0.73%
1408000	EMERSON-TAYLOR *														65	4	1.38%
4302000	ENGLAND	5	5	5	0	1	2	0	N	Y	Y	Y	Y	3/12/13	65	11	3.49%
0802000	EUREKA SPRINGS	51	8	6	3	8	0	0	N	Y	Y	Y	Y	5/13/14	38	4	1.38%
7202000	FARMINGTON	12	1	10	0	5	0	0	Y	Y	Y	Y	Y	4/21/14	155	15	1.45%
7203000	FAYETTEVILLE	152	8	32	2	13	10	2	N	Y	Y	Y	Y	4/23/14	577	57	1.47%
4501000	FLIPPIN	17	2	4	1	2	0	0	N	Y	Y	Y	N		50	6	1.64%
2002000	FORDYCE	16	2	3	0	0	2	1	N	Y	Y	Y	Y	5/9/14	83	4	0.94%
4102000	FOREMAN	1	0	0	0	0	1	1	Y	Y	Y	Y	Y	4/29/14	45	5	1.88%
6201000	FORREST CITY	91	69	69	0	48	29	1	N	Y	Y	Y	Y	12/16/09	227	70	5.12%
6601000	FORT SMITH	148	38	11	23	67	0	6	N	Y	Y	Y	Y	8/12/11	887	185	2.91%
4603000	FOUKE	15	2	5	0	8	2	0	N	Y	Y	Y	Y	4/28/14	79	2	0.43%
2602000	FOUNTAIN LAKE	47	6	4	0	19	0	3	Y	Y	Y	Y	Y	5/22/14	98	10	1.55%
4602000	GENOA CENTRAL	23	1	8	0	20	1	2	N	Y	Y	Y	Y	5/19/14	79	6	1.17%
0403000	GENTRY	23	0	11	0	4	6	0	Y	Y	Y	Y	Y	4/21/14	90	8	1.21%
3002000	GLEN ROSE	17	0	0	0	0	1	0	Y	Y	Y	Y	Y	4/30/14	73	4	0.83%
4708000	GOSNELL	25	1	2	0	12	1	1	N	Y	Y	Y	N	4/22/14	77	10	1.53%
0404000	GRAVETTE	17	3	3	0	10	0	1	N	Y	Y	Y	Y	5/15/14	115	3	0.35%
0803000	GREEN FOREST	33	7	0	0	5	0	0	N	Y	Y	Y	Y	4/17/14	68	16	2.98%
2303000	GREENBRIER	9	0	0	0	3	0	0	Y	Y	Y	Y	Y	2/24/14	225	12	0.81%
2807000	GREENE COUNTY TECH	86	18	7	1	18	5	2	N	Y	Y	Y	Y	5/1/14	236	13	0.84%
7204000	GREENLAND	5	0	1	0	2	1	0	N	N	N	N	N	4/21/14	56	3	0.77%
6602000	GREENWOOD	55	6	3	6	2	1	4	N	Y	Y	Y	Y	3/23/14	231	11	0.66%
1003000	GURDON	2	2	0	0	0	2	1	N	Y	Y	Y	Y	5/7/14	42	10	2.66%
2304000	GUY-PERKINS	9	8	0	0	2	2	0	Y	Y	Y	Y	Y	2/24/14	26	9	4.71%





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6603000	HACKETT	16	16	16	0	15	9	1	N	Y	Y	Y	N	4/3/14	48	8	2.44%
0203000	HAMBURG	24	1	6	0	7	0	1	N	Y	Y	Y	Y	4/30/13	121	14	1.67%
0701000	HAMPTON	26	7	9	0	9	0	1	N	Y	Y	Y	N		40	2	0.80%
5205000	HARMONY GROVE	23	1	21	0	0	0	1	N	Y	Y	Y	N		77	4	0.82%
6304000	HARMONY GROVE	2	0	0	0	0	0	0	Y	Y	Y	Y	N		89	5	1.01%
5602000	HARRISBURG	10	0	6	0	3	2	0	N	N	Y	Y	N	4/30/14	86	20	3.05%
0503000	HARRISON	60	54	10	0	6	3	1	N	Y	Y	Y	Y	4/19/11	169	38	2.99%
6604000	HARTFORD	31	10	8	0	12	0	0	N	Y	Y	Y	N	4/3/14	21	3	1.75%
5903000	HAZEN	9	3	0	0	1	2	0	Y	Y	Y	Y	N	3/18/14	41	10	3.41%
1202000	HEBER SPRINGS	17	0	2	1	0	3	0	Y	Y	Y	N	N		110	17	2.05%
5803000	HECTOR	3	0	0	0	0	1	0	Y	N	N	N	N		42	2	0.67%
5403000	HELENA/ WEST HELENA	3	4	4	0	4	4	1	N	Y	Y	Y	Y	3/13/14	108	78	10.44%
0601000	HERMITAGE	8	5	2	0	0	0	0	N	Y	Y	Y	N		30	6	3.19%
6804000	HIGHLAND	65	3	3	0	17	0	1	N	Y	Y	Y	Y	2/14/14	96	4	0.57%
3809000	HILLCREST	17	0	9	0	7	0	0	N	Y	Y	Y	Y	4/28/14	27	4	2.30%
2903000	HOPE ***		0	0	0	0	0	0	N	N	N	N	N		144	23	2.17%
6703000	HORATIO	15	14	0	0	5	4	0	N	Y	Y	Y	Y	5/29/14	66	2	0.49%
2603000	HOT SPRINGS	326	95	55	20	102	57	4	Y	Y	Y	Y	Y	5/2/14	163	70	5.11%
3804000	HOXIE	21	0	13	0	3	3	1	N	Y	Y	Y	Y	3/31/14	67	5	1.26%
6202000	HUGHES	8	0	0	0	0	0	0	N	Y	Y	Y	Y	4/4/14	31	3	1.78%
4401000	HUNTSVILLE	40	2	4	0	13	2	1	N	Y	Y	Y	N		136	29	2.69%
3306000	IZARD COUNTY CONSOLIDATED	56	31	4	2	4	0	1	N	Y	Y	Y	N	2/28/12	37	0	0
3405000	JACKSON COUNTY	18	10	0	0	10	0	0	N	Y	Y	Y	Y	5/21/14	45	6	1.64%
5102000	JASPER	4	0	2	0	2	0	0	N	Y	Y	Y	N		70	8	1.91%
2604000	JESSIEVILLE	22	12	2	0	4	0	3	Y	Y	Y	Y	Y	5/22/14	58	5	1.18%
1608000	JONESBORO	175	35	152	3	97	28	2	Y	Y	Y	Y	Y	5/20/14	305	59	2.64%
7003000	JUNCTION CITY *														55	5	1.84%
5503000	KIRBY	3	1	2	0	1	0	1	N	Y	Y	Y	Y	5/8/14	35	2	1.02%
3704000	LAFAYETTE COUNTY	11	8	0	0	4	0	1	N	Y	Y	Y	N		37	6	1.83%
2605000	LAKE HAMILTON	106	21	20	9	21	3	2	N	Y	Y	Y	Y	5/2/14	295	49	2.36%
2606000	LAKESIDE	61	4	2	0	25	1	4	N	Y	Y	Y	Y	5/23/14	204	17	1.13%
0903000	LAKESIDE	31	4	2	0	4	6	0	N	Y	Y	Y	Y	11/8/13	76	1	0.20%
3604000	LAMAR	18	1	0	0	4	0	0	N	Y	Y	Y	N		61	7	1.42%
6605000	LAVACA	7	0	0	0	5	0	0	N	Y	Y	Y	Y	3/28/12	57	7	1.96%
3810000	LAWRENCE COUNTY	16	2	4	0	7	0	0	N	Y	Y	Y	N	5/1/14	92	8	1.57%
0506000	LEAD HILL	19	0	5	0	2	1	1	N	Y	Y	Y	N	5/14/13	39	0	0
3904000	LEE COUNTY	22	14	3	0	10	1	1	N	N	N	N	N	4/30/14	60	32	7.34%
7205000	LINCOLN	28	2	2	0	15	0	1	N	Y	Y	Y	N	4/2/14	90	5	0.83%
6001000	LITTLE ROCK	890	94	97	0	231	59	17	Y	Y	Y	Y	Y	3/1/13	1,400	325	3.28%
4301000	LONOKE	25	4	0	0	7	4	0	Y	Y	Y	Y	N	3/18/14	140	23	2.54%
4202000	MAGAZINE	33	2	1	0	12	0	2	N	Y	Y	Y	N		42	7	2.61%
3003000	MAGNET COVE *														56	0	0
1402000	MAGNOLIA	113	23	8	0	23	1	0	N	Y	Y	Y	Y	10/22/13	188	19	1.47%
3004000	MALVERN	85	14	8	0	49	10	6	N	Y	Y	Y	Y	4/23/14	158	7	0.75%
2501000	MAMMOTH SPRING	25	9	9	0	9	9	0	N	Y	Y	Y	Y	11/4/13	35	0	0
4712000	MANILA	60	4	5	1	26	0	0	N	Y	Y	Y	Y	4/28/14	69	3	0.60%
6606000	MANSFIELD	38	1	5	0	13	0	1	N	Y	Y	Y	Y	2/17/14	54	12	2.73%
1804000	MARION	79	4	19	0	39	1	2	N	Y	Y	Y	Y	5/7/14	307	32	1.69%
5604000	MARKED TREE	14	3	3	0	3	4	0	N	Y	Y	Y	N		32	2	0.75%
2803000	MARMADUKE	8	5	10	0	1	0	1	N	Y	Y	Y	Y	5/15/14	37	6	1.75%
5404000	MARVELL	5	1	1	0	1	0	1	N	Y	Y	Y	Y	3/11/14	19	6	2.91%
2305000	MAYFLOWER	7	0	2	0	5	0	2	Y	Y	Y	Y	Y	2/24/14	84	12	2.23%







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6102000	MAYNARD	6	4	0	0	0	3	0	N	Y	Y	Y	N	4/30/14	30	1	0.47%
7403000	MCCRORY	26	11	0	0	3	1	0	N	Y	Y	Y	N	5/16/14	46	4	1.36%
2105000	MCGEEHE	10	0	0	0	2	1	1	N	Y	Y	Y	Y	1/24/13	57	9	1.81%
3302000	MELBOURNE	11	0	3	0	6	0	0	N	Y	Y	Y	Y	9/28/12	62	1	0.26%
5703000	MENA	66	9	22	0	13	1	1	N	Y	Y	Y	Y	5/28/14	119	20	2.28%
3211000	MIDLAND	21	27	0	0	11	21	0	N	Y	Y	Y	Y	9/7/13	30	2	0.88%
3104000	MINERAL SPRINGS	12	0	4	0	2	0	0	N	Y	Y	N	Y	5/20/14	31	1	0.48%
2203000	MONTICELLO	100	10	14	3	12	18	0	Y	Y	Y	Y	Y	11/28/12	127	19	1.95%
4902000	MOUNT IDA	8	0	0	0	1	0	1	N	Y	Y	Y	N		32	3	1.14%
0303000	MOUNTAIN HOME	196	5	12	5	71	5	4	N	Y	Y	Y	Y	5/22/14	250	33	1.85%
2607000	MOUNTAIN PINE	15	0	2	0	0	1	0	N	Y	Y	N	N		40	8	2.97%
6901000	MOUNTAIN VIEW	3	0	0	3	0	3	0	N	Y	Y	Y	Y	5/21/14	109	2	0.27%
1703000	MOUNTAINBURG	35	7	4	0	9	0	0	N	Y	Y	Y	N	10/22/13	48	6	1.87%
2306000	MT. VERNON/ENOLA	4	0	1	0	4	0	3	Y	Y	Y	Y	Y	2/24/14	38	0	0
1704000	MULBERRY	11	1	2	0	4	0	0	N	Y	Y	Y	N		34	9	5.20%
6002000	N. LITTLE ROCK	302	21	12	0	0	0	25	N	Y	Y	Y	Y	3/19/14	640	164	4.26%
3105000	NASHVILLE	60	17	6	3	14	1	4	N	Y	Y	Y	Y	5/23/14	126	13	1.49%
1503000	NEMO VISTA	31	2	8	0	2	0	0	N	Y	Y	Y	N		36	2	0.84%
1611000	NETTLETON	48	11	37	0	28	4	2	Y	Y	Y	Y	Y	5/20/14	204	8	0.57%
5008000	NEVADA	1	1	1	0	0	0	1	Y	Y	Y	Y	Y	5/20/14	26	1	0.57%
3403000	NEWPORT	5	0	1	1	2	0	0	N	Y	N	N	N	11/16/12	89	12	2.10%
0304000	NORFORK	11	2	1	0	4	2	2	Y	Y	Y	Y	Y	10/10/12	29	0	0
7006000	NORPHLET *														29	8	3.70%
0504000	OMAHA	11	14	3	0	6	0	0	N	Y	Y	Y	Y	5/14/13	23	2	1.04%
4713000	OSCEOLA	44	7	12	0	30	0	3	N	Y	Y	Y	N	5/14/14	82	25	4.77%
3005000	OUACHITA ***		0	0	0	0	0	0	Y	N	N	N	N		36	3	1.42%
5706000	OUACHITA RIVER	20	1	1	0	0	0	0	N	Y	Y	Y	Y	5/28/14	40	5	1.49%
2404000	OZARK	70	6	10	0	5	0	0	N	Y	Y	Y	N		126	33	3.96%
6505000	OZARK MOUNTAIN	15	1	3	0	1	0	0	N	Y	Y	Y	Y	10/10/12	44	2	0.66%
6205000	PALESTINE-WHEATLEY *														48	10	2.96%
7309000	PANGBURN	6	7	7	0	2	4	1	N	Y	Y	Y	N		55	3	0.83%
2808000	PARAGOULD	24	6	2	0	3	0	1	N	Y	Y	Y	Y	5/14/14	180	25	2.00%
4203000	PARIS	15	4	2	4	12	1	1	Y	Y	Y	Y	Y	4/23/14	78	7	1.38%
7007000	PARKERS CHAPEL*														37	2	0.67%
0407000	PEA RIDGE	32	2	11	0	1	0	1	N	Y	Y	Y	N	4/16/14	125	9	1.20%
5303000	PERRYVILLE (PROGRAM NOT APPROVED)	16	2	8	1	5	0	1	N	Y	Y	Y	N		79	9	1.79%
1104000	PIGGOTT	23	2	1	0	0	2	1	N	Y	Y	Y	Y	4/10/14	69	6	1.40%
3505000	PINE BLUFF	48	41	1	0	11	0	0	Y	Y	Y	Y	Y	2/18/13	243	99	5.09%
6103000	POCAHONTAS	28	17	0	0	6	0	1	N	Y	Y	Y	Y	5/16/14	110	15	1.69%
5804000	POTTSVILLE	43	17	28	0	0	0	0	Y	Y	Y	Y	N		107	5	0.67%
2703000	POYEN	23	5	6	1	6	1	0	N	Y	Y	Y	Y	5/7/14	49	4	1.41%
7206000	PRAIRIE GROVE	41	2	10	0	5	9	1	N	Y	Y	Y	Y	4/22/14	139	17	1.92%
5006000	PRESCOTT	21	10	4	0	0	0	1	N	Y	Y	Y	N		68	7	1.51%
6003000	PULASKI COUNTY SPECIAL	460	165	24	12	91	12	19	N	Y	Y	Y	Y	11/4/13	955	260	3.64%
1203000	QUITMAN	15	2	0	0	1	0	2	Y	Y	Y	Y	N	2/24/14	50	0	0
1106000	RECTOR	10	0	3	0	0	0	0	N	Y	Y	Y	Y	9/17/13	36	7	2.75%
1613000	RIVERSIDE ***		1	0	0	0	0	2	Y	Y	Y	Y	Y	5/20/14	61	17	4.50%
7307000	RIVERVIEW	56	3	15	0	20	0	1	N	Y	Y	Y	N	12/6/12	114	15	2.28%
0405000	ROGERS	318	66	270	0	57	0	2	N	Y	Y	Y	N	4/24/14	1,046	42	0.66%
7310000	ROSE BUD	8	1	0	0	0	0	0	Y	Y	Y	Y	N	2/24/14	62	8	1.99%
5805000	RUSSELLVILLE	114	8	35	2	24	2	3	N	Y	Y	Y	N		341	34	1.53%
2502000	SALEM	34	12	12	0	10	0	0	N	Y	Y	Y	Y	5/5/14	72	0	0





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4204000	SCRANTON	14	0	2	0	11	0	0	N	Y	Y	Y	N		32	0	0
7311000	SEARCY	28	2	1	0	2	0	1	N	Y	Y	Y	N	12/6/12	260	55	3.04%
6502000	SEARCY COUNTY	52	12	8	3	21	4	1	N	Y	Y	Y	N	9/20/07	66	0	0
2705000	SHERIDAN	80	14	6	0	48	1	5	N	Y	Y	Y	Y	5/12/14	259	39	2.10%
7104000	SHIRLEY	21	18	2	0	1	9	2	N	Y	Y	Y	Y	10/17/13	31	4	1.89%
0406000	SILOAM SPRINGS	120	3	39	0	51	15	0	Y	Y	Y	Y	Y	4/21/14	286	29	1.60%
3806000	SLOAN-HENDRIX	29	4	1	0	2	0	1	N	Y	Y	Y	Y	4/30/14	41	3	0.91%
7008000	SMACKOVER	3	3	0	0	0	0	0	Y	Y	Y	Y	N		53	6	1.53%
1507000	SOUTH CONWAY COUNTY	35	5	2	1	3	2	2	Y	Y	Y	Y	Y		125	17	1.75%
4706000	SOUTH MISSISSIPPI COUNTY	10	4	0	0	0	2	1	N	Y	Y	Y	Y	2/26/14	74	20	3.33%
5504000	SOUTH PIKE COUNTY	13	1	4	0	3	1	0	N	Y	Y	Y	Y	5/28/14	45	6	2.03%
7105000	SOUTH SIDE	11	3	0	0	4	1	3	Y	Y	Y	Y	Y	2/24/14	27	1	0.46%
3209000	SOUTHSIDE	8	2	0	1	4	0	1	Y	Y	Y	Y	Y	9/7/12	94	5	0.71%
2906000	SPRING HILL ***														45	1	0.36%
7207000	SPRINGDALE	582	25	125	25	350	120	20	N	Y	Y	Y	N	4/24/14	1,278	154	1.79%
4003000	STAR CITY	53	2	5	0	1	7	1	N	Y	Y	Y	Y	2/8/12	106	17	2.29%
5206000	STEPHENS * (PROGRAM NOT APPROVED)														22	8	5.03%
7009000	STRONG-HUTTIG	4	0	0	0	0	0	0	Y	Y	Y	Y	N		40	0	0
0104000	STUTTGART	62	21	1	0	40	1	3	N	Y	Y	Y	Y	5/15/14	117	16	1.97%
4605000	TEXARKANA	166	1	34	1	76	14	1	N	Y	Y	Y	Y	5/8/14	259	84	4.64%
5605000	TRUMANN *													5/21/14	78	28	4.05%
7510000	TWO RIVERS	8	3	0	0	1	0	0	Y	Y	Y	Y	N		55	5	1.32%
0505000	VALLEY SPRINGS	10	0	3	0	4	0	0	N	Y	Y	Y	N		63	3	0.72%
1612000	VALLEY VIEW	5	0	7	0	4	1	2	Y	Y	Y	Y	Y	5/20/14	150	4	0.35%
1705000	VAN BUREN	183	2	39	0	3	0	5	N	Y	Y	Y	Y	5/16/14	392	61	2.20%
2307000	VILONIA	80	46	11	0	5	2	2	N	Y	Y	Y	N	2/24/14	208	21	1.48%
2503000	VIOLA	50	17	3	0	13	3	0	Y	Y	Y	Y	N		32	0	0
6401000	WALDRON	43	3	4	1	19	1	0	N	Y	Y	Y	N		91	20	2.87%
0602000	WARREN	13	3	5	0	7	0	0	N	N	N	Y	N		99	10	1.45%
3509000	WATSON CHAPEL*													5/14/14	233	54	3.59%
7208000	WEST FORK	13	0	4	0	2	0	0	Y	Y	Y	Y	Y	4/21/14	95	13	2.21%
1803000	WEST MEMPHIS	87	3	5	0	12	0	1	N	Y	Y	Y	N		352	103	4.23%
1204000	WEST SIDE	24	0	3	0	9	0	1	N	Y	Y	Y	N		31	2	0.99%
7509000	WESTERN YELL COUNTY	6	0	7	0	4	0	1	Y	Y	Y	Y	Y	4/29/14	26	0	0
3606000	WESTSIDE	26	0	1	0	9	0	0	N	Y	Y	Y	Y	8/28/12	37	2	0.71%
1602000	WESTSIDE CONSOLIDATED	8	2	10	0	6	2	2	Y	Y	Y	Y	Y	5/20/14	95	17	2.24%
7304000	WHITE COUNTY CENTRAL	26	2	0	0	7	0	0	Y	Y	Y	Y	Y	2/26/14	39	5	1.75%
3510000	WHITE HALL	10	1	1	0	7	6	0	N	Y	Y	Y	Y	5/14/14	206	27	1.83%
1505000	WONDERVIEW	7	4	1	0	0	2	1	Y	Y	Y	Y	N		30	2	1.06%
1304000	WOODLAWN	3	0	1	0	0	0	0	N	Y	Y	Y	Y	11/20/13	50	4	1.53%
1905000	WYNNE	48	27	4	0	3	13	5	N	N	N	N	N	5/2/14	222	21	1.59%
4502000	YELLVILLE-SUMMIT	49	9	10	0	16	4	1	Y	Y	Y	Y	Y	3/13/13	71	0	0
		10613	2280	2014	188	2804	760	311									





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ALE STUDENT COUNT BY GRADE LEVELS 2013-2014			
District Reporting ALE Students		Grade Level	Student Count
LEA	Name		
0101000	DEWITT SCHOOL DISTRICT	07	4
		08	4
		10	2
		11	3
		12	5
0101000 - Total			18
0104000	STUTTGART SCHOOL DISTRICT	K	2
		01	2
		02	3
		04	4
		05	5
		06	11
		07	6
		08	10
		09	10
		10	4
		11	4
		12	1
0104000 - Total			62
0201000	CROSSETT SCHOOL DISTRICT	05	6
		06	2
		07	8
		08	4
		09	18
		10	17
		11	7





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		12	6
0201000 - Total			68
0203000	HAMBURG SCHOOL DISTRICT	06	2
		08	2
		09	2
		10	7
		11	5
		12	6
0203000 - Total			24
0302000	COTTER SCHOOL DISTRICT	07	2
		08	2
		09	1
		10	5
		11	2
		12	1
0302000 - Total			13
0303000	MOUNTAIN HOME SCHOOL DISTRICT	K	8
		01	7
		02	5
		03	5
		04	8
		05	2
		06	5
		07	16
		08	8
		09	32
		10	38
		11	24
		12	35
		SM (combined, self-contained middle school grade levels)	2





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		SS (combined, self-contained secondary grade levels)	1
0303000 - Total			196
0304000	NORFORK SCHOOL DISTRICT	07	2
		09	4
		10	3
		12	2
0304000 - Total			11
0401000	BENTONVILLE SCHOOL DISTRICT	09	20
		10	36
		11	29
		12	45
0401000 - Total			130
0402000	DECATUR SCHOOL DISTRICT	07	1
		08	2
		09	2
		10	5
		11	4
		12	1
0402000 - Total			15
0403000	GENTRY SCHOOL DISTRICT	09	1
		10	6
		11	1
		12	15
0403000 - Total			23
0404000	GRAVETTE SCHOOL DISTRICT	09	1
		10	3
		11	6
		12	7
0404000 - Total			17
		K	3





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0405000	ROGERS SCHOOL DISTRICT	01	5
		02	1
		06	1
		07	9
		08	20
		09	49
		10	68
		11	41
		12	121
0405000 - Total		318	
0406000	SILOAM SPRINGS SCHOOL DISTRICT	09	6
		10	36
		11	23
		12	55
0406000 - Total		120	
0407000	PEA RIDGE SCHOOL DISTRICT	09	7
		10	9
		11	3
		12	13
0407000 - Total		32	
0501000	ALPENA SCHOOL DISTRICT	10	2
		11	3
		12	1
0501000 - Total		6	
0502000	BERGMAN SCHOOL DISTRICT	01	7
		02	1
		05	2
		06	1
		07	10
		08	10





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		09	3
		10	4
		11	5
		12	4
0502000 - Total			47
0503000	HARRISON SCHOOL DISTRICT	K	1
		01	1
		02	1
		04	2
		06	3
		07	1
		08	5
		09	9
		10	15
		11	13
		12	9
0503000 - Total			60
0504000	OMAHA SCHOOL DISTRICT	10	6
		11	2
		12	3
0504000 - Total			11
0505000	VALLEY SPRINGS SCHOOL DISTRICT	10	2
		11	5
		12	3
0505000 - Total			10
0506000	LEAD HILL SCHOOL DISTRICT	04	3
		05	2
		09	1
		10	2
		11	7





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		12	4
0506000 - Total			19
0601000	HERMITAGE SCHOOL DISTRICT	09	1
		10	4
		11	1
		12	2
0601000 - Total			8
0602000	WARREN SCHOOL DISTRICT	07	1
		08	1
		09	2
		11	3
		12	6
0602000 - Total			13
0701000	HAMPTON SCHOOL DISTRICT	09	5
		10	8
		11	4
		12	9
0701000 - Total			26
0801000	BERRYVILLE SCHOOL DISTRICT	09	2
		10	8
		11	6
		12	6
0801000 - Total			22
0802000	EUREKA SPRINGS SCHOOL DISTRICT	09	2
		10	24
		11	15
		12	10
0802000 - Total			51
		02	2
		03	3







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0803000	GREEN FOREST SCHOOL DISTRICT	04	6
		06	1
		08	1
		09	6
		10	7
		11	2
		12	5
0803000 - Total			33
0901000	DERMOTT SCHOOL DISTRICT	10	2
		11	1
		12	2
0901000 - Total			5
0903000	LAKESIDE SCHOOL DISTRICT (CHICOT)	K	2
		03	2
		04	2
		05	1
		06	3
		07	5
		08	5
		10	4
		11	3
		12	4
0903000 - Total			31
1002000	ARKADELPHIA SCHOOL DISTRICT	06	3
		07	3
		08	2
		09	2
		10	8
		12	1





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1002000 - Total			19
1003000	GURDON SCHOOL DISTRICT	11	2
1003000 - Total			2
1101000	CORNING SCHOOL DISTRICT	01	1
		04	3
		05	5
		07	1
		08	2
		09	3
		10	7
		12	1
1101000 - Total			23
1104000	PIGGOTT SCHOOL DISTRICT	09	4
		10	11
		11	5
		12	3
1104000 - Total			23
1106000	RECTOR SCHOOL DISTRICT	09	1
		11	6
		12	3
1106000 - Total			10
1202000	HEBER SPRINGS SCHOOL DISTRICT	06	1
		07	4
		08	2
		09	1
		10	4
		11	3
		12	2
1202000 - Total			17
		08	1





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1203000	QUITMAN SCHOOL DISTRICT	09	2
		10	3
		11	7
		12	2
1203000 - Total			15
1204000	WEST SIDE SCHOOL DIST(CLEBURNE	09	7
		10	6
		11	7
		12	4
1204000 - Total			24
1304000	WOODLAWN SCHOOL DISTRICT	07	1
		08	1
		12	1
1304000 - Total			3
1305000	CLEVELAND COUNTY SCHOOL DISTRICT	08	2
		09	4
		10	12
		11	19
		12	17
1305000 - Total			54
1402000	MAGNOLIA SCHOOL DISTRICT	02	3
		03	2
		05	2
		06	5
		07	9
		08	14
		09	24
		10	20
		11	21
		12	13





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1402000 - Total			113
1503000	NEMO VISTA SCHOOL DISTRICT	01	5
		04	2
		09	4
		10	3
		11	8
		12	9
1503000 - Total			31
1505000	WONDERVIEW SCHOOL DISTRICT	09	1
		10	2
		11	1
		12	3
1505000 - Total			7
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	04	2
		05	3
		06	6
		07	1
		08	4
		09	7
		10	8
		11	3
		12	1
1507000 - Total			35
1601000	BAY SCHOOL DISTRICT	07	2
		09	1
1601000 - Total			3
1602000	WESTSIDE CONS. SCH DISTRICT (CRAIGHEAD)	07	1
		08	1
		09	4
		10	1





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		12	1
1602000 - Total			8
1603000	BROOKLAND SCHOOL DISTRICT	03	1
		08	1
		09	2
		11	1
		12	2
1603000 - Total			7
1608000	JONESBORO SCHOOL DISTRICT	K	2
		01	6
		02	4
		04	5
		05	6
		07	5
		08	22
		09	37
		10	37
		11	31
		12	19
		SS (combined, self-contained secondary grade levels)	1
1608000 - Total			175
1611000	NETTLETON SCHOOL DISTRICT	02	1
		03	2
		04	1
		05	2
		06	4
		07	4
		08	1
		09	10
		10	9





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		11	7
		12	7
1611000 - Total			48
1612000	VALLEY VIEW SCHOOL DISTRICT	03	1
		10	4
1612000 - Total			5
1701000	ALMA SCHOOL DISTRICT	08	1
		09	5
		10	14
		11	20
		12	30
1701000 - Total			70
1702000	CEDARVILLE SCHOOL DISTRICT	K	14
		08	2
		09	1
		10	1
		11	8
		12	18
1702000 - Total			44
1703000	MOUNTAINBURG SCHOOL DISTRICT	K	1
		01	5
		02	3
		03	1
		04	1
		09	6
		10	7
		11	2
		12	9
1703000 - Total			35
		10	7





# Arkansas Department of Education

1704000	MULBERRY SCHOOL DISTRICT	11	1
		12	3
1704000 - Total			11
1705000	VAN BUREN SCHOOL DISTRICT	K	5
		01	7
		02	9
		03	8
		04	9
		05	5
		06	2
		07	15
		08	11
		09	12
		10	27
		11	29
		12	44
1705000 - Total			183
1803000	WEST MEMPHIS SCHOOL DISTRICT	07	5
		08	9
		09	16
		10	21
		11	14
		12	22
1803000 - Total			87
1804000	MARION SCHOOL DISTRICT	07	4
		08	4
		09	22
		10	22
		11	7
		12	20





# Arkansas Department of Education

1804000 - Total			79
1901000	CROSS COUNTY SCHOOL DISTRICT	03	2
		04	1
		05	1
		06	2
		08	2
		09	1
		10	2
		11	1
		12	4
1901000 - Total			16
1905000	WYNNE SCHOOL DISTRICT	K	6
		01	6
		03	5
		04	1
		05	2
		06	2
		07	6
		08	8
		09	4
		10	3
		11	4
		12	1
1905000 - Total			48
2002000	FORDYCE SCHOOL DISTRICT	09	2
		10	6
		11	5
		12	3
2002000 - Total			16
		K	1







Arkansas Department of Education

2104000	DUMAS SCHOOL DISTRICT	01	2
		02	3
		03	1
		05	2
		06	2
		07	6
		08	6
		09	5
		10	7
		11	8
2104000 - Total		43	
2105000	MCGEHEE SCHOOL DISTRICT	06	2
		08	2
		09	3
		10	1
		12	2
2105000 - Total		10	
2202000	DREW CENTRAL SCHOOL DISTRICT	05	2
		07	1
		08	1
		09	3
		10	3
		11	3
		12	17
2202000 - Total		30	
2203000	MONTICELLO SCHOOL DISTRICT	04	2
		05	1
		06	2
		07	9
		08	20





# Arkansas Department of Education

		09	16
		10	16
		11	24
		12	10
2203000 - Total			100
2301000	CONWAY SCHOOL DISTRICT	K	3
		01	6
		03	4
		04	4
		05	3
		06	7
		07	9
		08	1
		09	13
		10	31
		11	43
		12	9
		SM (combined, self-contained middle school grade levels)	11
2301000 - Total			144
2303000	GREENBRIER SCHOOL DISTRICT	07	3
		08	1
		10	3
		11	1
		12	1
2303000 - Total			9
2304000	GUY-PERKINS SCHOOL DISTRICT	09	2
		10	3
		11	1
		12	3
2304000 - Total			9





Arkansas Department of Education

2305000	MAYFLOWER SCHOOL DISTRICT	10	2
		11	1
		12	4
2305000 - Total			7
2306000	MT. VERNON/ENOLA SCHOOL DISTRICT	08	1
		11	2
		12	1
2306000 - Total			4
2307000	VILONIA SCHOOL DISTRICT	K	1
		01	2
		03	3
		04	4
		05	1
		06	4
		07	2
		08	2
		09	1
		10	24
		11	16
		12	20
2307000 - Total			80
2402000	CHARLESTON SCHOOL DISTRICT	07	1
		08	2
2402000 - Total			3
2403000	COUNTY LINE SCHOOL DISTRICT	08	1
		10	1
2403000 - Total			2
		K	2
		01	12
		02	5





Arkansas Department of Education

2404000	OZARK SCHOOL DISTRICT	03	2
		04	1
		05	1
		06	4
		07	4
		09	7
		10	7
		11	1
		12	24
2404000 - Total		70	
2501000	MAMMOTH SPRING SCHOOL DISTRICT	08	2
		09	8
		10	7
		11	4
		12	4
2501000 - Total		25	
2502000	SALEM SCHOOL DISTRICT	08	4
		09	1
		10	6
		11	12
		12	11
2502000 - Total		34	
2503000	VIOLA SCHOOL DISTRICT	06	1
		07	8
		08	21
		09	4
		10	6
		11	10
2503000 - Total		50	
		K	1





# Arkansas Department of Education

2601000	CUTTER-MORNING STAR SCHOOL DISTRICT	05	3
		07	1
		08	5
		09	3
		10	4
		11	4
		12	3
2601000 - Total			24
2602000	FOUNTAIN LAKE SCHOOL DISTRICT	K	3
		04	3
		06	3
		07	5
		08	8
		09	3
		10	7
		11	9
12	6		
2602000 - Total			47
2603000	HOT SPRINGS SCHOOL DISTRICT	K	11
		01	11
		02	10
		03	13
		04	9
		05	22
		06	16
		07	20
		08	16
		09	36
		10	33
		11	33





Arkansas Department of Education

		12	96
2603000 - Total			326
2604000	JESSIEVILLE SCHOOL DISTRICT	01	2
		02	2
		03	1
		04	1
		07	1
		08	2
		09	2
		10	3
		11	7
		12	1
2604000 - Total			22
2605000	LAKE HAMILTON SCHOOL DISTRICT	07	7
		08	10
		09	11
		10	26
		11	26
		12	25
		SS (combined, self-contained secondary grade levels)	1
2605000 - Total			106
2606000	LAKESIDE SCHOOL DISTRICT (GARLAND)	K	1
		01	9
		02	6
		03	4
		04	5
		05	9
		06	4
		07	4
		08	8





# Arkansas Department of Education

		09	2
		10	8
		11	1
2606000 - Total			61
2607000	MOUNTAIN PINE SCHOOL DISTRICT	09	2
		10	7
		11	3
		12	3
2607000 - Total			15
2703000	POYEN SCHOOL DISTRICT	10	5
		11	13
		12	5
2703000 - Total			23
2705000	SHERIDAN SCHOOL DISTRICT	K	2
		01	5
		02	3
		03	2
		04	6
		05	5
		06	7
		07	8
		08	5
		09	12
		10	14
		11	8
		12	3
2705000 - Total			80
2803000	MARMADUKE SCHOOL DISTRICT	10	4
		11	2
		12	2





Arkansas Department of Education

2803000 - Total			8
2807000	GREENE COUNTY TECH SCHOOL DISTRICT	K	3
		01	4
		02	3
		04	1
		05	3
		06	7
		07	6
		08	10
		09	22
		10	14
		11	8
		12	5
2807000 - Total			86
2808000	PARAGOULD SCHOOL DISTRICT	02	2
		04	3
		05	2
		06	1
		07	7
		08	2
		09	4
		10	2
		12	1
2808000 - Total			24
3001000	BISMARCK SCHOOL DISTRICT	07	1
		08	1
		09	5
		10	1
		11	3
		12	13







# Arkansas Department of Education

3001000 - Total			24
3002000	GLEN ROSE SCHOOL DISTRICT	08	1
		09	2
		10	5
		11	9
3002000 - Total			17
3004000	MALVERN SCHOOL DISTRICT	K	3
		01	8
		02	4
		03	2
		04	9
		05	6
		06	6
		07	9
		08	12
		09	6
		10	7
		11	6
		12	7
3004000 - Total			85
3102000	DIERKS SCHOOL DISTRICT	07	1
		08	1
		09	4
		11	1
		12	3
3102000 - Total			10
3104000	MINERAL SPRINGS SCHOOL DISTRICT	10	2
		11	4
		12	6
3104000 - Total			12





Arkansas Department of Education

3105000	NASHVILLE SCHOOL DISTRICT	02	6
		03	3
		04	7
		05	4
		06	9
		07	4
		08	6
		09	9
		10	2
		11	5
		12	5
3105000 - Total		60	
3201000	BATESVILLE SCHOOL DISTRICT	K	1
		01	2
		02	4
		03	5
		04	3
		06	4
		07	9
		08	11
		09	20
		10	16
		11	12
		12	6
3201000 - Total		93	
3209000	SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	09	1
		10	1
		11	4
		12	2
3209000 - Total		8	





# Arkansas Department of Education

3211000	MIDLAND SCHOOL DISTRICT	09	2
		10	7
		11	2
		12	10
3211000 - Total			21
3212000	CEDAR RIDGE SCHOOL DISTRICT	01	1
		02	2
		03	3
		04	2
		05	2
		09	2
		10	3
		11	9
		12	6
3212000 - Total			30
3302000	MELBOURNE SCHOOL DISTRICT	09	4
		10	1
		11	3
		12	3
3302000 - Total			11
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	08	5
		09	14
		10	5
		11	14
		12	18
3306000 - Total			56
3403000	NEWPORT SCHOOL DISTRICT	11	2
		12	3
3403000 - Total			5
		09	3





# Arkansas Department of Education

3405000	JACKSON CO. SCHOOL DISTRICT	10	6
		11	7
		12	2
3405000 - Total			18
3505000	PINE BLUFF SCHOOL DISTRICT	09	5
		10	19
		11	22
		12	2
3505000 - Total			48
3510000	WHITE HALL SCHOOL DISTRICT	10	4
		12	6
3510000 - Total			10
3601000	CLARKSVILLE SCHOOL DISTRICT	02	3
		03	1
		04	8
		05	2
		06	9
		07	1
		08	11
		09	9
		10	7
		11	10
		12	4
3601000 - Total			65
3604000	LAMAR SCHOOL DISTRICT	07	1
		08	2
		09	4
		10	1
		11	9
		12	1





# Arkansas Department of Education

3604000 - Total			18
3606000	WESTSIDE SCHOOL DIST(JOHNSON)	03	1
		04	4
		06	6
		08	4
		09	6
		10	3
		11	1
		12	1
3606000 - Total			26
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	09	5
		10	4
		11	2
3704000 - Total			11
3804000	HOXIE SCHOOL DISTRICT	09	2
		10	1
		11	5
		12	13
3804000 - Total			21
3806000	SLOAN-HENDRIX SCHOOL DISTRICT	09	10
		10	6
		11	6
		12	7
3806000 - Total			29
3809000	HILLCREST SCHOOL DISTRICT	10	3
		11	2
		12	12
3809000 - Total			17
3810000	LAWRENCE COUNTY SCHOOL DISTRICT	09	2
		10	4





# Arkansas Department of Education

3810000	LEE COUNTY SCHOOL DISTRICT	11	4
		12	6
3810000 - Total			16
3904000	LEE COUNTY SCHOOL DISTRICT	08	3
		09	7
		10	3
		11	7
		12	2
3904000 - Total			22
4003000	STAR CITY SCHOOL DISTRICT	06	1
		09	13
		10	14
		11	9
		12	16
4003000 - Total			53
4101000	ASHDOWN SCHOOL DISTRICT	06	2
		07	3
		08	4
		09	5
		10	9
		11	2
		12	2
4101000 - Total			27
4102000	FOREMAN SCHOOL DISTRICT	12	1
4102000 - Total			1
4201000	BOONEVILLE SCHOOL DISTRICT	08	1
		09	7
		10	5
		11	5
		12	9





# Arkansas Department of Education

4201000 - Total			27
4202000	MAGAZINE SCHOOL DISTRICT	04	1
		05	1
		06	3
		07	3
		08	2
		09	6
		10	7
		11	6
		12	4
4202000 - Total			33
4203000	PARIS SCHOOL DISTRICT	06	1
		07	2
		08	1
		09	2
		10	4
		11	4
		12	1
4203000 - Total			15
4204000	SCRANTON SCHOOL DISTRICT	07	1
		08	1
		09	1
		10	2
		11	7
		12	2
4204000 - Total			14
4301000	LONOKE SCHOOL DISTRICT	04	4
		05	1
		06	4
		07	2





# Arkansas Department of Education

		09	4
		10	6
		11	4
4301000 - Total			25
4302000	ENGLAND SCHOOL DISTRICT	07	2
		10	1
		12	2
4302000 - Total			5
4303000	CARLISLE SCHOOL DISTRICT	07	4
		09	1
		10	3
		11	3
		12	1
4303000 - Total			12
4304000	CABOT SCHOOL DISTRICT	K	5
		01	1
		02	4
		03	2
		04	3
		05	4
		06	2
		07	15
		08	25
		09	58
		10	64
		11	94
		12	94
4304000 - Total			371
		K	4
		01	5







# Arkansas Department of Education

4401000	HUNTSVILLE SCHOOL DISTRICT	02	1
		03	2
		05	3
		10	5
		11	7
		12	13
4401000 - Total			40
4501000	FLIPPIN SCHOOL DISTRICT	01	1
		02	1
		05	2
		06	1
		07	1
		09	1
		10	4
		11	4
		12	2
4501000 - Total			17
4502000	YELLVILLE-SUMMIT SCHOOL DISRICT	06	4
		07	5
		08	5
		09	4
		10	10
		11	10
		12	11
4502000 - Total			49
4602000	GENOA CENTRAL SCHOOL DISTRICT	06	5
		07	3
		08	2
		10	4
		11	6





# Arkansas Department of Education

		12	3
4602000 - Total			23
4603000	FOUKE SCHOOL DISTRICT	10	6
		11	5
		12	4
4603000 - Total			15
4605000	TEXARKANA SCHOOL DISTRICT	07	7
		08	5
		09	25
		10	36
		11	43
		12	50
4605000 - Total			166
4702000	BLYTHEVILLE SCHOOL DISTRICT	01	1
		02	3
		03	6
		04	2
		05	3
		06	10
		07	7
		08	12
		09	39
		10	13
		11	11
		12	10
4702000 - Total			117
4706000	SO. MISS. COUNTY SCHOOL DIST.	08	3
		09	5
		10	2
4706000 - Total			10





# Arkansas Department of Education

4708000	GOSNELL SCHOOL DISTRICT	09	5
		10	6
		11	7
		12	7
4708000 - Total			25
4712000	MANILA SCHOOL DISTRICT	05	7
		06	7
		07	9
		08	12
		09	3
		10	13
		11	4
		12	5
4712000 - Total			60
4713000	OSCEOLA SCHOOL DISTRICT	01	1
		02	3
		03	3
		05	1
		06	4
		07	4
		08	2
		09	3
		10	6
		11	5
		12	12
		4713000 - Total	
4801000	BRINKLEY SCHOOL DISTRICT	09	1
		10	4
		12	1
4801000 - Total			6





# Arkansas Department of Education

4802000	CLARENDON SCHOOL DISTRICT	08	6
		09	2
		10	3
		11	1
4802000 - Total			12
4901000	CADDO HILLS SCHOOL DISTRICT	06	1
		07	2
		08	2
		09	3
		10	3
		11	5
		12	4
4901000 - Total			20
4902000	MOUNT IDA SCHOOL DISTRICT	09	1
		10	3
		11	2
		12	2
4902000 - Total			8
5006000	PRESCOTT SCHOOL DISTRICT	07	1
		08	4
		09	2
		10	7
		11	2
		12	5
5006000 - Total			21
5008000	NEVADA SCHOOL DISTRICT	07	1
5008000 - Total			1
5102000	JASPER SCHOOL DISTRICT	11	2
		12	2
5102000 - Total			4





# Arkansas Department of Education

5201000	BEARDEN SCHOOL DISTRICT	07	1
		08	3
		10	2
		11	12
		12	20
5201000 - Total			38
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	02	7
		03	4
		04	12
		05	5
		06	3
		07	7
		08	12
		09	12
		10	11
		11	12
		12	8
5204000 - Total			93
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	09	9
		10	5
		11	4
		12	5
5205000 - Total			23
5301000	EAST END SCHOOL DISTRICT	09	1
		10	2
		11	3
5301000 - Total			6
5303000	PERRYVILLE SCHOOL DISTRICT	09	1
		10	2
		11	4





# Arkansas Department of Education

		12	9
5303000 - Total			16
5403000	HELENA/ W.HELENA SCHOOL DISTRICT	09	1
		10	2
5403000 - Total			3
5404000	MARVELL-ELAINE SCHOOL DISTRICT	07	1
		08	2
		10	2
5404000 - Total			5
5502000	CENTERPOINT SCHOOL DISTRICT	07	1
		08	1
		09	1
		10	10
		11	4
		12	2
5502000 - Total			19
5503000	KIRBY SCHOOL DISTRICT	08	2
		12	1
5503000 - Total			3
5504000	SOUTH PIKE COUNTY SCHOOL DISTRICT	07	1
		09	2
		10	3
		11	5
		12	2
5504000 - Total			13
5602000	HARRISBURG SCHOOL DISTRICT	10	4
		11	3
		12	3
5602000 - Total			10
		09	4





# Arkansas Department of Education

5604000	MARKED TREE SCHOOL DISTRICT	10	2
		11	4
		12	4
5604000 - Total			14
5608000	EAST POINSETT CO. SCHOOL DISTRICT	11	1
5608000 - Total			1
5703000	MENA SCHOOL DISTRICT	01	2
		02	2
		03	3
		04	4
		05	2
		07	5
		08	6
		09	16
		10	11
		11	8
		12	7
5703000 - Total			66
5706000	OUACHITA RIVER SCHOOL DISTRICT	07	2
		08	3
		09	4
		10	7
		11	1
		12	3
5706000 - Total			20
5707000	COSSATOT RIVER SCHOOL DISTRICT	07	3
		08	3
		09	4
		10	7
		11	4





# Arkansas Department of Education

		12	1
5707000 - Total			22
5801000	ATKINS SCHOOL DISTRICT	K	3
		01	2
		03	3
		04	8
		05	1
		07	6
		08	4
		09	6
		10	4
		11	1
		12	1
5801000 - Total			39
5802000	DOVER SCHOOL DISTRICT	04	17
		06	2
		07	8
		08	6
		09	4
		10	1
		11	6
		12	3
5802000 - Total			47
5803000	HECTOR SCHOOL DISTRICT	09	2
		11	1
5803000 - Total			3
5804000	POTTSVILLE SCHOOL DISTRICT	09	5
		10	13
		11	11
		12	14







# Arkansas Department of Education

5804000 - Total			43
		K	1
		01	1
		02	3
		06	5
		07	8
		08	2
		09	12
		10	17
		11	14
		12	50
	EE (combined, self-contained elementary school grade levels		1
5805000 - Total			114
5901000	DES ARC SCHOOL DISTRICT	08	1
		09	2
		10	3
		11	4
		12	7
5901000 - Total			17
5903000	HAZEN SCHOOL DISTRICT	07	2
		08	1
		09	1
		10	4
		11	1
5903000 - Total			9
		K	2
		01	5
		02	7
		03	21
		04	20





Arkansas Department of Education

6001000	LITTLE ROCK SCHOOL DISTRICT	05	31
		06	36
		07	59
		08	63
		09	139
		10	126
		11	164
		12	217
6001000 - Total		890	
6002000	N. LITTLE ROCK SCHOOL DISTRICT	K	11
		01	12
		02	10
		03	5
		04	17
		05	16
		06	16
		07	22
		08	25
		09	26
		10	51
		11	48
		12	43
6002000 - Total		302	
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	03	60
		04	72
		05	11
		06	19
		07	59
		08	54
		09	97





# Arkansas Department of Education

		10	49
		11	24
		12	15
6003000 - Total			460
6102000	MAYNARD SCHOOL DISTRICT	10	5
		11	1
6102000 - Total			6
6103000	POCAHONTAS SCHOOL DISTRICT	03	2
		04	1
		05	2
		06	5
		07	7
		08	11
6103000 - Total			28
6201000	FORREST CITY SCHOOL DISTRICT	01	1
		02	1
		04	4
		05	5
		06	9
		07	15
		08	6
		09	17
		10	11
		11	12
		12	10
6201000 - Total			91
6202000	HUGHES SCHOOL DISTRICT	07	1
		08	1
		09	3
		10	1





Arkansas Department of Education

		12	2
6202000 - Total			8
6301000	BAUXITE SCHOOL DISTRICT	K	2
		01	3
		03	3
		04	1
		05	2
		06	1
		07	1
		08	1
		09	7
		10	3
		11	2
		12	4
6301000 - Total			30
6302000	BENTON SCHOOL DISTRICT	K	2
		01	4
		02	3
		03	3
		04	2
		06	7
		07	6
		08	9
		09	22
		10	33
		11	21
		12	7
6302000 - Total			119
		K	5
		01	10





# Arkansas Department of Education

6303000	BRYANT SCHOOL DISTRICT	02	6
		03	7
		04	1
		05	2
		06	8
		07	12
		08	17
		09	17
		10	27
		11	23
		12	19
6303000 - Total			154
6304000	HARMONY GROVE SCH DISTRICT (SALINE)	10	2
6304000 - Total			2
6401000	WALDRON SCHOOL DISTRICT	02	3
		04	5
		05	5
		06	6
		07	8
		08	2
		09	3
		10	3
		11	4
		12	4
6401000 - Total			43
6502000	SEARCY COUNTY SCHOOL DISTRICT	06	2
		07	9
		08	8
		09	6
		10	7





Arkansas Department of Education

		11	13
		12	7
6502000 - Total			52
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	07	1
		08	2
		09	3
		10	5
		11	1
		12	3
6505000 - Total			15
6601000	FORT SMITH SCHOOL DISTRICT	K	5
		01	7
		02	6
		03	2
		04	6
		05	4
		06	3
		07	10
		08	19
		09	33
		10	23
		11	16
		12	14
6601000 - Total			148
6602000	GREENWOOD SCHOOL DISTRICT	K	9
		01	7
		02	3
		03	7
		04	4
		05	4





# Arkansas Department of Education

		09	3
		10	6
		11	6
		12	6
6602000 - Total			55
6603000	HACKETT SCHOOL DISTRICT	06	1
		07	6
		08	9
6603000 - Total			16
6604000	HARTFORD SCHOOL DISTRICT	07	1
		09	7
		10	7
		11	7
		12	9
6604000 - Total			31
6605000	LAVACA SCHOOL DISTRICT	07	4
		08	3
6605000 - Total			7
6606000	MANSFIELD SCHOOL DISTRICT	07	3
		08	8
		09	2
		10	8
		11	10
		12	7
6606000 - Total			38
6701000	DEQUEEN SCHOOL DISTRICT	09	4
		10	5
		11	2
		12	18
6701000 - Total			29





# Arkansas Department of Education

6703000	HORATIO SCHOOL DISTRICT	10	4
		11	7
		12	4
6703000 - Total			15
6802000	CAVE CITY SCHOOL DISTRICT	09	10
		10	14
		11	12
		12	8
6802000 - Total			44
6804000	HIGHLAND SCHOOL DISTRICT	09	9
		10	12
		11	21
		12	23
6804000 - Total			65
6901000	MOUNTAIN VIEW SCHOOL DISTRICT	09	2
		11	1
6901000 - Total			3
7001000	EL DORADO SCHOOL DISTRICT	09	41
		10	26
		11	4
		12	4
7001000 - Total			75
7008000	SMACKOVER SCHOOL DISTRICT	09	2
		11	1
7008000 - Total			3
7009000	STRONG-HUTTIG SCHOOL DISTRICT	07	3
		10	1
7009000 - Total			4
		07	12
		08	12







# Arkansas Department of Education

7102000	CLINTON SCHOOL DISTRICT	09	16
		10	13
		11	7
		12	17
7102000 - Total			77
7104000	SHIRLEY SCHOOL DISTRICT	09	2
		10	9
		11	4
		12	6
7104000 - Total			21
7105000	SOUTH SIDE SCH DISTRICT (VAN BUREN)	06	1
		07	3
		08	1
		09	3
		10	2
		11	1
7105000 - Total			11
7201000	ELKINS SCHOOL DISTRICT	02	2
		03	2
		04	4
		05	1
		06	1
		08	1
		09	3
		10	4
		11	6
		12	10
7201000 - Total			34
7202000	FARMINGTON SCHOOL DISTRICT	10	2
		11	2





Arkansas Department of Education

		12	8
7202000 - Total			12
7203000	FAYETTEVILLE SCHOOL DISTRICT	09	20
		10	27
		11	52
		12	53
7203000 - Total			152
7204000	GREENLAND SCHOOL DISTRICT	11	4
		12	1
7204000 - Total			5
7205000	LINCOLN SCHOOL DISTRICT	10	2
		11	6
		12	20
7205000 - Total			28
7206000	PRAIRIE GROVE SCHOOL DISTRICT	05	1
		06	7
		07	1
		08	5
		09	1
		10	7
		11	8
		12	11
7206000 - Total			41
7207000	SPRINGDALE SCHOOL DISTRICT	K	12
		01	9
		02	2
		03	6
		04	1
		05	6
		06	2





# Arkansas Department of Education

		07	4
		08	30
		09	96
		10	165
		11	99
		12	150
7207000 - Total			582
7208000	WEST FORK SCHOOL DISTRICT	10	1
		11	5
		12	7
7208000 - Total			13
7301000	BALD KNOB SCHOOL DISTRICT	K	1
		01	1
		02	3
		05	4
		06	4
		07	2
		08	6
		09	2
		10	3
		11	1
		12	7
7301000 - Total			34
7302000	BEEBE SCHOOL DISTRICT	07	11
		08	11
		09	8
		10	8
		11	2
		12	7
7302000 - Total			47





# Arkansas Department of Education

7303000	BRADFORD SCHOOL DISTRICT	10	2
		11	1
		12	1
7303000 - Total			4
7304000	WHITE CO. CENTRAL SCHOOL DISTRICT	05	7
		06	5
		07	6
		08	6
		10	1
		11	1
7304000 - Total			26
7307000	RIVERVIEW SCHOOL DISTRICT	09	8
		10	13
		11	17
		12	18
7307000 - Total			56
7309000	PANGBURN SCHOOL DISTRICT	08	2
		09	1
		10	1
		11	1
		12	1
7309000 - Total			6
7310000	ROSE BUD SCHOOL DISTRICT	09	5
		10	2
		11	1
7310000 - Total			8
7311000	SEARCY SCHOOL DISTRICT	07	2
		08	14
		09	6
		10	4





Arkansas Department of Education

		12	2
7311000 - Total			28
7401000	AUGUSTA SCHOOL DISTRICT	07	1
		09	1
		10	3
7401000 - Total			5
7403000	MCCRORY SCHOOL DISTRICT	03	1
		04	1
		05	1
		06	2
		07	5
		09	8
		10	4
		11	3
		12	1
7403000 - Total			26
7503000	DANVILLE SCHOOL DISTRICT	08	1
		09	1
		10	2
		12	1
7503000 - Total			5
7504000	DARDANELLE SCHOOL DISTRICT	K	3
		01	1
		03	1
		04	3
		05	1
		06	3
		07	2
		08	4
		09	4





Arkansas Department of Education

		10	2
		11	1
7504000 - Total			25
7509000	WESTERN YELL COUNTY SCHOOL DISTRICT	10	3
		11	1
		12	2
7509000 - Total			6
7510000	TWO RIVERS SCHOOL DISTRICT	08	4
		09	3
		10	1
7510000 - Total			8



**Minutes**  
**State Board of Education Special Committee Meeting on Academic Distress**  
**Monday, September 15, 2014**

The State Board of Education Special Committee on Academic Distress met Monday, September 15, 2014, in the Commissioner's Conference Room of the Department of Education Building. Chair Vicki Saviers called the meeting to order at 4:00 p.m.

Present Via Phone: Vicki Saviers, Chair; Sam Ledbetter; and Diane Zook  
Absent: Toyce Newton

**Reports**

**Request by the Little Rock School District**

Ms. Saviers said Greg Adams, President of LRSD School Board, requested to come before the Academic Distress Committee. She said the District and School Board are eager to show their plans for going forward. The Committee tentatively scheduled the meeting for Tuesday, October 14, from 1:00-3:00 in the Arkansas Department of Education Auditorium.

**Discussion and evaluation of the prior meetings with districts in Academic Distress**

Ms. Annette Barnes, Assistant Commissioner of Public School Accountability, said the school improvement specialists assigned to the schools classified in academic distress are writing recommendations, and the schools will include these in their improvement plans. She said she would not have post appeal data at the October State Board Meeting, but it should be available in November.

Ms. Saviers said the Committee may revisit some schools at mid-year to check the progress of their plans.

**Next Steps**

The Committee agreed to review the Quarterly Reports of the Academic Distress Schools at the October State Board Meeting before setting a timeline of possible meetings with Schools in Academic Distress.

**Adjournment**

The meeting adjourned at 4:17 p.m.

*Minutes recorded by Deborah Coffman.*



# State Board Report

For the Horatio School District



## ARKANSAS DEPARTMENT OF EDUCATION

Prepared for Arkansas State Board of Education  
October 10, 2014

This report is given in compliance with requirements of the State  
Board of Education and Ark. Code Ann. § 6-15-202

**Horatio School District  
Table of Contents**

- Monitoring Report
- District Profile
- Executive Summary

Horatio School District  
Monitoring Report

This report details the September 17, 2014 review of the findings of the August 12, 2014 Standards Assurance Unit probationary review of the Horatio School District.

**Standards Rule 7.03.1 Operating Policies and Procedures:**

District policies with incorrect information – **the following have been corrected**

Attendance Policy – needed to be updated to include 504, IEP information and parental appeal process.

Compulsory Attendance Policy – needed date changed to reflect August 01 date of birth for enrollment.

AIP Remediation policy – change to reflect correct wording “shall be retained”

Elementary and High School handbooks contained incorrect policy information – **not corrected**

*(The above listed policies were included in the district's handbooks. Upon approved revision by the local board, an addendum to the handbook will be sent out with corrected versions of the policies).*

Attendance Policy – revised to match district policy

Grading Policy – revised to match district policy

Smart Core Policy - need to update to 2017-18 version

Parental Involvement Plan Policy – added to handbook through addendum

**Standards Rule 7.03.2 Records and Reports:**

Did not have evidence of all students being enrolled in courses – **not corrected**

*(At the time of the 09/17/14 visit, district personnel were in the process of making scheduling corrections and were close to completion.)*

**Standards Rule 9.03.4-Required 38 Units:**

All required 38 courses not scheduled (Physics) – **corrected** – course was added

Art II and III were scheduled at the same time – **corrected** - courses were split into two separate sections.

**Standards Rule 15.03 Licensure and Renewal:**

Teachers with licensure deficiencies for potential assignments – **not corrected**

*(District is working with ADE Teacher Licensure to resolve licensure deficiencies.)*

Baker - Elem. Teacher - License Pending

Adwell - Elem. Counselor - License Pending (reciprocity)

Beall - HS English - applied for reciprocity but still pending licensure.

Moore – HS Science - needed to file an Additional Training Plan (ATP) for AP Science

Vaught – HS Math - needed to file an Additional Licensure Plan (ALP) for (Geometry)

Dunn - HS Performing Arts - License Pending

**Standards Rule 24.18 Other:**

The school district website did not contain all current required information on the 08/12/14 visit date. - **corrected**

The school district website had been updated and contained information required as of the 09/17/14 visit.

The website will receive a final audit and review of potential violations for complete compliance after October 15, 2014.

**Actions have been taken to correct the violation that resulted in the year-two probationary status.**

Standards Rule 15.03.3 (teacher licensure requirements) - **corrected**

Standards Rule 18.01 (G/T Program is not approved) - **corrected**

The following are new or updated findings from the September 17, 2014 Standards Assurance Unit probationary review of the Horatio School District.

**FINDINGS:**

**Standards Rule 7.03.2 Records and Reports:**

Elementary and High School handbooks contained incorrect information - **not corrected**  
*District policies were corrected and a handbook addendum is being generated to meet requirements.*

Attendance Policy - revised to match district policy

Grading Policy - revised to match district policy

Smart Core Policy - need to update to 2017-18 version

Parental Involvement Plan Policy - added to handbook through addendum

**Standards Rule 9.03.3-(5-8) Curriculum:**

Did not have evidence of all students being enrolled in courses, specifically for Music, Art and Health for grade 7 and 8, - **continuation of 08/12/14 findings**  
*(District is verifying student class count numbers and making appropriate corrections.)*

The Standards Assurance Unit and other divisions of the Arkansas Department of Education are continuing to work with the district to correct these findings.

A third visit to Horatio School District will be conducted prior to December 22, 2014. We will continue to evaluate the district's compliance with the Standards for Accreditation.

The Arkansas Department of Education and Standards Assurance Unit continue to provide technical assistance to the school district in an effort to bring the school district into compliance.

Horatio School District  
District Profile

Horatio School District  
Lee Smith, Superintendent  
LEA #67-03-000  
Horatio, Arkansas

Classified as Year-Two Accredited Probationary      June 12, 2014

District Profile	2012-13	2013-14
Superintendent	John Ward	John Ward
Horatio School District		Probationary
Horatio Elementary School	Accredited	Accredited
Horatio High School	Probationary	Cited

Horatio School District  
Executive Summary

Horatio School District  
Lee Smith, Superintendent  
Horatio, Arkansas

Horatio School District - Two Consecutive Years with an Accredited – Probationary Status

Year One Accredited-Probationary Timeline:

On or before October 15, 2012, the Horatio School District submitted to the Arkansas Department of Education, a Statement of Assurance, certifying that the Horatio School District was in compliance with statutory provisions and/or requirements for schools identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts.

On or about March 15, 2013, the district was notified in a preliminary accreditation report that potential probationary violations existed. The district submitted no evidence to dispute the accuracy of the violations.

On May 01, 2013, the district was notified in their Final Accreditation Report that the district would be recommended for a status of Accredited- Probationary at Horatio High School for the 2012-13 school year for violation Standards Rules 15.03.1 (personnel not certified) and 15.03.3 (teacher licensure requirements).

The district was given the opportunity to appeal this recommendation by May 15, 2013, but the ADE received no correspondence from the district indicating their desire to appeal.

On June 10, 2013, the State Board of Education classified the Horatio High School as Accredited-Probationary for the 2012-13 school year, resulting in Horatio High School being classified as Accredited-Probationary for the first year.

#### Year Two Accredited-Probationary Timeline:

On or before October 15, 2013, the Horatio School District submitted to the Arkansas Department of Education, a Statement of Assurance, certifying that the Horatio School District was in compliance with statutory provisions and/or requirements for schools identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts.

On or about March 12, 2014, the district was notified in a preliminary accreditation report that a potential probationary violation existed. The district submitted no evidence to dispute the accuracy of the violation.

On May 01, 2014, the district was notified in their Final Accreditation Report that the district would be recommended for a status of Accredited-Probationary at the Horatio School District for the 2013-14 school year for violation Standards Rules 15.03.3 (teacher licensure requirements) and 18.01 (G/T Program is not approved).

The district was given the opportunity to appeal this recommendation by May 15, 2014, but the ADE received no correspondence from the district indicating their desire to appeal.

On June 12, 2014, the State Board of Education confirmed the status of Accredited-Probationary for Horatio School District, which placed the school in year two status.

The school district was notified in writing and received an invitation to appear before the State Board of Education during the July 2014 meeting.

On July 10, 2014, following a public hearing, the State Board of Education (SBE) confirmed the ADE's determination of above referenced standards violation. During the same meeting, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-15-207 to implement one of the options available under Ark. Code Ann. § 6-15-207. The SBE directed the Standards Assurance Unit to monitor and assist the district with compliance for the 2014-15 school year and to report back to the SBE during the October meeting.

Date: October 10, 2014

Submitted by: Johnie Walters

High School

Arkansas Department of Education

Visit Form

Date 8-22-14

Page \_\_\_ of \_\_\_

School District Horatio

Superintendent

Phone Number

Discussion Areas

ADE Unit

Standards

- Physics - need a student enrolled -  
- need instruction for Physics - (DL)
- English teacher - ~~Beall~~, needs to obtain license for Arkansas
- Art II, III - currently stacked, need to have Art II as stand alone course
- Inst + Vocal Music - (Dunn) MAT program - needs to complete licensure requirements
- Spanish I + II - (Distance Learning) needs to have instructor assigned to course
- Digital Learning course - Success Strategies @ Crossat
- Connect or assign teacher to courses coded as "staff"
- MODAR - ATP for AP SCIENCE
- VAUGHT - ATP - MATH

ADE

District

Superintendent

Kristal Paul

Superintendent  
Zoom Nicks

Horatio District

Arkansas Department of Education

Visit Form

Date 8-12-14

Page \_\_\_ of \_\_\_

School District Horatio

Superintendent \_\_\_\_\_

Phone Number \_\_\_\_\_

Discussion Areas

ADE Unit

Standards

School Website needs to be updated and see attached checklist for corrections to be made.

- ~~4p~~ Complete updating of board policies prior to our next visit.

- Correct LICENSE expiration issues with spreadsheet + confirm existence of valid current LICENSE.

We have tentatively rescheduled the second visit on Sept. 17, 2014 to continue review & compliance of Horatio School District's Standard of Accreditation

ADE

Jimmy Long

District

Superintendent

Joan Nelson

J. R. Dugg

Kristal nail



School District Horatio

Superintendent Mr. Lee Smith Phone Number \_\_\_\_\_

Discussion Areas

Handbook classroom

ADE Unit Standards

~~#18 = Add minimum + maximum consequences statement~~

#26 = need excused + unexcused absences need to be defined;  
need 504 plan & IEP statement in policy.

#27 = need appeal process added to attendance policy.

- Policies in handbook need to mirror board policy.

#28 = on page 34, needs to change from Sept. 15 - Sep. 1

#52 = AIP statement needs to say "will be retained"

Elementary schedule is not complete.

They do not have students & teacher.

" " have some " & "STAFF".

- Course codes need to be confirmed with appropriate grade level + licensure.

ADE

District

Superintendent

Jamara Lory  
Ma. Hall  
Kristal Neal

Mr. Smith  
Superintendent  
Lee Smith

Date 8-12-14School District HoratioSuperintendent Lee Smith

Phone Number \_\_\_\_\_

## Discussion Areas

ADE Unit GT/AP

grades

K-2 Whole group enrichment - 30 minutes weekly, GT Teacher will deliver monthly, CR Teachers will deliver other weeks, GT Teacher will meet regularly w/CR Teachers to provide guidance in implementation of weekly enrichment lessons and documentation of student responses to be used as part of long term data collection for gifted program student identification & placement.

(GT standards p22a)

grades

3-6 Identified gifted students - 150 min/wk direct services required 100 min/wk will be through resource room option w/GT Teacher 50 min/wk will be through consultant teacher model during "genius hour" with weekly check ins between students & GT teacher and documentation of final products created in "genius hour."

(GT standards p20, 21, 23)

grades

7-12 - monthly meetings w/ GT certified Teacher

7 - secondary content w/trained teachers 250 min/wk, quarterly documentation of differentiation

8-11 - PreAP classes w/trained teachers 250 min/wk with documentation of differentiation

11-12 - AP classes w/trained teachers & course approval through the College Board course audit, including an approved Syllabus for each AP course

(GT standards p20, 24) (AP/IB Rules)

grades

3-6 Resource Room Classes will begin early to mid September, or as soon as possible, when scheduling is complete and the bulk of fall gifted identification and placement has been completed.

Online Program Approval Application for Gifted & Talented will be submitted by October 15, with updated information about services to students and personnel included.

GT Teacher's schedule will be reviewed at return visit to verify services to students, planning time, & administrative/coordination time.

ADE

District

Kruptal Nail

James Long

Lee Smith

Superintendent

Ryan Dole

Susan Wilson

# SCHOOL DISTRICT WEBSITE REQUIREMENTS CHECKLIST - MONITORING ONLY

new

District Horatio

LEA#

Date 8-12-14

The school district shall have an easily accessible link on the website homepage titled "State - Required Information." Under this link the school district information shall be subdivided by categories. Act 228 of 2013				✓
Notification to ADE of school's website address with a direct link to classified and certified salary schedules and personnel policies. Send information to ADEFinna@arkansas.gov A.C.A. § 6-17-2301; § 6-17-201				✓
Not less than 10 days prior to the date of a regular board meeting, the date, time, and place of the meeting shall be posted (Desk Audit or OSR Review). A.C.A. § 6-13-619				✓
Not less than 24 hours prior to a rescheduled board meeting, the date, time, or place of the meeting shall be posted (Desk Audit or OSR Review). A.C.A. § 6-13-619				✓
Minutes of regular and special meetings of the school board shall be posted. A.C.A. § 6-11-129				✓
School districts shall include the supplemental educational services provider's annual report to the ADE on the district's website. A.C.A. § 6-15-2011				N/A
The Annual School Performance Report shall be posted. A.C.A. § 6-15-1402				she will submit PDF to school website
The school district's parental involvement plan and policy shall be posted. A.C.A. § 6-15-1704				✓
12-14 13-15				
ACSIP Plan - parent friendly language, easily accessible, and display two years of information shall be posted. A.C.A. § 6-15-2202				needs to be moved under state required information
Uses of NSL funding for current and previous year shall be posted (description of). A.C.A. § 6-15-2202				have a report NSL specific
Annual District/ School Report Card shall be posted. A.C.A. § 6-15-2202				FSEA Report from ADE (District)
School Improvement status of each school shall be posted. A.C.A. § 6-15-2202				" " " (Schools)
District/School status on any type of distress shall be posted. Parent friendly explanation of School Improvement status of each school. A.C.A. § 6-15-2202 (If applicable)				N/A
Distress Plans - What the district is doing to be removed from academic distress, school improvement or fiscal distress shall be posted. A.C.A. § 6-15-2202 (If applicable)				N/A
Teacher Qualifications for all schools (HQT) shall be posted. A.C.A. § 6-15-2202				from ESFA letter to teacher (Ver. list)
Current and previous year's data report for school district and LEA				
Local and state revenues sources shall be posted. A.C.A. § 6-11-129				will add
Administrator and teacher salary and benefit data shall be posted. A.C.A. § 6-11-129				" "
District balances, including legal balances and building fund balances shall be posted (to include periods [1-13] for previous years and current year with up-to-date data). A.C.A. § 6-11-129				run final yearly report ending balance
School district's certified and classified personnel policies (posted by September 15th). A.C.A. § 6-11-129; § 6-17-2301; § 6-17-201				run beginning balance
District contracts of all employees and district salary schedules to include extra daily compensation schedule (posted by September 15th). A.C.A. § 6-11-129				attach a blank contract
The annual budget of the district (posted by October 15th) A.C.A. § 6-11-129				✓
Financial breakdown of monthly expenses of the district shall be posted. A.C.A. § 6-11-129				monthly expenses by month for there for
Annual statistical report shall be posted. A.C.A. § 6-11-129				your LEA # Post to ratio & PDF
Budget for ensuing year shall be posted (budget for upcoming school year from October cycle submission). A.C.A. § 6-11-129				This goes beyond current year
Information and data required to be made available and easily accessible on the school district's website under this section shall be actual data for the two (2) previous school years and projected budgeted information for the current school year.				need these on website (what went in newspaper)
( ) Language in parenthesis above is the suggested method of compliance. ( )				

Arkansas Department of Education

Summary of Findings

Date 9-17-14

School District Ibadio

Superintendent Mr. Lee Smith

Phone Number \_\_\_\_\_

Discussion Areas District:

If Elementary uses checklists for K-1 + 2-3, as reflected in Elem. handbook, these checklists need to be put into district policy.

Jimmy Long  
ADE Staff

Mr. Smith  
ADE Staff

Mr. Smith  
ADE Staff

Kristal nail  
ADE Staff

Mr. Smith  
Superintendent

Susan Nelson  
District Staff

\_\_\_\_\_  
District Staff

\_\_\_\_\_  
District Staff

## Arkansas Department of Education

## Summary of Findings

Date 9-17-14School District HarrisSuperintendent Mr. Lee Smith Phone Number \_\_\_\_\_Discussion Areas Elem. Handbook

- Attendance Policies need to mirror district policies.
- Define excused and unexcused absences.
- Reference 504 + IEP statement.
- Notification of absence does not match district notification (8 versus 9)
- Smart Care Policy needs updating to District Smart Care Policy. (2018 beyond Policy)
- Elem. Grading Policy does not match District Grading Policy: (K-1, 2-3)
- Teacher Licenses Pending:
  1. Stephanie Baker (Elem. Teacher) (in renewal process)
  2. Kaitlin (Trusted) Adwell (Elem. Counselor); Has sent in paperwork for reciprocity & waiting to receive license;

Jimmy Love  
ADE Staff

Mr. B. W. K.  
ADE Staff

Mr. H.  
ADE Staff

Kristal Nail  
ADE Staff

Lee Smith  
Superintendent

Susan Nelson  
District Staff

J. B. D.  
District Staff

J. B. D.  
District Staff

## Arkansas Department of Education

## Summary of Findings

Date 9-17-14School District HootisSuperintendent Mr. Lee Smith

Phone Number \_\_\_\_\_

Discussion Areas High School

- No Parental Involvement Plan in H.S. Handbook
- Smart Core Policy needs updating to District Smart Core Policy.  
(needs 2015, 2016, 2017 Smart Core) and  
(needs 2018 + thereafter policy)

Teacher Licenses Pending:

1. Leah Beall - waiting on license through reciprocity
2. Daniel Dunn - license is pending

- 7th & 8th grade Music/Art must equal total student enrollment.
- need plan to remedy this.

- Not all (7th & 8th grade) students are receiving health instruction. ~~and~~  
and a plan is being developed

Shammy Long

ADE Staff

Mar B. Clark

ADE Staff

Sh D

ADE Staff

Kristal Nail

ADE Staff

Lee Smith

Superintendent

Randy Dally

District Staff

Susan Nelson

District Staff

District Staff

Visit Form

Date 7-17-14

School District HoratioSuperintendent Lee Smith

Phone Number \_\_\_\_\_

## Discussion Areas

ADE Unit GT/AP

- Verified services and scheduling is in place as discussed on 8-12-14. with the following updates:
- 7th graders are served through PreAP English instead of secondary content w/ trained teachers.
- 11th graders have AP courses available in addition to PreAP courses.
- Resource Room / Pullout Classes for 3-6 grade identified students will begin 9-22-14 and follow schedule presented today.
- Online Program Approval Application for Gifted & Talented has been submitted.
- Be sure AP courses complete College Board Course Audit & obtain approval through the Audit.
- Ensure student folders have documentation showing all requirements for identification from GT Program Approval Standards (p.8-9, 17-19) are met from this point forward.
- Obtain parental permission to participate for any identified students for which signed permission forms are not available.
- Ensure documentation required to verify compliance with all GT Program Approval Standards is consistently maintained, as required by GT Program Approval Standards, from this point forward.

ADE

Kristal nail

James Long

Walter Smith

MH

District

Superintendent

Lee Smith

Jennifer Seal

J. R. Dill

Erin Gray

Sharon Nelson

*Missy Whitlow*  
**SCHOOL DISTRICT WEBSITE REQUIREMENTS CHECKLIST - MONITORING ONLY**

District Horton

LEA# 6703000

Date 9-12-14

*checked  
by Missy today*

*Supt. Joe Smith 870-832-1940*

The school district shall have an easily accessible link on the website homepage titled "State - Required Information." Under this link the school district information shall be subdivided by categories. Act 228 of 2013	<input checked="" type="checkbox"/>		
Notification to ADE of school's website address with a direct link to classified and certified salary schedules and personnel policies. Send information to ADEFinna@arkansas.gov A.C.A. § 6-17-2301; § 6-17-201	-		
Not less than 10 days prior to the date of a regular board meeting, the date, time, and place of the meeting shall be posted (Desk Audit or OSR Review). A.C.A. § 6-13-619	<input checked="" type="checkbox"/>		
Not less than 24 hours prior to a rescheduled board meeting, the date, time, or place of the meeting shall be posted (Desk Audit or OSR Review). A.C.A. § 6-13-619	-		
Minutes of regular and special meetings of the school board shall be posted. A.C.A. § 6-11-129	<input checked="" type="checkbox"/>		
School districts shall include the supplemental educational services provider's annual report to the ADE on the district's website. A.C.A. § 6-15-2011	-		
The Annual School Performance Report shall be posted. A.C.A. § 6-15-1402	<input checked="" type="checkbox"/>		
The school district's parental involvement plan and policy shall be posted. A.C.A. § 6-15-1704 <i>on line change to 2014-15</i>	<input checked="" type="checkbox"/>		
		13-14	14-15
ACSIP Plan - parent friendly language, easily accessible, and display two years of information shall be posted. A.C.A. § 6-15-2202 <i>Need 13-14 real ACSIP plan not the Review copy only.</i>			<i>Post in Oct</i>
Uses of NSL funding for current and previous year shall be posted (description of). A.C.A. § 6-15-2202	<input checked="" type="checkbox"/>		"
Annual District/ School Report Card shall be posted. A.C.A. § 6-15-2202	<input checked="" type="checkbox"/>		<i>not yet</i>
School Improvement status of each school shall be posted. A.C.A. § 6-15-2202	<input checked="" type="checkbox"/>		"
District/School status on any type of distress shall be posted. Parent friendly explanation of School improvement status of each school. A.C.A. § 6-15-2202 (If applicable)		—	
Distress Plans - What the district is doing to be removed from academic distress, school improvement or fiscal distress shall be posted. A.C.A. § 6-15-2202 (If applicable)		—	
Teacher Qualifications for all schools (HQT) shall be posted. A.C.A. § 6-15-2202	<input checked="" type="checkbox"/>		<i>not yet</i>
Current comprehensive financial data reports for school districts including		12-13	13-14
Local and state revenues sources shall be posted. A.C.A. § 6-11-129 <i>Post state and notice for these</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Administrator and teacher salary and benefit data shall be posted. A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District balances, including legal balances and building fund balances shall be posted (to include periods [1-13] for previous years and current year with up-to-date data). A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School district's certified and classified personnel policies (posted by September 15th). A.C.A. § 6-11-129; § 6-17-2301; § 6-17-201	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District contracts of all employees and district salary schedules to include extra daily compensation schedule (posted by September 15th). A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The annual budget of the district (posted by October 15th) A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>by 10-15</i>
Financial breakdown of monthly expenses of the district shall be posted. A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Annual statistical report shall be posted. A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<i>not yet</i>	<i>not yet</i>
Budget for ensuing year shall be posted (budget for upcoming school year from October cycle submission). A.C.A. § 6-11-129	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information and data required to be made available and easily accessible on the school district's website under this section shall be actual data for the two (2) previous school years and projected budgeted information for the current school year.		—	

( ) Language in parenthesis above is the suggested method of compliance. ( )



**Strong School District  
School Improvement Unit  
Friday, September 26, 2014**

**Strong School District**

**INTRODUCTION:**

The ADE School Improvement Specialist (SIS) assigned to the Strong School District is LaDonna Spain.

During the 2014-15 school year, the ADE SIS assigned to Strong School District will attend future District leadership Team meetings, meet with the district superintendent, building administrators, and selected external provider.

The ADE SIS will begin on site visits on Tuesday, October 21, 2014 to begin services related to the required Arkansas Elementary and Secondary Education Act (ESEA) Flexibility Request. Site visits will occur weekly following reports posted in the Indistar® system including, on-site assistance, Interim Measurable Objective updates from the Strong High School, High School Priority Improvement plan (PIP) implementation, Elementary ACSIP implementation, and other school progresses, concerns, barriers, and next steps.

**SUMMARY OF ACADEMIC DISTRESS VISITATION:**

An Academic Distress visit was conducted on Friday, September 5, 2014 by LaDonna Spain, Janie Hickman, and Charlotte Earwood to specifically focus on Strong High School. Items of reviewed were determined by analyzed data including AMO reports, Report cards (2011-2014), ADE SIS quarterly reports, and Indistar Priority Improvement Plan. Guiding questions related to the visit varied but focused on: administrative support to the building, teacher instructional practices, limitations, interventions to address student achievement needs, family and community involvement, classroom management, and professional learning for a large turn- over of staff. Interviews were conducted with the administrators, leadership team, teachers, and students. The superintendents along with the Strong High School principal were interviewed at the beginning of the site visit. The external provider was on site during the ADE educator team review and met briefly with the assigned School Improvement Specialist to discuss the external provider reporting format and next steps.

The superintendent is currently providing all campuses support in the implementation of Understanding by Design (UbD), moving forward with content and department support, supporting tested and non-tested students with emphasis on Literacy across the curricula, all principals are trained in Teacher Excellence and Support System (TESS).

**SCHOOL IMPROVEMENT SUPPORT:**

The ADE SIS will begin on site visits on Tuesday, October 21, 2014 to begin services related to the required Arkansas Elementary and Secondary Education Act (ESEA) Flexibility Request. Site visits will occur weekly following reports posted in the Indistar® system including, on-site assistance, Interim Measurable Objective updates, Priority Improvement plan (PIP) implementation, school progresses, concerns, barriers, and next steps.

Coaching comments have been provided to the school from the ADE SIS within the School Improvement Indistar® system to remind the school to:

1. Include team agendas, minutes and sign in sheets of leadership team meetings that drive the implementation of the current 2014-15 planning actions.
2. Make sure to run a task report regularly for each leadership team member for review of up-and-coming deadlines, expired or in-completed dates. Address the tasks in the monitoring and evaluation portion of the Indistar system with actual data and prepare for the 2014-15 school year.
3. Develop a yearly calendar of set dates for team meetings and faculty meetings for on-going communication and plan implementation efforts.

Questions were provided within the comments to the school including:

1. What data is currently being used to drive the school improvement processes and instructional day?
2. Are there expired or incomplete tasks in the school improvement plan? If so, is data available to determine outcomes or does the action need to be reassessed or planned?
3. Has the leadership team conducted a Comprehensive Needs Assessment by identifying needs based on data? (See ADE website for information- ADE divisions-Accountability- School Improvement- School Improvement Conference 2014- Continuous School Improvement Process- Conducting a Comprehensive Needs Assessment.)

#### **NEXT STEPS:**

##### **Strong School District Next Steps and continue support of the buildings:**

- implementation of Understanding by Design (UbD),
- moving forward with content and department support,
- supporting tested and non-tested students with emphasis Literacy across the curricula,
- if the schools are continuing the integration of technology during instruction, the district should continue on-going support as needs are determined.

##### **Strong High School Next Steps:**

- Review the 2013-14 annual review of the School Improvement Plan to determine implementation of the plan and programs. What worked and what did not work?
- All committees and teams should have a Year-at-a-glance schedule and purpose of meetings which should be immediately implemented
- Continue to review, refine and adjust the current school improvement plan for the 2014-15 school year.
- Address the Academic Distress recommendations

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School Improvement Unit  
Friday, September 26, 2014**

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- Address the Academic Distress recommendations



# ARKANSAS DEPARTMENT OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM

### RECOMMENDATIONS

District: Strong School District  
School: Strong High School  
School Improvement Team Members: Janie Hickman, Charlotte Earwood, and LaDonna Spain

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations																								
<p>Interviews with staff reveal that some instructional units do not align with the rigor of Arkansas Frameworks.</p> <p>Three-year performance trend data (2012-2014) from ESEA Accountability Reports for literacy assessments are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>42.81%</td><td>40.68%</td></tr><tr><td>2013</td><td>48.16%</td><td>46.03%</td></tr><tr><td>2014</td><td>51.97%</td><td>50.82%</td></tr></table> <p>Three-year performance trend data (2012-2014) from ESEA Accountability Reports for math assessments are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>38.50%</td><td>36.56%</td></tr><tr><td>2013</td><td>36.29%</td><td>34.77%</td></tr><tr><td>2014</td><td>36.34%</td><td>35.47%</td></tr></table>		<u>All Students</u>	<u>TAGG</u>	2012	42.81%	40.68%	2013	48.16%	46.03%	2014	51.97%	50.82%		<u>All Students</u>	<u>TAGG</u>	2012	38.50%	36.56%	2013	36.29%	34.77%	2014	36.34%	35.47%	<ul style="list-style-type: none"><li>School leadership, with support from the external provider, should work directly with teachers in continued efforts to align the curriculum with Arkansas Frameworks and develop standards-based units of instruction.</li></ul>
	<u>All Students</u>	<u>TAGG</u>																							
2012	42.81%	40.68%																							
2013	48.16%	46.03%																							
2014	51.97%	50.82%																							
	<u>All Students</u>	<u>TAGG</u>																							
2012	38.50%	36.56%																							
2013	36.29%	34.77%																							
2014	36.34%	35.47%																							

	Through reports provided by the district, Fetterman and Associates was identified as the school's external provider and provides support for effective implementation of school improvement interventions and actions.	
	Results from classroom observations indicate teachers do not consistently implement research-based instructional strategies to improve academic performance for all students. Additionally, student learning tasks and assessments seldom reflect academic rigor reflected in Arkansas Frameworks.	<ul style="list-style-type: none"> <li>The principal should regularly conduct classroom observations and provide specific meaningful feedback to ensure that teachers consistently implement research-based instructional strategies to meet the individual learning needs of all students.</li> </ul>
	During on-site interviews, teachers and students indicated a lack of support beyond initial instruction provided through Virtual Arkansas.	<ul style="list-style-type: none"> <li>School leadership should provide support for struggling students utilizing Virtual Arkansas by ensuring their ability to interact with instructors for additional support beyond initial instruction.</li> </ul>
	A review of the master schedule and interviews with staff and students indicate a daily remediation time is scheduled for all students. Instruction is seldom differentiated to meet the various learning needs of individual students.	<ul style="list-style-type: none"> <li>School leadership should ensure that instruction within the remediation period is differentiated to meet the learning needs of all students.</li> </ul>
	A review of recent enrollment figures revealed that student enrollment has declined.	<ul style="list-style-type: none"> <li>District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.</li> </ul>
	Numerous staff members suggested negative perceptions inside and outside the community, as well as designation as a school in academic distress, may explain the decline in enrollment.	
		<ul style="list-style-type: none"> <li>Provide enrichment through rigorous</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Strong School District

School: Strong High School

School Improvement Specialist: LaDonna Spain

Data Review Team: LaDonna Spain, Janie Hickman, Charlotte Earwood

Date: 8/7/14 and 8/14/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Mathematics:</b></p> <p><b>2014-Algebra I- Scale Score of 193</b> (Which was at the high end of the Basic Scale Score Range of 151-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>26 students were processed, 19% were Advanced, 31% were Proficient, 19% were Basic, 31% were Below Basic</p> <p><b>2014- Geometry- Scale Score of 166</b> (Which was at the low/median area of the Basic Scale Score Range of 154-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>20 students were processed, 0% of students were Advanced, 5% of students were Proficient, 75% of students were Basic, 20% of students were Below Basic.</p> <p><b>2013 Mathematics-</b> The Mathematics Below Basics category showed 71% of 8<sup>th</sup> grade males.</p> <p>In 2013, the percentage in the All students and TAGG student populations tested in Mathematics were close to the cut off expectation.</p> <p>The percentage of students tested in Mathematics African American subgroup was not met , AMO in growth area was met but not in performance areas.</p> <p><b>2013 Mathematics-</b>All populations did not meet status performance. Performance and Growth were not met for three year average and African American subgroup. White and Economically Disadvantaged did not meet status performance but did meet Growth Performance.</p> <p><b>2010-2013-</b> Zero Males are in the Advanced column in EOC</p>	<p><b>Mathematics:</b></p> <ol style="list-style-type: none"> <li>1. In Mathematics, who were the 4 students in the African American subgroup not tested and why?</li> <li>2. Who are the students meeting performance and growth?</li> <li>3. What are some contributors to their success in Mathematics?</li> <li>4. What programs and interventions are in place to meet performance and Growth AMO expectations for all students?</li> <li>5. What training have Mathematics teachers been provided regarding Mathematics content needs, instructional strategies that work, AIP Intervention development and implementation, etc...?</li> <li>6. When and how are teachers working to review student formative assessments and review interim assessments to modify instruction?</li> <li>7. What is the school doing differently to address student needs in Mathematics?</li> <li>8. What happened in 2014 regarding Mathematic Benchmark Data?</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction Specialist</li> <li>• Mathematics Specialist</li> <li>• Technology Specialist</li> </ul>

<p>Biology and EOC Geometry.</p>		
<p><b>Science:</b></p> <p><b>2014-Biology- Scale Score of 154</b> (Which was at the low end of the Basic Scale Score Range of 146-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>15 students were processed, 0% were Advanced , 7% were Proficient, 60% were Basic, and 33% were Below Basic</p> <p><b>2009 -2013:</b> African American population has zero Advanced students in 7<sup>th</sup> grade science and EOC Biology.</p> <p><b>2013:</b></p> <p>There are Zero Females in the Advanced category 7<sup>th</sup> Math, 7<sup>th</sup> Science, 11<sup>th</sup> grade Literacy for.</p> <p><b>Literacy:</b></p> <p><b>2014- Grade 11 Literacy- Scale Score of 196</b></p> <p>35 students were processed, 3% were Advanced, 40% were Proficient, 49% were Basic, and 9% were Below Basic</p> <p><b>2013:</b></p> <p>In 2013 the college remediation rate was at 88.9% while the state percentage was at 43%.</p> <p>The percentage of students eligible for Free and Reduced Meals has increased over the course of three years as follows: 2011 - 78%; 2012- 84.5%; 2013-87%.</p> <p>A new Principal was hired for the 2014-15 school year.</p> <p>New Literacy and Mathematic Facilitators are in place for the 2014-15 school year.</p>	<p><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. What are some contributors to the success in Literacy?</li> <li>2. What programs and Interventions are in place to meet performance and growth AMO expectations for African American students?</li> <li>3. Who are the students meeting performance and growth? What is contributing to their successes</li> </ol> <p><b>Additional information needed:</b></p> <ol style="list-style-type: none"> <li>1. At every level, what will be done differently to improve student achievement?</li> <li>2. At what depth is data analyzed for the 2014-15 school year?</li> <li>3. What problem areas are evident over the course of three years per grade level and across the cohorts?</li> <li>4. What will the adults in the school commit to do differently to address student learning needs?</li> <li>5. What individualized intervention plans will be in place to track individual student progresses or lack of progress for change in practice?</li> </ol>	



<p>A new Indistar Process Manager is in place for the 2014-15 school year.</p> <p>There is high turnover in the leadership team from the 2013-14 and 2014-15 school years.</p> <p>There is high teacher turnover from the 2013-14 school year.</p> <p>The student population is declining. In 2011 the October count was 232, in 2012 it was 219 and in 2013 it was 208.</p> <p>Technology issues are identified in 2013 Quarterly reports.</p> <p>There were communication issues internally and externally within the district during the 2013 school year.</p> <p>Several student achievement IMOs were not met.</p> <p>By 7/15/2014 there were 47 Indistar Indicators assessed, 8 not included in the plan, 39 Indicators planned to date, 157 Tasks/Actions entered, and 117 Tasks were completed. 19 Objectives are entered as Fully Implemented.</p> <p>Previous year Leadership Team Meeting agendas and minutes were consistently entered into the Indistar system. Instructional content teams meet weekly on Wednesday afternoons to discuss data, develop Units, attend trainings, and to train.</p>	<ol style="list-style-type: none"> <li>6. What training will the Leadership team need in order to carry forward CWT, Peer Observations, PLC guidance, Indistar/PIP implementation, etc...?</li> <li>7. How has the staff been informed of changes or updates for the 2014-15 school year regarding the PIP implementation?</li> <li>8. What plans are in place to continue the alignment of UbD, LDC and MDC?</li> <li>9. How are new teachers trained in UbD, LDC, and MDC?</li> <li>10. What is the timeline for all teachers to complete Units in their content?</li> <li>11. What Curriculum and Instructional teams and practices are in place for the 2014-15 school year?</li> <li>12. What data analysis has occurred thus far to support the 2014-15 efforts? How will the results be used to address findings?</li> <li>13. What steps have been taken to conduct a Comprehensive Needs Assessment?</li> </ol>	
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# Quarterly Report on

## Pulaski County Special School District

Prepared for Arkansas House and Senate Education  
Committees

April 1, 2014 – June 30, 2014

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

## **Pulaski County Special School District Table of Contents**

- Executive Summary
- District Profile
- Unrestricted Funds Quarterly Report April 1, 2014 – June 30, 2014
  - Summary Report
  - Revenue Report
  - Expenditure Report
- Fiscal Distress Plan

## **Pulaski County Special School District Executive Summary**

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District did appeal the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Pulaski County Special School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**Classified in Fiscal Distress**

May 16, 2011

\* Additional indicator of a declining balance added on February 13, 2012

**Fiscal Distress Indicators and Additional Concerns:**

\* Material state or federal audit exceptions or violations

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Superintendent</b>	<b>Rob McGill</b>	<b>Charles Hopson</b>	<b>Jerry Guess</b>	<b>Jerry Guess</b>
4 QTR ADM	16,989	16,618	14,392	17,032
Assessment	2,302,878,392	2,352,330,997	2,468,039,116	2,525,539,079
Total Mills	40.70	40.70	40.70	40.70
Total Debt Bond/Non Bond	152,055,788	149,919,256	149,101,780	145,498,672
Per Pupil Expenditures	10,783	11,392	13,268	10,566
Personnel-Non-Fed Certified FTE	1,313.96	1,551.55	1,318.21	1,346.10
Personnel-Non-Fed Certified Clsrn FTE	1,211.27	1,447.02	1,220.29	1,250.24
Avg Salary-Non-Fed Cert FTE	55,927	48,186	58,079	48,215
Avg Salary-Non-Fed Cert Clsrn FTE	53,334	44,930	55,541	50,795
Net Legal Balance (Excl Cat & QZAB)	7,852,237	2,491,321	13,591,944	17,097,470

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

The District has included the following objectives in their Fiscal Distress Improvement Plan:

**2011-12**

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Comply with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitored compliance with district policy in regard to voiding of outstanding checks
- Monitored compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Schedule a "Policy Workshop"
- Established a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit findings
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conducted audits through Legislative Audit
- Submitted Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 licensed and classified positions through RIF

**2012-13**

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implemented corrective actions pertaining to the FY11 audit findings
- Identified cost reduction possibilities if state desegregation funding is eliminated
- Reversed the declining balance and build the legal balance to 10% of Annual Expenditures

**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**Comments:**

The District was classified in Fiscal Distress on May 16, 2011. The District began their third full year of Fiscal Distress on July 1, 2013.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2012, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

\* A declining balance determined to jeopardize the fiscal integrity of the school district

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Pulaski County Special School District:

Zone 1	Mr. Daniel Thaddeus Gray
Zone 2	Miss Tjuana Cynese Byrd
Zone 3	Mr. Ronald McDaniel
Zone 4	Mrs. Margie Anne Snider
Zone 5	Mrs. Lindsey Pierson Gustafson
Zone 6	Dr. Julian Nevon McMurray
Zone 7	Ms. Susie Porchia Marks

The District is currently in the process of addressing the issues related to the desegregation funding.

The District's assessment will be adjusted due to recently identified tax errors.

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Quarterly Report  
April 1, 2014 - June 30, 2014**

FY14 as of June 30, 2014(Prior to Close)			
Beginning Balance <u>7/1/2013</u> 16,735,979	Revenue <u>7/1/2013</u> 173,699,397	Expenditures <u>7/1/2013</u> 173,615,780	Ending Balance <u>6/30/2014</u> 16,819,595
FY14 Budget			
Beginning Balance <u>7/1/2013</u> 16,735,979	Revenue <u>7/1/2013</u> 172,990,434	Expenditures <u>7/1/2013</u> 172,417,368	Projected Balance <u>6/30/2014</u> 17,309,045
FY13			
Beginning Balance <u>7/1/2012</u> 13,211,766	Revenue <u>7/1/2012</u> 170,221,316	Expenditures <u>7/1/2012</u> 166,697,103	Ending Balance <u>6/30/2013</u> 16,735,979
FY12			
Beginning Balance <u>7/1/2011</u> 2,137,948	Revenue <u>7/1/2011</u> 194,039,627	Expenditures <u>7/1/2011</u> 182,965,810	Ending Balance <u>6/30/2012</u> 13,211,766

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002  
|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|202  
7|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|20  
52|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2  
204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|  
2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
11110	PROPERTY TAXES-CURRENT	58,825,393	46,078,302	47,810,232	46,807,202	(1,003,030)
11115	TAX RELIEF SALES TAX	0	0	0	0	0
11120	PROPERTY TAX-40% BY 6/30	41,261,607	41,557,015	42,388,155	43,496,539	1,108,384
11140	PROPERTY TAX-DELINQUENT	5,767,740	4,863,918	4,863,918	5,455,292	591,374
11150	EXCESS COMMISSION	1,458,303	1,576,016	1,576,016	2,063,034	487,018
11160	LAND REDEMP-IN STATE SALE	800,345	672,262	672,262	877,171	204,909
11400	PENALTIES/INTEREST ON TAX	4,382	4,362	15,542	4,166	(11,376)
12800	REVENUE IN LIEU OF TAXES	25,520	14,545	14,545	31,715	17,170
13120	TUITION-SUMMER SCHOOL	20,840	30,270	0	24,910	24,910
13140	TUITION-DAY CARE	270,940	646,486	416,517	512,612	96,095
13190	TUITION-OTHER PROGRAMS	2,130	5,220	0	5,570	5,570
13195	TUITION-CYBER ACADEMY	0	0	0	0	0
14290	TRANS FEES OTHER PROGRAMS	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	26,136	107,951	100,000	79,235	(20,765)
15900	OTHER EARNINGS INVESTMENT	758	88	0	0	0
16110	SCHOOL LUNCH PROGRAM	0	0	0	0	0
16120	SCHOOL BREAKFAST PROGRAM	0	0	0	0	0
16215	A LA CARTE INCOME	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS	0	0	0	0	0
16400	PERFORMANCE BASED REIMB	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
16910	SALES INSIDE DISTRICT	105,000	0	22,277	22,277	0
17110	ATHLETICS	0	0	0	0	0
17120	OTHER SCH SPONSORED EVENT	0	0	0	0	0
17130	STDNT ORG-EVENTS & ACTIV	0	0	0	0	0
17200	SALES	0	0	0	0	0
17210	SCH SPNSRD-PICTURES,ETC	0	0	0	0	0
17220	STDNT SPON SALES - IE CANDY	0	0	0	0	0
17300	ORG MEMBERSHIP DUES/FEES	0	0	0	0	0
17310	STDNT ORG MEMBERSHIP DUES	0	0	0	0	0
17400	PUPIL FEES-LOCKERS/FINES	0	1,220	0	0	0
17500	REV FROM ENTERPRISE ACTVT	0	0	0	0	0
17510	ATHLETIC GUARANTEES	0	0	0	0	0
17590	OTHER CONTRACTED SERVICES	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	74,744	58,228	0	91,161	91,161
18100	ATHLETIC	0	0	0	0	0
18900	OTHER COMMUNITY SVS ACT	0	0	0	0	0
19130	LEA BUILDGS & FACILITIES	58,662	31,361	31,361	42,011	10,650
19200	PRIVATE CONTRIBUTIONS	16,128	0	0	0	0
19300	SALES OF SUPPLIES & MATER	0	0	0	0	0



**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002  
|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|202  
7|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|20  
52|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2  
204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|  
2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
19400	TEXTBOOK SALES & RENTALS	57	0	0	0	0
19516	STAFF DEVELOPMENT	0	0	0	0	0
19600	SVS-OTHER GOVNMT UNITS	0	0	75,000	36,255	(38,745)
19800	REFUNDS OF PRIOR YR EXPEN	135,810	92,308	0	61,225	61,225
19900	MISC REV FR LOCAL SOURCES	336,552	203,859	190,327	198,568	8,241
19905	JAX HIGH PRINT SHOP SALES	0	0	0	0	0
19910	PACT\PASS PRESIDENT	0	0	0	0	0
19911	TEACHER PROF GROWTH-2082	0	0	0	0	0
19912	SUPP STAFF PROF GRWTH2084	0	0	0	0	0
19913	ADM PROF GROWTH-2082	0	0	0	0	0
19915	AEA PRES REIMB	0	0	0	0	0
21000	UNREST GRANTS-COUNTY	0	0	0	0	0
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	22,371	9,551	9,551	20,325	10,774
22000	RESTRICTED GRANTS	13,787	200	51,594	50,382	(1,212)
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31100	STATE EQUALIZATION AID	0	0	0	0	0
31101	FOUNDATION FUNDING	42,845,370	42,447,890	44,737,262	44,882,284	145,022
31102	ENHANCED EDUCATIONAL FUND	0	0	0	0	0
31103	98% TX COLLECT GUARANTEE	751,006	959,904	958,719	1,566,411	607,692
31460	DECLINING ENROLLMENT	1,129,114	1,356,539	0	0	0
31600	INCENTIVE FUNDING	0	0	0	0	0
31900	UNRESTRICTED GRANTS-OTHER	0	0	0	0	0
31910	INSURANCE/T RETIREMENT	0	0	0	0	0
32110	ADULT BASIC	0	0	0	0	0
32120	ADULT GENERAL EDUCATION	0	0	0	0	0
32130	WORKPLACE ADULT EDUCATION	0	0	0	0	0
32140	ADULT ED SPECIAL PROJECTS	0	0	0	0	0
32225	ARK EAST TECHNOLOGY GRANT	20,702	0	10,000	10,000	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32229	HIGH TECH TRAINING CENTER	0	0	0	0	0
32232	ALT LEARNING PROG GRANT	0	0	26,062	26,062	0
32250	PQE INDUCTION/MENTORING	78,356	114,300	126,400	126,400	0
32251	CWIP-CHILD WELLNESS INTER	0	0	0	0	0
32253	PATHWISE MENTOR TRAINING	1,444	0	0	4,244	4,244
32256	PROF DEV ACT 59	0	0	0	0	0
32260	FISH AND WILDLIFE FINES	0	0	4,059	1,867	(2,192)
32290	OTHER GRANTS& AID STATE	0	0	0	1,000	1,000
32310	HAND CHILD-SUPV/EXTEND YR	71,313	69,904	69,904	64,232	(5,672)
32314	SPECIAL ED ESY	10,360	6,660	6,660	6,808	148
32330	NON-HAND-RESID TREATMENT	1,166,121	1,171,445	1,171,445	1,293,170	121,725

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002  
|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|202  
7|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|20  
52|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2  
204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|  
2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
32340	HAND-RESIDENT TREATMENT	1,065,652	1,029,970	1,029,970	1,028,467	(1,503)
32350	EARLY CHILDHOOD SPED	0	608,487	471,908	558,193	86,285
32355	CATASTROPHIC OCCUR. FDG.	504,058	468,540	505,000	373,905	(131,095)
32361	GIFTED/TALENT-ADVANCE PLA	15,900	16,300	17,700	17,700	0
32363	AAIMS ADV PLACE INCENTIVE	0	0	4,514	4,514	0
32370	ALTERNATIVE LEARNING ENV	0	0	0	0	0
32371	LIMITED ENGLISH PROFICIENC	0	0	0	0	0
32381	NATL SCH LUNCH FUNDING	0	0	0	0	0
32415	SECONDARY WORKFORCE CTRS	0	0	0	0	0
32430	WORKFORCE ED-SPEC NEEDS	26,282	15,892	2,332	15,142	12,810
32470	TRADITONAL APPRENTICESHIP	112,686	11,492	66,000	11,088	(54,912)
32480	WORKFORCE NEW PROG START	40,553	43,544	72,302	65,228	(7,074)
32520	MATCHING (STATE)	0	0	0	0	0
32611	DL EQT GRANT	0	0	5,000	5,000	0
32612	ED COOP TECHNOLOGY CTR	0	18,092	74,254	57,916	(16,338)
32710	AR BETTER CHANCE(ABC)GRNT	3,207,600	3,286,048	3,402,000	3,345,964	(56,036)
32727	HIPPY-ABC	222,950	207,200	236,250	224,525	(11,725)
32755	SMART START LITERACY	7,490	0	0	0	0
32811	PULASKI CO MAGNET REVIEW	123,333	154,167	154,167	156,267	2,100
32812	M TO M REVENUE	11,638,588	11,006,954	10,606,954	10,424,425	(182,529)
32813	MAGNET & M TO M TRANSPORT	2,288,032	3,403,958	3,403,958	1,833,811	(1,570,147)
32814	TEACHER RET/INS	7,580,124	6,793,588	6,793,587	6,873,210	79,623
32901	TOBACCO EXCISE TAX GRANT	0	0	0	0	0
32903	DESEG LAWSUIT-ATTY FEES	0	0	0	250,000	250,000
32910	WORKER'S COMP INSURANCE	0	0	0	0	0
32912	GEN FACILITIES FUNDING	92,013	69,010	46,007	46,007	0
32915	DEBT SERVICE FUNDING SUPP	0	0	0	0	0
32917	DEPARTMENT OF HEALTH	0	0	0	0	0
32920	AR GAME & FISH GRANT	6,175	3,036	0	0	0
32924	FACILITIES PARTNERSHIP	0	0	0	0	0
32990	AFRICAN AMERICAN GRANT	0	0	1,000	0	(1,000)
41100	SCH AID-FED AFF AREA M/O	0	0	0	0	0
41200	WILDLIFE REFUGE	0	0	0	0	0
42100	FOREST RESERVE	160	0	0	0	0
42500	IMPACT AID	255,749	296,719	265,573	219,018	(46,555)
42900	OTHER UN/I FEDERAL-STATE	0	0	0	0	0
43118	DODEA GRANT	0	0	0	0	0
43160	ROTC	0	0	0	0	0
43181	21ST CENTURY GRANT	0	0	0	0	0
45110	ESEA CH1 COMP(R) 100-297	0	0	0	0	0
45113	ESEA CH1 STATE PGM IMPROV	0	0	0	0	0

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

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|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|202  
7|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|20  
52|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2  
204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|  
2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0
45119	TITLE 1 ARRA CFDA #84.389	0	0	0	0	0
45121	TITLE 1 SUMMER CHALLENGE	0	0	0	0	0
45124	ESEA STAB-ARA CFDA #84.394	0	0	0	0	0
45129	EDUC JOBS FUND-ARRA	0	0	0	0	0
45140	SBMHAA HOMELESS ASSIS ACT	0	0	0	0	0
45173	DHS-CHLD CARE QUA APPRVD	0	0	0	0	0
45310	BASIC GRANT-FORMULA GRANT	0	0	0	0	0
45318	SUPP GRANTS IMP TITLE III	0	0	0	0	0
45410	DIRECT & EQUIT-SECT 322A	0	0	0	0	0
45510	FREE/REDUCED PRICE REIMB	0	0	0	0	0
45520	FREE/REDUCED BREAKFAST	0	0	0	0	0
45541	SNACK REIMBURSEMENT-DHS	0	0	0	0	0
45561	REGULAR COMMODITES DHS	0	0	0	0	0
45613	IDEA TITLE VIB PASS THRU	0	0	0	0	0
45621	IDEA ARRA CFDA#84.391	0	0	0	0	0
45630	IDEA EARLY CHILDHOOD 619	0	0	0	0	0
45679	ECH MEDICAID	0	0	0	0	0
45802	MODERNIZATION ARRA	0	0	0	0	0
45803	RENOVATION ARRA	0	0	0	0	0
45805	ED OF HOMELESS-ARRA	0	0	0	0	0
45810	SIG ARRA 1003G	0	0	0	0	0
45910	MEDICARE 6750 FY14 45650	0	0	0	0	0
45913	ARMAC-MED ADMIN CLAIMING	0	0	0	0	0
45917	MEDICAID-VISION/HEARING	0	0	0	0	0
45918	MEDICAID-AUDIOLOGY	0	0	0	0	0
45925	IMPROVING TEACHER QUALITY	0	0	0	0	0
45935	ENG LG ACQ TITLE III	0	0	0	0	0
45992	DEPT OF HERITAGE ARTS	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	0	0	0	0
51999	AUDIT ADJ PRIOR YR ERRORS	(1,138,577)	85,175	0	0	0
52201	TRANSFER FROM 2001	0	0	0	30,538	30,538
52300	TRANSFER-BUILDING FUND	9,856,316	0	0	0	0
52600	TRANSFER-FEDERAL GRANTS	0	0	0	0	0
52900	INDIRECT EXPENSE REIMBURS	377,660	253,408	385,000	0	(385,000)
53100	SALE OF EQUIPMENT	57,100	44,060	0	93,542	93,542
53200	SALE OF BLD/TRADE HOUSE	0	0	98,148	98,148	(1)
53400	COMPEN-LOSS FIXED ASSETS	47,252	312,079	1,000	104,662	103,662
56400	EXTRAORDINARY ITEMS	2,351,537	13,795	0	0	0
<b>Total Revenue</b>		<b>194,039,627</b>	<b>170,221,316</b>	<b>172,990,434</b>	<b>173,699,397</b>	<b>708,963</b>

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
61110	REG EMPLOYEES-CERTIFIED	63,288,953	58,142,751	58,036,561	59,040,185	(1,003,624)
61111	BUS DUTY MONITORS	347,680	9,158	12,175	6,459	5,716
61115	CERTIFIED ADMINISTRATORS	9,180,791	8,979,976	9,496,087	8,562,286	933,801
61117	STAFF DEV-CERT TEACHERS	961,907	497,075	260,990	179,101	81,889
61118	STAFF DEV-CERT ADMINIST	5,269	9,879	14,434	2,887	11,547
61119	DEPARTMENTAL CHAIRPERSON	55,218	50,332	50,357	52,496	(2,140)
61120	REG EMPLOYEES-CLASSIFIED	16,108,664	14,423,733	13,079,726	14,077,267	(997,541)
61121	STAFF DEV-CLASSIFIED	280,275	167,896	94,951	77,000	17,951
61122	CLASSIFIED CUSTODIANS	1,826,136	1,859,060	1,780,026	2,047,925	(267,899)
61123	CLASSF CAFETERIA MONITORS	500,169	265,572	276,009	337,019	(61,010)
61124	BUS MONITORS CLASSIFIED	50,006	38,514	37,928	30,744	7,184
61125	CLASSIFIED ADMINISTRATIVE	956,899	1,031,105	1,084,098	1,190,111	(106,013)
61126	CLASSIFIED PROFESSIONAL	5,423,762	7,035,223	9,378,407	9,309,374	69,032
61160	NON-CERT CAFE MANAGERS	0	0	0	0	0
61210	TEMP-CERTIFIED	140	44,516	113,557	9,113	104,444
61211	PART-TIME CERTIFIED	63,798	13,018	5,459	20,774	(15,315)
61220	TEMP-CLASSIFIED	1,386,744	762,346	1,277,552	735,966	541,585
61320	OVERTIME-CLASSIFIED	61,648	50,309	96,160	173,317	(77,157)
61321	OVERTIME-MAINTENANCE	12,668	19,567	0	1,415	(1,415)
61322	OVERTIME-CUSTODIANS	435	749	3,000	1,216	1,784
61340	DO NOT USE	0	0	0	0	0
61510	STIPEND-CERTIFIED	333,696	264,461	376,684	2,137,098	(1,760,414)
61511	ATTENDANCE INCENTIVE-CERT	44,203	0	0	0	0
61512	ATTEND INC-CERT ADMINIST	8,900	0	0	0	0
61520	STIPEND-CLASSIFIED	20,760	15,933	62,413	1,283,408	(1,220,996)
61521	ATTENDENCE INCENTIVE CLAS	51,520	400	0	0	0
61522	BUS DRIVER EXTRA DUTY PAY	963,862	1,021,833	1,059,002	690,172	368,830
61610	WORKSHOPS CERTIFIED	0	10,546	0	600	(600)
61620	WORKSHOPS CLASSIFIED	0	0	0	0	0
61710	SUBSTITUTES-CERTIFIED	1,730,898	1,622,441	0	354,164	(354,164)
61720	SUBSTITUTES-CLASSIFIED	506,387	462,582	80,639	266,420	(185,781)
61810	UNUSED SICK-CERT TEACHERS	456,431	86,124	0	66,320	(66,320)
61811	UNUSED SICK-CERT ADMIN	33,450	18,713	0	8,288	(8,288)
61820	UNUSED SICK-CLASS REGULAR	33,431	171,335	41,450	107,344	(65,894)
61830	CERT UNUSED VAC LEAVE	0	0	63,244	47,061	16,183
61840	CLASS-UNUSED VAC LEAVE	0	0	10,963	37,122	(26,158)
61910	SEVERANCE-CERT TEACHERS	989,942	30,583	0	0	0
61911	SEVERANCE-CERT ADMINIST	0	0	0	0	0
61920	SEVERANCE-CLASSIFIED	140,869	0	0	0	0
61942	VACATION PAY-CLASSIFIED	0	0	0	0	0
61960	UNUSED VACATION CRT	10,839	9,999	0	0	0
61961	UNUSED VACATION CLASSIFD	99,868	50,851	0	0	0
62110	GROUP INSUR-CERTIFIED	1,325,406	0	0	0	0
62112	DELTA DENTAL-24 CERT	0	0	4,954	81,969	(77,016)
62113	DELTA VISION-24 CERT	0	0	0	10,799	(10,799)



**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
62114	LINCOLN LTD-24 CERT	0	0	0	45,005	(45,005)
62115	LINCOLN STD-24 CERT	0	0	0	25,555	(25,555)
62116	LINCOLN BASIC LADD-24 CER	0	0	0	5,285	(5,285)
62117	HOSPITAL INDEMNITY	0	0	0	15,502	(15,502)
62120	GROUP INSUR-CLASSIFIED	850,164	9,103	0	0	0
62122	DELTA DENTAL-24 CLASS	0	0	0	37,761	(37,761)
62123	DELTA VISION-24 CLASS	0	0	0	4,957	(4,957)
62124	LINCOLN LTD-24 CLASS	0	0	0	17,112	(17,112)
62125	LINCOLN STD-24 CLASS	0	0	0	7,198	(7,198)
62126	LINCOLN BASIC LADD 24 CLA	0	0	0	2,399	(2,399)
62127	HOSPITAL INDEMNITY	0	0	0	7,036	(7,036)
62210	SOCIAL SECURITY-CERTIFIED	4,548,031	4,056,354	4,342,460	4,141,163	201,297
62220	SOCIAL SECURITY-CLASS	1,819,041	1,740,628	1,743,075	1,819,807	(76,731)
62260	MEDICARE-CERTIFIED	1,064,490	950,555	1,016,125	970,575	45,550
62270	MEDICARE-CLASSIFIED	425,974	407,707	405,577	426,391	(20,813)
62310	TEACH RET CONT-CERTIFIED	10,589,609	9,486,246	9,752,933	9,794,009	(41,075)
62320	TEACH RET CONT-CLASSIFIED	4,124,159	4,045,818	3,881,389	4,237,971	(356,582)
62410	TUITION REIMBURSE-CERT	326	0	0	0	0
62510	UNEMPLOYMENT COMP-CERT	268,205	226,566	200,000	62,794	137,207
62520	UNEMPLOYMENT COMP-CLASS	35,464	226,566	200,000	62,794	137,207
62610	WORKER'S COMP-CERTIFIED	432,128	133,148	174,348	129,901	44,448
62620	WORKER'S COMP-CLASSIFIED	57,258	254,791	313,119	273,940	39,179
62710	CERTIFIED B C B S	2,420,126	3,129,190	3,112,702	3,199,463	(86,761)
62711	CERTIFIED-DELTA DENTAL	58,381	0	0	0	0
62712	DELTA DENTAL-24 CERT	144,802	333,035	340,715	272,308	68,407
62713	DELTA VISION-24,CERT	19,391	44,131	44,684	35,615	9,069
62714	LINCOLN LTD-24, CERT	49,668	110,831	111,212	118,406	(7,194)
62715	LINCOLN STD-24, CERT	49,255	111,418	113,208	86,616	26,592
62716	LINCOLN BASIC LADD-24 CER	9,533	21,747	22,139	17,587	4,553
62717	HOSPITAL INDEMNITY	0	0	209	13,787	(13,578)
62720	CLASSIFIED-B C B S	1,463,499	1,954,987	1,980,513	2,641,951	(661,438)
62721	CLASSIFIED-DELTA DENTAL	59,305	7,618	0	3,676	(3,676)
62722	DELTA DENTAL-24 CLASS	94,669	241,293	253,195	216,864	36,330
62723	DELTA VISION-24 CLASS	12,644	31,845	33,301	28,152	5,148
62724	LINCOLN LTD-24, CLASS	15,824	39,645	41,764	46,905	(5,141)
62725	LINCOLN STD-24, CLASS	15,675	39,615	42,347	34,549	7,798
62726	LINCOLN BASIC LADD 24 CLA	6,100	15,397	16,106	13,506	2,600
62727	HOSPITAL INDEMNITY	0	0	316	11,431	(11,115)
62820	PUBLIC RETIRE CONTR-CLASS	28,217	18,707	17,742	16,145	1,597
62910	CLASSIFIED-DIST CONTRIB	0	0	0	0	0
62911	CERTIFIED-LIFE INSURANCE	16,095	0	0	0	0
62912	CLASSIFIED-LIFE INSURANCE	0	0	0	0	0
62920	CLASSIFIED-DIST CONTRIB	0	0	0	0	0
62921	CLASSIFIED-LIFE INSURANCE	11,426	76	0	0	0
<b>Salaries &amp; Benefits Totals</b>		<b>135,951,082</b>	<b>124,803,595</b>	<b>124,956,007</b>	<b>129,789,535</b>	<b>(4,833,528)</b>

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
63110	STAFF SERVICE	16,470	16,470	20,500	16,470	4,030
63111	SUBSTITUTE STAFF SERVICE	16,868	16,419	10,000	0	10,000
63120	MANAGEMENT SERVICE CONSUL	2,000	0	0	0	0
63210	PROF ED-INSTRUCT SER	157,256	80,236	197,708	44,024	153,684
63220	PUR SERV-CERT SUB	0	0	1,725,016	2,284,686	(559,671)
63230	CONSULTING-EDUCATIONAL	2,400	7,700	6,600	6,300	300
63240	STUDENT ASSESSMENT	0	0	810	360	450
63310	PROF EMP TR&DEV - CERT	27,037	34,458	47,534	35,847	11,687
63320	PROF EMP TR&DEV - CLASS	39,502	24,548	40,921	23,729	17,192
63410	PUPIL SERVICES	0	24,500	103,800	201,029	(97,229)
63420	ENGINEERING	450	0	300	0	300
63430	ACCOUNTING	15,566	15,500	100,000	7,500	92,500
63431	AUDIT SERVICES	2,500	0	5,000	0	5,000
63441	LEGAL-LITIGATION:DEFENSE	39,787	55,849	409,383	465,768	(56,385)
63445	LEGAL-RESEARCH & OPINIONS	602,295	332,472	114,617	38,224	76,393
63450	MEDICAL	0	0	1,995	1,080	915
63460	INFORMATION TECHNOLOGY	88,640	58,412	0	0	0
63470	ARCHITECTURAL	0	0	225	225	0
63490	OTHER PROFESSIONAL SERVIC	121,267	92,115	108,545	101,610	6,935
63530	SFTWR SUPP	23,722	2,170	125,631	121,147	4,484
63590	OTHER TECHNICAL SERVICES	104,727	60,715	156,524	159,881	(3,357)
63900	OTHER PURC PROF/TECH SVS	579,637	570,110	850,392	716,757	133,635
64110	WATER/SEWER	360,869	432,453	499,694	479,899	19,795
64210	DISPOSAL/SANATATION	300,015	297,329	308,400	291,509	16,891
64230	CUSTODIAL	0	5,144	223,076	198,789	24,287
64240	LAWN CARE	386,701	333,470	567,267	548,825	18,442
64310	NON-TECH REPAIRS & MAINT	3,116,360	1,865,948	1,308,446	1,253,291	55,154
64312	HELMET REPAIR	0	6,092	22,060	68,720	(46,660)
64320	TECH REPAIRS & MAINT.	130,885	85,797	78,704	65,717	12,987
64410	RENT OF LAND/BUILDINGS	159,730	127,500	78,118	71,597	6,522
64420	RENTAL OF EQUIPMENT	570,941	699,750	742,811	802,157	(59,346)
64430	RENTAL/LEASE OF COMPUTERS	0	0	0	0	0
64500	CONSTRUCTION SERVICES	39,363	117,807	675,455	428,754	246,701
64900	OTHER PURC PROPERTY SVS	75,989	58,898	92,390	34,871	57,519
65000	OTHER PURCHASED SERVICES	0	0	1,750	1,750	0
65190	FROM OTHER SOURCES	2,000	1,500	5,600	3,028	2,572
65210	PROPERTY INSURANCE	1,321,265	1,328,939	1,480,719	1,738,492	(257,773)
65240	FLEET INSURANCE	234,942	234,946	247,659	265,116	(17,457)
65250	ATHLETIC INSURANCE	87,024	79,427	78,927	86,556	(7,629)
65290	OTHER INSURANCE	33,434	105,208	111,643	48,619	63,024
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE EXPENSE	391,636	334,267	330,649	210,446	120,203
65320	POSTAGE EXPENSE	66,381	49,148	57,595	52,653	4,942
65330	NETWORKING/INTERNET SERV	4,212	203,995	72,326	52,965	19,361
65331	DIS ITECHNOLOGY	0	120,889	250,000	223,913	26,087

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
65400	ADVERTISING	89,117	95,905	130,477	95,332	35,145
65500	PRINTING & BINDING	47,627	44,533	66,287	38,911	27,375
65610	TUITION	4,011,230	3,032,007	3,000,000	2,900,068	99,932
65640	INTERM AGENCY-IN STATE	2,434,959	2,293,387	2,198,129	2,653,186	(455,058)
65650	INTERM AGENCY-OUT OF STATE	9,480	0	178,287	7,920	170,367
65690	OTHER TUITION	0	0	0	0	0
65810	CERT-IN DISTRICT	45,456	34,658	61,773	46,812	14,961
65820	CLASS-IN DISTRICT	12,072	15,001	40,161	28,875	11,286
65830	CERT-OUT OF DISTRICT	20,213	18,105	31,148	13,065	18,083
65840	CLASS-OUT OF DISTRICT	6,495	7,721	12,343	3,529	8,814
65850	CERT-OUT OF STATE	14,435	14,703	13,873	16,988	(3,115)
65860	CLASS-OUT OF STATE	1,424	4,497	6,645	5,865	780
65870	TRAVEL-NON EMPLOYEE LOCAL	5,208	24,823	40,389	2,499	37,890
65871	FIELD TRIPS	11,716	1,845	19,251	1,795	17,456
65872	ATHLETIC TRAVEL	0	0	0	0	0
65880	MEALS	0	310	200	69	131
65890	LODGING	0	2,051	1,495	1,265	230
65900	MISC PURC SVS	13,988	152,037	14,385	8,450	5,936
65910	SVS PURCHASED LOCALLY	129,900	62,450	130,363	130,363	0
66100	GENERAL SUPPLIES	1,899,998	2,459,103	3,321,126	2,318,169	1,002,957
66101	CUSTODIAL SUPPLIES	240,696	281,214	312,550	335,486	(22,935)
66105	NORM REFERENCED TESTING	1,994	3,090	3,370	2,366	1,004
66107	LOW VALUE EQUIP SUPPLIES	1,415	78,909	79,291	89,171	(9,879)
66108	FURNITURE	0	0	129,881	105,148	24,733
66110	MANDATED CLASSROOM SUPPLY	308,811	300,623	366,110	327,407	38,703
66111	MEDIA SUPPLIES	1,036	941	3,876	266	3,610
66112	MINI GRANT	5,563	182	0	0	0
66115	COPY PAPER	0	0	0	0	0
66210	NATURAL GAS	410,865	400,068	435,408	471,058	(35,650)
66220	ELECTRICITY	1,913,562	1,926,369	1,961,733	2,047,084	(85,351)
66240	OIL	27,285	28,114	27,500	32,115	(4,615)
66260	GASOLINE/DIESEL	2,026,531	2,108,800	2,108,116	2,089,103	19,013
66300	FOOD	0	18,154	17,000	32,383	(15,383)
66410	TEXTBOOKS	1,052,924	1,005,339	1,131,249	713,713	417,536
66411	ETESTBOOKS	0	0	1,305	1,215	90
66420	LIBRARY BOOKS	125,236	116,735	133,507	125,661	7,846
66430	PERIODICALS	8,564	6,438	13,155	9,100	4,055
66440	AUDIOVISUAL MATERIALS	24,404	23,501	25,799	22,108	3,691
66500	TECHNOLOGY SUPPLIES	0	0	17,909	12,071	5,838
66510	SOFTWARE	37,461	13,221	39,980	27,818	12,162
66512	TABLET COMPUTERS	0	0	2,172	2,172	0
66520	OTHER	0	6,757	5,386	0	5,386
66527	LOW VALUE EQUIP TEC SUPPL	254,105	334,818	737,331	574,979	162,352
66600	BUILDING MATERIALS	0	143	500	0	500
66700	WAREHOUSE INVENT ADJUST	0	184,485	0	0	0

**Arkansas Department of Education  
Pulaski County Special School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
66900	OTHER SUPPLIES & MATERIAL	0	250	1,240	1,105	135
66910	TIRES AND TUBES	122,721	154,641	125,144	111,675	13,469
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67200	BUILDING	0	0	0	64,342	(64,342)
67300	EQUIPMENT	0	0	0	0	0
67310	GENERAL EQUIPMENT\MACH	4,872	7,518	14,185	13,175	1,010
67320	VEHICLES	173,695	2,083,060	2,238,367	1,984,526	253,841
67330	FURNITURE & FIXTURES	18,339	3,631	67,713	36,724	30,989
67340	TECH RELATED HARDWARE	129,004	1,025,963	776,038	648,551	127,487
67350	TECHNOLOGY SOFTWARE	15,054	14,155	43,011	14,631	28,380
67390	OTHER EQUIPMENT	208,014	577,444	778,877	685,854	93,023
68100	DUES AND FEES	112,611	80,771	114,133	80,791	33,343
68200	JUDGMENTS AGAINST LEA	149,418	875,000	0	0	0
68300	INTEREST-REGULAR ACTIVITY	6,230,034	5,718,410	5,798,998	5,799,870	(872)
68400	INDIRECT COST	0	0	0	0	0
68600	PENALTY AND INTEREST	20,552	13,665	0	346	(346)
68700	OUT OF COURT SETTLEMENTS	250	0	0	0	0
68800	TAXES	0	0	0	0	0
68820	IMPROVEMENT TAX	0	0	20,512	1,359	19,153
68830	PROPERTY TAX	0	41,064	0	19,825	(19,825)
68900	MISCELLANEOUS EXPENDITURE	806	12,170	32,330	8,973	23,357
68910	STUDENT INCENTIVES	0	0	12,314	3,350	8,964
68999	ALLOCATED CHARGES	(42,985)	(1,433)	9,989	(10,214)	20,203
69100	REDEMPTION OF PRINCIPAL	3,369,034	3,639,204	4,058,104	4,057,034	1,070
69330	TRANSFER TO BUILDING FUND	11,584,222	4,306,174	4,904,013	2,577,954	2,326,059
69360	TO FEDERAL GRANTS FUND	0	0	0	0	0
69370	TRANSFER TO STUDENT ACT	0	0	0	0	0
69380	TRANSFER TO FOOD SERVICE	603,448	360,602	294,313	1,087,531	(793,218)
69400	PROG RETURN-PRIOR YEAR	0	0	93,833	97,063	(3,230)
69401	FUNDING RETURN	0	0	0	0	0
69410	AR VIRTUAL ACAD CHARTER	0	0	0	95,895	(95,895)
<b>Other Expenditure Totals</b>		<b>47,014,728</b>	<b>41,893,508</b>	<b>47,461,361</b>	<b>43,826,246</b>	<b>3,731,011</b>
<b>Overall Expenditure Totals</b>		<b>182,965,810</b>	<b>166,697,103</b>	<b>172,417,368</b>	<b>173,615,780</b>	<b>(1,102,517)</b>



**Date:** March 12, 2013

**DISTRICT OPERATIONS**  
**Pulaski County Special School District**

**Action Item Number:** New Business - 6

**Subject:** Fiscal Distress Improvement Plan Revision Plan

**Prepared by:** William J. Goff, Chief Financial Officer

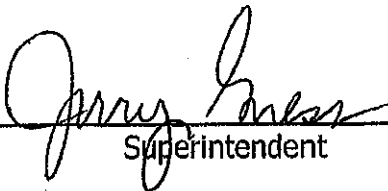
**Rationale:** See attachment

**Cost:**

**Funding Source:**

**Recommendation:** I recommend approval of this revision to the district's Fiscal Distress Improvement Plan

**Recommended By:**

  
\_\_\_\_\_  
Superintendent

**Approved By:**

  
\_\_\_\_\_  
Commissioner  
ADE

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012  
Updated March 6, 2013

School District: Pulaski County Special School District

Superintendent: Dr. Jerry Guess

Phone Number: (501) 234-2001

## PART A. NARRATIVE OVERVIEW OF DISTRICT

### Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a "special school district". Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District's entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

### Narrative Added with February 23, 2012, Revised Plan:

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

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**Narrative Added with April 2012 Revised Plan:**

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

**Introduction and Summary**

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.

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**Background**

**Fiscal Distress Status.** On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.  
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

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Steps Taken to Date

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

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Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

**The Status of Negotiations with PACT and PASS**

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.

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The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190 days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

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The Bottom Line

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

Facilities

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will "free up" approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District's ability to finish its facilities task. The partnership share is determined in part by a school district's local wealth per student. That in turn is a function of the District's enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.



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The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

**The Potential for a Comprehensive Settlement**

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

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The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.

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Status Update: March 6, 2013

**Material State and Federal Audit Findings**

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

**Declining Balance**

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for "material state or federal audit exceptions or violations", the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district's legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district's legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator "a declining balance determined to jeopardize the fiscal integrity of a school district" to the fiscal distress status of the school district.

The district's 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See "Steps Taken to Date" on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district's declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under "Union Contracts" and under "Desegregation Settlement" there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

**Facilities**

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed "warm, safe and dry" issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district's Operating Fund.

The administration has identified \$4.1M of additional high priority "warm, safe and dry" issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district's negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

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**Union Contracts**

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

**Desegregation Settlement**

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSDD and start generating state foundation funding.

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

**PART B: PLAN OBJECTIVES-Status Update as of March 6, 2013**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings  Audit Exit Conference for FY12 on 2/14/13--No Material Findings	N/A	N/A	<input checked="" type="checkbox"/> Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top" promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	<u>Yes</u>	

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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	<u>Board Policy Adopted</u> <u>Policy DKC Business Procedure 7:01, 7:02 &amp; 7:03</u>	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	<u>Revised Business Procedure 03:02 8/01/2012</u>	<u>Board Policy Adopted</u> <u>Board Policy DJ</u>	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	<u>Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.</u>	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance. Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A		No

ARKANSAS DEPARTMENT OF EDUCATION  
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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy <u>Board Policy</u> <u>DJE</u>	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/> Yes	



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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objective 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	<u>Amend and implement a district wide over-time procedure</u>	<u>Monitor</u>	<u>Procedure 12-04 Amended February 2013</u> <u>Policy will be proposed to Classified PPC March 2013</u>	N/A	N/A	<u>Yes</u>	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	<u>Monitor</u>	On-going	N/A	N/A	<u>Yes</u>	

ARKANSAS DEPARTMENT OF EDUCATION  
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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/>	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/>	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	<u>March 31, 2013</u>	N/A	N/A		No

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	<u>Monitor</u>	On-going	N/A	N/A	<u>Yes</u>	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going <u>Procedure 05.03 8/1/2012</u>	N/A	N/A	<u>Yes</u>	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	<u>Monitor</u>	On-going	N/A	N/A	Yes	

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**PART B: PLAN OBJECTIVES**

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 22	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/>	
Objective 23	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/>	
Objective 24	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APCSN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07-06	N/A	N/A		No
Objective 26	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	<input checked="" type="checkbox"/>	

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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	<u>Monitor</u>	On-going	N/A	N/A	<u>Yes</u>	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer, Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	<u>Quarterly</u> Audits	Legislative Audit	<u>Quarterly</u> Audits by Legislative Audit	Monitor	<u>Quarterly</u> TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	<u>Yes</u>	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	<u>March 1, 2013</u>	N/A	N/A	<u>Yes</u>	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A		No
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT-PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS-PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

ARKANSAS DEPARTMENT OF EDUCATION  
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**PART B: PLAN OBJECTIVES**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent, Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating			No The district has a balanced budget for 2012-2013. Due to a phase-out approach to some personnel costs, the district will not achieve a legal balance equal to 10% of annual expenditures until June 30, 2014. (Assuming no substantive change to policies of decrease in funding.)
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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**PART B: PLAN OBJECTIVES**

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
	Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
	Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
	Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
	Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
	Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
	Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
	Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	



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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

**PART B: PLAN OBJECTIVES**

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
	Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 <u>Policy in place that will implement 3-yr phase-out</u>	Operating	\$2,800,383 PNA		<u>Strategy will not be complete until end of 3-year phase out during 2014-15 school year</u>
	Superintendent, Division Leaders	Phase out Professional Growth Contracts - Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 <u>Policy in place that will implement 3-yr phase-out</u>	Operating	\$1,200,000 PNA		<u>Strategy will not be complete until end of 3-year phase out during 2014-15 school year</u>
	Superintendent, Division Leaders	Phase out Staff Development - Compensation - Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 <u>Policy in place that will implement 3-yr phase-out</u>	Operating	\$344,622 PNA		<u>Strategy will not be complete until end of 3-year phase out during 2014-15 school year</u>
	Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	<u>Strategy Accomplished</u>	
	Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	<u>Strategy Accomplished</u>	
	Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	<u>Strategy Accomplished</u>	

ARKANSAS DEPARTMENT OF EDUCATION  
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**PART B: PLAN OBJECTIVES**

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 37 Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified cuts sufficient to offset 100% loss of deseg funds
Objective 38 Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39 Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A		No-Supplemental Finding #1 Not Complete as of 3/06/2013
	Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
	Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
		Audit Finding 2011-2 Properly record the amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
		Audit Finding 2011-3 Monitor Federal Title I expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
		Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	

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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
		Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
		Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
		Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
		Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

**ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012**

<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
		Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	<u>February 2013</u>	N/A	N/A	<u>Strategy Accomplished</u>	
		Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	<u>April 2012</u> <u>Policy DN</u> <u>Procedure 06:05</u>	N/A	N/A	<u>Strategy Accomplished</u>	
		Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	<u>Monitor</u>	<u>July-August 2012</u> <u>Procedure 01:01</u>	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	<u>Monitor</u>	<u>May 2013</u>	N/A	N/A		<u>Strategy Not Accomplished</u>
		Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	<u>Monitor</u>	<u>April 2012</u>	N/A	N/A	<u>Strategy Accomplished</u>	

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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	<u>Monitor</u>	July 2012	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	<u>Monitor</u>	April 2012	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	<u>Monitor</u>	April 2012	N/A	N/A	<u>Strategy Accomplished</u>	

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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Supplemental Finding #7 The district's bank will provide check images each month on a CD.	<u>Monitor</u>	April 2012	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 <sup>th</sup> of each month with the goal of zero variance by June 30, 2013.	<u>Monitor</u>	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #9 Reviewers of lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	<u>Monitor</u>	April 2012	N/A	N/A	<u>Strategy Accomplished</u>	



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Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	<u>Monitor</u>	June 2012	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	<u>Monitor</u>	April 2012	N/A	N/A	<u>Strategy Accomplished</u>	
		Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	<u>Monitor</u>	<u>February 2013</u>	N/A	N/A	<u>Strategy Accomplished</u>	



# Quarterly Report on

Helena/West Helena School District

Prepared for Arkansas House and Senate Education  
Committees

April 1, 2014 – June 30, 2014

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

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- Unrestricted Funds Quarterly Report April 1, 2014 – June 30, 2014
  - Summary Report
  - Revenue Report
  - Expenditure Report
- Fiscal Distress Plan

## **Helena-West Helena School District Executive Summary**

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 30, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Helena-West Helena School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**Classified in Fiscal Distress:** September 13, 2010

**Fiscal Distress Indicators and Additional Concerns:**

- \* A declining balance determined to jeopardize the fiscal integrity of the school district
- \* Material audit exceptions or violations

<b>District Profile:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Superintendent</b>	<b>Willie Williams</b>	<b>Willie Williams</b>	<b>Suzann McCommon</b>	<b>Suzann McCommon</b>
4 QTR ADM	2,312	2,233	1,886	1,651
Assessment	112,772,244	113,701,999	125,831,037	132,059,051
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	7,750,000	7,300,000	7,060,000	7,060,000
Per Pupil Expenditures	13,268	11,638	12,724	12,289
Personnel-Non-Fed Certified FTE	229.59	132.62	175.46	137.09
Personnel-Non-Fed Certified Clsrm FTE	200.17	101.89	163.15	125.46
Avg Salary-Non-Fed Cert Clsrm FTE	44,799	54,170	43,583	41,052
Avg Salary-Non-Fed Cert FTE	48,126	50,561	40,858	46,441
Net Legal Balance (Excl Cat & QZAB)	1,809,446	3,600,597	5,318,384	6,863,335

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

The District has included the following objectives in their Fiscal Distress Improvement Plan:

**2010-11**

- Reduced (RIF) 3 administrative office staff
- Reclassified licensed and classified salaries from operating to ARRA funds
- Reclassified licensed and classified salaries from operating to Declining Enrollment funds
- Reclassified licensed and classified salaries from operating to NSLA funds
- Reduced licensed and classified salaries through attrition and reassignment
- Monitored all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

**2011-12**

- The District reduced 27 licensed positions through RIF and attrition
- The District reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial
- Monitored and implemented corrective actions for the 2011 audit findings

**2012-13**

- Reduced 30 employees through RIF
- Reclassified salaries of 4 licensed positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate

**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**Comments:**

The District was classified in Fiscal Distress on September 13, 2010. The 2013-14 school year began their third full year of Fiscal Distress

On June 20, 2011, the Arkansas Department of Education took control of the Helena/W. Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:

Suzann McCommon- Chief Executive Officer

Ulicious Reed- Chief Operating Officer

District had a prior classification with Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of \$3,511,492 on June 30, 2011 included the reclassification of approximately \$2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District has consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 was 1,655 students.

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Helena-West Helena School District:

Zone 1	Dr. Steven Floyd Murray
Zone 2	Mr. Doug Friedlander
Zone 3	Mr. Marvin Jarrett
Zone 4	Mr. Lynn D. Boone
Zone 5	Mrs. Bettye W. Hendrix
Zone 6	Vacant
Zone 7	Mr. Nathan Bagley

Effective July 1, 2014, John Hoy was appointed Superintendent of Helena-West Helena School District.

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Quarterly Report  
April 1, 2014 - June 30, 2014**

FY14 as of June 30, 2014(Prior to Close)			
Beginning Balance <u>7/1/2013</u> 6,850,080	Revenue <u>12,763,630</u>	Expenditures <u>13,322,004</u>	Ending Balance <u>6/30/2014</u> 6,291,705
FY14 Budget			
Beginning Balance <u>7/1/2013</u> 6,850,080	Revenue <u>13,464,590</u>	Expenditures <u>14,110,515</u>	Projected Balance <u>6/30/2014</u> 6,204,154
FY13			
Beginning Balance <u>7/1/2012</u> 5,253,924	Revenue <u>15,187,845</u>	Expenditures <u>13,591,690</u>	Ending Balance <u>6/30/2013</u> 6,850,080
FY12			
Beginning Balance <u>7/1/2011</u> 3,511,492	Revenue <u>16,309,510</u>	Expenditures <u>14,567,078</u>	Ending Balance <u>6/30/2012</u> 5,253,924

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

**1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395**

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
10000	REVENUE FROM LOCAL SOURCE	0	0	0	0	0
11110	PROPERTY TAXES-CURRENT	2,024,413	2,237,563	2,372,563	2,278,288	(94,275)
11115	PROP.TAX RELIEF SALES TAX	0	0	0	0	0
11120	PROPERTY TAX-40% BY 6/30	311,647	1,434,838	1,913,907	1,023,476	(890,431)
11125	TAX REL.40% 1/1-12/31	1,032,328	38,282	42,382	0	(42,382)
11130	PROPERTY TX-40% 7/1-12/31	0	0	0	0	0
11135	TAX REL.40% REC.JUL-DEC.	0	0	0	0	0
11140	PROPERTY TAX-DELINQUENT	193,825	284,627	299,627	343,637	44,010
11150	EXCESS COMMISSION	0	7,020	9,500	117,703	108,203
11160	LAND REDEMP-IN STATE SALE	225,073	153,945	178,574	36,541	(142,033)
11400	PENALTIES/INTEREST ON TAX	0	0	0	0	0
11900	OTHER TAXES	0	0	0	0	0
12100	REVENUE IN LIEU OF TAXES	0	0	0	0	0
12800	REVENUE IN LIEU OF TAXES	29,953	15,892	7,900	47,581	39,681
12900	OTHER LOCAL NON-LEA REVEN	0	0	0	0	0
13120	SUMMER SCHOOL	0	0	0	0	0
13190	OTHER PROGRAMS	0	0	0	0	0
13210	REGULAR DAY SCHOOL	0	0	0	0	0
13320	SUMMER SCHOOL	0	0	0	0	0
14190	OTHER PROGRAMS	0	0	0	0	0
14900	TRANS FEES-OTHER SOURCES	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	25,748	14,418	7,000	15,867	8,867
16210	STUDENT	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS/CONT. ME	0	0	0	0	0
16400	CHILD NUTRITION	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
17110	ADMISSIONS ATHLETICS	0	0	0	0	0
17130	STDNT ORG-EVENTS & ACTIV	0	0	0	0	0
17500	REV.FROM ENTERPRISE ACTIV	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	0	0	0	0	0
19000	OTHER REV-LOCAL SOURCES	0	0	0	0	0
19120	OTHER RENT-LAND OWNED LEA	0	0	0	0	0
19130	RENT LEA BUILDINGS & FACI	1,493	5,000	6,000	5,500	(500)
19200	PRIVATE CONTRIBUTIONS	235,805	124,897	201,058	133,679	(67,379)
19211	BEECHCREST SAVE THE CHILD	0	0	0	0	0
19215	SAVE THE CHILDREN	0	0	0	0	0
19216	WESTSIDE SAVE THE CHILDRE	0	0	0	0	0
19217	WOODRUFF SAVE THE CHILD	0	0	0	0	0
19300	SALES OF SUPPLIES & MATER	0	0	0	0	0
19550	TRANSITS-FLOW THRU MONEY	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	2,003	17,752	9,000	91,984	82,984
19900	MISC REV FR LOCAL SOURCES	6,349	15,386	5,000	28,174	23,174
19910	SBC E-RATE	0	0	0	0	0
19920	EVEN START/WALMART	0	0	0	0	0
19925	WOODRUFF/WALMART	0	0	0	0	0
19950	ARK SCIENCE & TECH GRANT	0	0	0	0	0



**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Revenue Report**

**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
19955	MOCKINGBIRD FOUNDATION	0	0	0	0	0
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
21900	OTHER REV FR COUNTY	0	0	0	0	0
31100	STATE EQUALIZATION FUNDIN	0	0	0	0	0
31101	STATE FOUNDATION FUNDS	10,914,166	8,734,208	7,307,786	7,308,369	583
31102	ENHANCED EDUCATIONAL FUND	0	0	0	0	0
31103	URT 98% TAX COLL. RATE	109,841	119,651	0	140,616	140,616
31150	STATE EQUALIZATION	0	0	0	0	0
31200	STATE APPORTIONMENT	0	0	0	0	0
31400	TRANSPORTATION AID	0	0	0	0	0
31450	STUDENT GROWTH FUNDING	0	0	0	0	0
31460	DECLINING ENROLLMENT FUND	224,225	1,080,556	773,809	773,809	0
31600	INCENTIVE FUNDING	0	0	0	0	0
31620	SUPPLEMENTAL MILEAGE INCE	142,281	106,711	71,141	71,141	0
31650	REVENUE LOSS FUNDING	0	0	0	0	0
31900	OTHER	0	0	0	432	432
32100	ADULT EDUCATION	0	0	0	0	0
32110	ADULT BASIC	0	0	0	0	0
32120	ADULT GENERAL EDUCATION	0	0	0	0	0
32214	COMPUTER BASED ED PGM	0	0	0	0	0
32217	RESTRUCTURING	0	0	0	0	0
32219	EISENHOWER MATH/SCIENCE	0	0	0	0	0
32220	CURRICULUM FRAMEWORKS-236	0	0	0	0	0
32224	ISOLATED GRANTS	0	0	0	0	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32229	NATIONAL BOARD OF PROF TE	0	0	0	0	0
32230	PARENTS AS TEACHERS	0	0	0	0	0
32232	ALTERNATIVE LEARNING PROG	0	0	0	0	0
32233	JUVENILE DETENTION CENTER	0	0	0	0	0
32234	DISTANT LEARNING	0	0	0	0	0
32235	TECH. IMPROVEMENT GRANT	0	0	0	0	0
32237	MATCH MATH & SCIENCE	0	0	0	0	0
32245	ARK PATHWISE MENTORING	0	0	0	0	0
32250	PQE INDUCTION/QUALITY ENH	(1,289)	12,000	0	6,400	6,400
32251	CWIP GRANT	0	0	0	0	0
32256	PROFESSIONAL DEVELOPMENT	0	0	0	0	0
32260	ACT 799 AR GAME AND FISH	0	0	0	0	0
32310	HAND CHILD-SUPV/EXTEND YR	7,905	6,705	0	6,220	6,220
32320	G & T-AEGIS PGM	0	0	0	0	0
32330	NON-HAND-RESID TREATMENT	0	0	0	0	0
32340	HAND-RESIDENT TREATMENT	0	0	0	0	0
32350	EARLY CHLD/MEDICAID MATCH	0	0	0	0	0
32361	IMP&INSTR GIFTED&TALENTED	2,245	200	0	1,033	1,033
32370	ALTERNATIVE LEARNING PROG	0	0	0	0	0
32372	RES.CENT.JUVENILE DETENTI	0	0	0	0	0
32380	AID TO HUMAN DEVELOP CNTR	0	0	0	0	0

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
32381	NATIONAL SCHOOL LUNCH ACT	0	0	0	0	0
32400	WORKFORCE EDUCATION	0	0	0	0	0
32415	SECONDARY WORKFORCE CENTE	0	0	0	0	0
32445	WKPL-TECH PREP CORE 11/12	0	0	0	0	0
32460	YOUTH APPRENTICESHIP	0	0	0	0	0
32520	MATCHING (STATE)	0	0	0	0	0
32700	EARLY CHILDHOOD PROGRAMS	0	0	0	0	0
32710	AR BETTER CHANCE(ABC)GRNT	351,000	277,025	98,000	164,850	66,850
32715	POVERTY INDEX FUNDING	0	0	0	0	0
32726	DHS/DCCECE EVEN START SUP	0	0	0	0	0
32821	SPECIAL OLYMPICS	0	0	0	0	0
32900	OTHER NON-INSTR.PROGRAMS	0	0	0	0	0
32910	WORKER'S COMP INSURANCE	0	0	0	0	0
32912	GENEREAL FACILITIES	32,793	24,595	16,396	16,396	0
32915	DEBT SERVICE FUNDING SUPP	179,204	119,315	86,105	86,105	0
32920	GAME AND FISH	0	1,949	0	1,976	1,976
32990	OTHER STATE	0	0	0	0	0
32993	GREATER GRADUATION	0	0	0	0	0
41300	REV IN LIEU OF TAXES	745	37,095	0	1,780	1,780
42100	FOREST RESERVE	17,509	3,090	0	0	0
42500	IMPACT AID	0	0	0	0	0
42900	OTHER UN/I FEDERAL-STATE	0	0	0	0	0
43160	ROTC	0	0	0	0	0
43181	21st CENTURY GRANT	0	0	0	0	0
45110	ESEA CH1 COMP 100-297	0	0	0	0	0
45113	ESEA CH1 STATE PGM IMPROV	0	0	0	0	0
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0
45119	TITLE 1 STIMULUS	0	0	0	0	0
45124	ARRA STABILIZATION	0	0	0	0	0
45129	EDUCATION JOBS FUND	0	0	0	0	0
45310	VOC BASIC GRNT-ENTITLEMNT	0	0	0	0	0
45318	VOC-SUPP GRNTS-IMPROV ACT	0	0	0	0	0
45510	FREE AND REDUCED LUNCH	0	0	0	0	0
45520	FREE AND REDUCED BREAKFAS	0	0	0	0	0
45540	AFTER SCHOOL SNACKS	0	0	0	0	0
45561	REGULAR COMMODITIES	0	0	0	0	0
45611	BRILLE INSTRUCTORS	0	0	0	0	0
45613	VI B PASS THROUGH	0	0	0	0	0
45621	IDEA-ARRA	0	0	0	0	0
45802	MODERNIZATION STABILIZATIO	0	0	0	0	0
45810	TITLE 1 ARRA	0	0	0	0	0
45910	MEDICARE CATASTROPHIC COV	0	0	0	0	0
45913	ARMAC/NURSES-HEAR-VISION	0	0	0	0	0
45925	TITLE IIA(IMP. TEA.QUALITY)	0	0	0	0	0
45940	WOMENS ED EQUITY ACT	0	0	0	0	0
45977	REAP RURAL & LOW INCOME	0	0	0	0	0
51100	BONDED INDEBTEDNESS	7,484	0	0	0	0

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Revenue Report**

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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Revenue:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/14	Variance in FY14 Budget and FY14 YTD
51900	NONCASH RECEIPT	0	0	0	0	0
51999	AUDIT ADJUSTMENT FOR PRIOR YEAR CODING ERRORS	0	0	0	50,429	50,429
52000	INTERFUND TRANSFERS	0	0	0	0	0
52300	TRANS FROM BUILDING FUND	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52700	TRANS FROM STUDENT ACTVTY	0	0	0	0	0
52800	TRANS FROM FOOD SERVICE	0	0	0	0	0
52900	INDIRECT COST	215,202	33,823	58,842	1,977	(56,865)
52950	INTERFUND TRANSFER/CD	0	0	0	0	0
53100	SALE OF EQUIPMENT	800	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	16,762	281,302	0	9,668	9,668
<b>Total Revenue</b>		<b>16,309,510</b>	<b>15,187,845</b>	<b>13,464,590</b>	<b>12,763,630</b>	<b>(700,960)</b>

**Arkansas Department of Education  
Helena-West Helena School District  
Unrestricted Funds Expenditure Report**

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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/2014	Variance in FY14 Budget and FY14 YTD
61000	SALARY-PRSNL SVS	0	0	0	0	0
61110	CERT SALARY	5,556,857	5,269,572	5,808,758	5,484,332	324,426
61111	CERT SAL N-CON	79,101	85,946	84,428	80,961	3,467
61120	CLS SALARY	1,358,000	1,471,053	1,424,883	1,424,951	(69)
61121	CLS SAL N-CON	87,429	128,038	114,728	182,536	(67,808)
61210	TEMP-CERTIFIED	0	0	0	0	0
61220	TEMP-CLASSIFIED	3,909	3,937	4,500	0	4,500
61300	OVERTIME	0	0	0	0	0
61310	PAY FOR PREP/LUNCH PERIOD	0	0	0	0	0
61320	OVERTIME	0	0	7,300	0	7,300
61510	ADD COMPENSATION	0	0	0	0	0
61520	ADD COMPENSATION	0	0	0	0	0
61610	WORKSHOPS	0	0	0	0	0
61620	WORKSHOPS	0	0	0	0	0
61710	CERT SUBSTITUTES	142,367	131,737	127,920	55,052	72,868
61720	CLS SUBSTITUTES	7,765	66,304	66,528	113,451	(46,923)
61810	CERT UNUSED SICK	37,775	13,025	18,825	7,550	11,275
61820	CLS UNUSED SICK	7,850	3,350	4,000	0	4,000
61920	CLS SEVERANCE	0	0	0	0	0
61960	UNUSED VACATION CRT	0	0	0	0	0
61961	UNUSED VACATION CLS	0	0	0	0	0
62100	GRP INSURANCE	0	0	0	0	0
62110	CERT GROUP INS	0	0	0	0	0
62120	CLS GROUP INS	0	0	0	0	0
62200	CLS SOC SEC	0	0	0	0	0
62210	CERT SOC SEC	369,309	314,254	348,370	341,088	7,281
62220	CLS SOC SEC	90,915	103,526	135,433	104,214	31,219
62260	CERT MEDICARE	86,994	73,381	82,609	79,771	2,838
62270	CLS MEDICARE	21,263	24,213	74,045	24,374	49,672
62300	TEACH RET.CONTRIBUTORY	0	0	0	0	0
62310	CERT TCH RET-CONT	889,501	755,673	821,828	816,580	5,248
62320	CLS TCH RET - CONT	205,302	232,758	255,531	237,242	18,289
62500	UNEMPLY-COMP	0	0	0	0	0
62510	CERT UNEMPLOY COMP	199,129	165,852	153,500	83,617	69,883
62520	CLS UNEMPLOY COMP	199,129	237,811	183,950	72,155	111,795
62600	WK COMPENSATION	0	0	0	0	0
62610	CERT WKR'S COMP	17,502	21,043	60,000	16,542	43,458
62620	CLS WKR'S COMP	17,502	28,058	55,150	38,292	16,858
62700	HLT BENEFITS	0	0	0	0	0
62710	CERT HEALTH BENEFITS	212,220	133,082	307,694	179,312	128,382
62720	CLS HEALTH BENEFITS	68,311	59,727	130,897	67,750	63,147
62800	PUB.RET-CONTRIBUTIONS	0	0	0	0	0
62810	CERT PUB RET CONT.	0	0	0	0	0
62820	CLS PUB RET CONT	3,699	3,848	4,499	3,738	762
62900	OTHER BENEFITS	0	0	0	0	0

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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/2014	Variance in FY14 Budget and FY14 YTD
62910	OTHER BENEFITS-CERTIFIED	0	0	0	0	0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0	0	0
<b>Salaries &amp; Benefits Totals</b>		<b>9,661,825</b>	<b>9,326,188</b>	<b>10,275,377</b>	<b>9,413,510</b>	<b>861,867</b>
63000	PURC SVS-PROF & TECHNICAL	0	0	0	0	0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0	0	0
63110	STAFF SERVICES	0	0	0	0	0
63120	MANAGEMENT SERVICES	0	0	0	0	0
63130	BOARD OF ED SERVICES	3,973	4,363	5,000	4,277	723
63200	PROFESSIONAL-EDUCATIONAL	0	0	0	0	0
63210	INSTRUCTIONAL	4,134	2,523	2,800	2,671	129
63220	INST PGRM-IMPROVEMENT SVS	0	0	0	0	0
63230	CONSULTING	9,954	6,000	7,200	36,792	(29,592)
63300	OTHER PROFESSIONAL	0	0	0	0	0
63310	TRAINING/DEVEL. SVCS-CRT	1,554	4,402	10,047	5,993	4,054
63320	TRAINING/DEVEL. SVCS-CLS	1,955	2,609	4,214	2,422	1,791
63340	LEGAL	0	0	0	0	0
63370	ARCHITECTURAL	0	0	0	0	0
63400	TECHNICAL	0	0	0	0	0
63410	DATA PROCESSING SERVICES	0	0	0	0	0
63420	STATISTICAL SERVICES	0	0	0	0	0
63430	ACCOUNTING	0	0	0	0	0
63440	LEGAL	0	1,966	5,000	0	5,000
63441	LEGAL	55,350	37,734	40,000	65,444	(25,444)
63445	LEGAL-RESEARCH & OPINIONS	0	0	0	0	0
63450	MEDICAL	253	2,368	2,700	3,152	(452)
63470	ARCHITECTURAL	0	0	0	0	0
63490	OTHER PROF.SERV	17,255	0	0	0	0
63590	OTHER TECH SERVICES	0	0	0	0	0
63900	OTHER PURC PROF/TECH SVS	445,136	729,038	475,514	716,127	(240,613)
63910	TECHNOLOGY	0	0	0	0	0
64000	PURCHASED PROPERTY SVS	0	0	0	0	0
64110	WATER/SEWER	98,904	40,056	87,500	35,089	52,411
64210	DISPOSAL/SANATATION	11,105	65,388	63,100	33,419	29,681
64230	CUSTODIAL	0	0	0	0	0
64240	LAWN CARE	0	0	0	0	0
64310	NON-TECHNOL-REPAIRS&MAINT	15,397	18,519	18,825	0	18,825
64320	TECHNOLOGY-RELATED REPAIR	69	0	0	0	0
64410	LAND & BLDGS	163	0	0	0	0
64420	EQUIP & VEHICLES	0	1,426	5,450	110	5,340
64430	RENTAL OF COMPUTERS	207,986	209,369	196,470	189,059	7,410
64500	CONSTRUCTION SERVICES	0	222,069	223,000	11,481	211,519
64900	OTHER PURC PROPERTY SVS	0	0	0	0	0
65000	OTHR PURCH.SERVICES	0	0	0	0	0
65100	STUDENT TRANSPORTATION	0	0	0	0	0



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Helena-West Helena School District  
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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/2014	Variance in FY14 Budget and FY14 YTD
65190	PUPIL TRANSPORTATION	738,945	3,555	2,321	0	2,321
65210	PROPERTY INSURANCE	409,450	65,936	250,000	225,637	24,363
65220	LIABILITY INSURANCE	0	0	0	0	0
65240	FLEET INSURANCE	21,906	29,630	36,700	0	36,700
65250	ACCIDENT INS FOR STUDENTS	41,774	58,297	27,982	33,007	(5,025)
65290	OTHER INSURANCE	0	552	2,350	1,560	790
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE	57,532	78,408	113,000	87,127	25,873
65320	POSTAGE	12,313	9,475	10,700	12,058	(1,358)
65330	NETWORKING/INTERNET	1,173	1,699	17,585	1,349	16,236
65400	ADVERTISING	12,277	3,034	34,670	7,308	27,362
65500	PRINTING & BINDING	5,555	0	0	0	0
65600	TUITION	0	0	0	0	0
65610	TO LEA'S WITHIN STATE	2,500	0	0	0	0
65640	INTERM AGNCY-IN STATE	0	0	0	0	0
65690	OTHER TUITION	0	0	0	0	0
65700	FOOD SVS MANAGEMENT	0	0	0	0	0
65800	TRAVEL	0	0	0	0	0
65810	TRVL-CERT-IN DISTRICT	444	0	0	0	0
65820	TRVL-CLS IN DISTRICT	15,190	11,151	8,608	7,533	1,076
65830	TRVL CERT-OUT DISTRICT	2,187	1,742	2,376	1,746	630
65840	TRVL CLS OUT DISTRICT	968	900	2,550	1,628	922
65850	TRVL CERT OUT STATE	0	0	500	0	500
65860	TRVL CLS OUT STATE	0	0	0	0	0
65870	TRAVEL NON-EMPLOYE	9,553	2,333	1,968	6,708	(4,740)
65880	MEALS	5,059	13,472	20,000	19,606	394
65890	LODGING	3,967	9,225	15,694	11,038	4,656
65900	MISC PURC SVS	11,290	22,250	25,000	19,752	5,248
65910	SVS PURCHASED LOCALLY	0	0	0	0	0
65930	PURC-OTHER LEA OUT STATE	0	0	0	0	0
66100	GEN SUPPLIES	248,313	400,238	328,646	412,465	(83,819)
66107	GENERAL SUPPLIES-LOW VALU	1,498	0	2,000	0	2,000
66210	NAT.GAS	121,998	102,824	129,000	119,528	9,472
66220	ELECTRICITY	386,015	351,904	298,000	340,045	(42,045)
66230	BOTTLED GAS	0	0	0	0	0
66260	GASOLINE/DIESEL	140,325	110,002	93,787	75,657	18,130
66300	FOOD	0	971	1,200	0	1,200
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	175,055	6,331	133,912	160,684	(26,771)
66420	LIBRARY BOOKS	1,931	991	1,600	228	1,372
66430	PERIODICALS	216	2,539	3,425	60	3,365
66440	AUDIOVISUAL MATERIALS	0	0	0	0	0
66500	TECHN SUPPLIES	34,105	21,675	33,635	58,460	(24,826)
66507	TECHNOLOGY	0	0	0	0	0
66510	SOFTWARE	0	0	0	8,629	(8,629)

**Arkansas Department of Education  
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**Unrestricted Funds:**

1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

**Expenditures:**

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 6/30/2014	Variance in FY14 Budget and FY14 YTD
66520	OTHER	1,036	0	0	0	0
66527	TECHNOLOGY SUPPLIES	0	0	0	0	0
66529	TECHNOLOGY SUPPLIES OTHER	59,235	0	0	0	0
66600	BUILDING MATERIALS	0	0	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67300	EQUIPMENT	0	0	0	0	0
67310	MACHINERY	8,344	0	4,293	4,293	0
67320	VEHICLES	897	183,390	329,535	91,938	237,597
67330	FURNITURE & FIXTURES	0	0	3,999	4,419	(420)
67340	TECHNOLOGY RELATED HARDWA	76,856	17,241	20,000	40,907	(20,907)
67350	TECHNOLOGY SOFTWARE	213,892	6,915	5,000	19,688	(14,688)
67390	OTHER EQUIPMENT	0	31,629	38,375	48,051	(9,676)
67400	INFRASTRUCTURE	0	0	0	28,284	(28,284)
67500	TECHN EQUIP	0	0	0	0	0
67900	DEP ACT	0	0	0	0	0
68100	DUES AND FEES	61,792	143,272	12,609	12,065	544
68200	JUDGMENTS AGAINST LEA	0	0	0	0	0
68300	INTEREST	289,003	84,225	112,300	111,925	375
68400	INDIRECT COST	0	0	0	0	0
68600		0	0	0	3,262	(3,262)
68800	TAXES	0	0	0	0	0
68810	TAX ON RESALE ITEMS	0	13	0	0	0
68830	PROPERTY TAX	0	0	0	0	0
68900	MISC EXPENDITURES	0	0	0	51	(51)
68901	CONSTANT VARIANCE PD 9-11	(79,549)	0	0	0	0
68905	MISCELLANEOUS CORRECTIONS	0	0	0		
68999	ALLOCATED CHARGES	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	470,000	0	565,000	565,000	0
69330	TO BUILDING FUND	442,065	993,998	0	0	0
69360	TO FEDERAL GRANTS FUND	0	0	0	25,200	(25,200)
69400	PROGRAM FUNDING RETURN	26,956	147,854	0	235,564	(235,564)
69500	TRANSITS	0	0	0	0	0
69900	LOAN PAYMENT	0	0	0	0	0
<b>Other Expenditure Totals</b>		<b>4,905,252</b>	<b>4,265,502</b>	<b>3,835,139</b>	<b>3,908,494</b>	<b>(73,356)</b>
<b>Overall Expenditure Totals</b>		<b>14,567,078</b>	<b>13,591,690</b>	<b>14,110,515</b>	<b>13,322,004</b>	<b>788,511</b>

# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

### **Areas of Concern**

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

### **Analysis of Why Problem Areas Occurred**

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.



# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

A similar amount will be due next year.

# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met	
								Yes	No
Objective 1	Reduce Salary Expenditures to align with available revenue	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00		
Objective 2	Maximize the use of Categorical dollars	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds	\$169,400.00		
Objective 3	Consolidate Campuses	Administration	To reduce operating expenditures	March 2012	June 3, 2012	Operating Fund	\$60,000		
* Objective 4	Address Audit findings for fiscal year ending June 30, 2011	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions	March 2012	March 2012 and on-going	N/A	N/A		
Objective 5	Address repairs: warm, safe and dry issues on Miller's campus and make urgent repairs on Central's Campus	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000  Cost of repairs (Miller and Central) \$615,000  Net Savings: \$10,000		

District	Helena-West Helena School District						
Superintendent	Mr. John Hoy						
			Academic Report				
Reporting Cycle	District Issue	Academic Distress Actions	Person Responsible	Date expected	Date completed	Outcome	Reflection/Next Steps
	Academic Performance	Indicator 1: Curriculum	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	August 2014	Ongoing	Partial Implementation	Select or design a common Academic Review Form. Conduct academic audits with the district and school personnel to assess curricular and instructional needs. Use multiple forms of support for curriculum development/implementation/modifications. Meet with the district administration, the district curriculum coordinator, the schools' instructional facilitators, to design a strategic plan for identifying curriculum gaps and realigning the curriculum (vertically and horizontally) to the Common Core and the PARCC assessment.
		Indicator 2: Classroom Evaluation and Assessment	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	September 2014	Ongoing	Partial Implementation	Assist the district/schools in developing and using multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet the needs of the students. Students formative and summative test scores will be used to identify curriculum gaps.

	<b>Indicator 3: Instruction/High Quality Teaching</b>	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Betty Willis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	Collaborated with the instructional facilitators and the principals to build a protocol for a systemic approach to improving instruction utilizing observations, timely feedback to teachers, and cooperative planning for instructional improvement through the Professional Learning Communities. Work with principals and teachers on engaging students intellectually in challenging cognitive content through well designed lessons. Work with building principals and teachers on building their communication skills with students to provide clarity and purpose with directions specific to the lesson activities.
	<b>Indicator 4: School Culture</b>	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	District leadership and school leadership will conduct joint walkthroughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on instruction, safety, health, order, and equity issues. District and school leadership will implement a systematic process to ensure continuous school-wide improvement and higher student achievement.

Learning Environment	<b>Indicator 5: Student/Family/Community Support</b>	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	Achievement data on students who have remedial instruction will be collected from multiple sources and analyzed to ensure academic gains. The district has employed a Graduation Coach, formed a partnership with KIPP Delta Charter School to utilize a Career Coach, and purchased part-time services from a Career Coach from Phillips County Community College to improve the graduation rate and students' readiness for college and careers. Provide support, organizational structures and monitoring of the progress of student services. Provide support to ensure that a variety of instructional materials and technology are used to promote active learning and monitor to ensure that they are integrated into the curriculum. Ensure that staff members have had appropriate training to use the technology and materials.
	<b>Indicator 6: Professional Development, Development, and Evaluation</b>	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	April 1, 2014	Ongoing	Fully Implemented and Operational	The Helena/West Helena School District and all schools will provide research-based, results-driven professional development opportunities for all staff and implement performance evaluation procedures in order to improve teaching and learning. The district will update Personnel policies to reflect state statutes as it relates to performance evaluation and professional development. Utilize TESS and LEAD for continuous improvement for instructional and supportive practices. Principals use reflective feedback to enhance teacher performance. Provide the district and schools with continuous support to move them to exemplary status.

	<b>Indicator 7: Leadership</b>	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	The Helena/West Helena School District and the individual schools' instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations creating a positive learning culture and developing leadership capacity. Weekly Leadership Meetings are fully implemented as a collaborative process. Assist the district and schools in incorporating data systematically into their school improvement goals.
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	Efficiency	Indicator 8: Organizational Structures and Resources	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	The Helena/West Helena School District will review their organizational structures to maximize the use of all available fiscal, human and material resources to support high student and staff performances. Assist the district and schools in completing a mass inventory to assess the technology needs/usage for instructional purposes.
		Indicator 9: Comprehensive and Effective Planning	John Hoy, Phyllis McDonald, Linda English, Monica McMurray, Becky Alexander, Ardelia Echols, Cathy Price, Betty Willis, Angie Fielder, Orlander Moore, Leigh Lewis and Jewell Hamilton	July 1, 2014	Ongoing	Partial Implementation	The district and schools will develop, implement, and evaluate their school improvement plans that communicates a clear purpose, direction and plan of action focused on teaching and learning.

District	Helena West Helena School District						
Superintendent	Mr. John Hoy						
			Fiscal Report				
Reporting Cycle	District Issue	Fiscal Distress Actions	Person Responsible	Date expected	Completed	Outcome	Reflection/Next Steps
April 10, 2014 - September 30, 2014	Maintain an accurate budget, correct spending/coding, and adjustments based on income and ADM	Debt request will be submitted to ADE. A debt request for any item meeting the School Board's approval threshold must be approved by Hazel Burnet's office at ADE prior to the expenditure.	Superintendent Hoy	Acted upon initial Fiscal Distress identification	Reoccurring - Active as of 9/22/14	Active-Reoccurring. 50+ as of 9/22/14	Currently in Process
		A 2014-2015 budget will be approved.	Superintendent Hoy	September 22, 2014 meeting with Fiscal Distress. Commissioner (Board Approval) Following Prior to Cycle 1 Submission	Fiscal Distress Approval, School Board Approval, cycle 1 submission before month end of Sept. 2014	Pending as of 9/22/14	Ms. Lewis, District Business Manager, will submit final cycle 1 budget in the APSCN Financial Management System by deadline.
		Analyze Categorical and Federal Budgets/Balances	Superintendent Hoy, Jeff Martello (OIS), Ardelia Echols (Federal Program Director), Leigh Lewis (Business Manager)	Ongoing	Percentage of goal completed at end of Fiscal Year 2014. Continuous process in FY15 and going forward in future Fiscal Years.	Active-Reoccurring	Currently in Process
	Maintain accurate record keeping procedures	Analyze written job duties/responsibilities of HWH business office staff	Superintendent Hoy and Jeff Martello, (OIS)	Prior to Jan. 1, 2015	Pending as of 9/22/14	Pending as of 9/22/14	Currently in Process
		Weekly monitoring to see that written processes are followed.	Superintendent Hoy	Active-Reoccurring	Active-Reoccurring	Active-Reoccurring	Active-Reoccurring
	Maintain a balance	Monthly reports are included as consent items to the Board	Superintendent Hoy	Active-Reoccurring	Active-Reoccurring	Monthly reports approved by Mr. Wood.	Active-Reoccurring
		Quarterly reports are submitted to the State Board, ADE Commissioner, and Southeast Arkansas Ed.Co-op Director	ADE and Andrew Tolbert, OIS	At least quarterly	Ongoing	Active-Reoccurring.	Active-Reoccurring.



## **Quarterly Report on Status of the Helena-West Helena School District**

**As of**

**October 2014**

This report gives an update on the current status of the Helen-West School District's corrective actions in regards to the areas of district leadership, academic distress, and fiscal distress. This report will identify the person responsible, the timelines of expected completion; as well as, the outcomes, reflections and next steps.

The Office of Intensive Support has worked on site with the district office personnel at a minimum of two days per week (Tuesday and Thursday) for the past one and a half months providing intense support. The district leadership has changed with John Hoy as the new superintendent and Phyllis McDonald as deputy superintendent. With this change, comes new ideas and implementation of operational procedures that have to be adjusted to. Mr. Hoy is establishing goals and staff expectations and monitoring on a regular basis the teaching and learning taking place in all of the schools. He has been very receptive to our help and eager to grow in his role as superintendent. He has spent most of his first few months addressing the academic and fiscal distress designations of the district and working to establish a positive relationship with his advisory board.

The Helena/West Helena School District, along with the Office of Intensive Support, has established clear academic, fiscal and leadership targets that will lead the district's improvement focus for the 2014-2015 school year. These targets include goals in the following areas:

### **Academic Performance**

- Curriculum
- Classroom Evaluation and Assessment
- Instruction

### **Learning Environment**

- School Culture
- Student, Family and Community Support
- Professional Development

### **Efficiency**

- Leadership
- Organizational Structures and Resources; and
- Comprehensive and Effective Planning

Additionally, this report will also address some of the highlights in the aforementioned areas.

Helena/West Helena School District **Leadership** Highlights – Quarterly Report to ADE Board –  
October

**Leadership**

- Mr. Hoy is participating in the Pilot Superintendent Evaluation.
- Weekly Leadership Meetings have implemented as a collaborative process.
- Principals have been placed on an evaluation cycle for formative and summative evaluations.

**Organizational Structures and Resources**

- Mr. Hoy and appropriate district personnel along with the Office of Intensive Support have reviewed the fiscal spending, identified problematic areas, and completed their annual financial summary, as well as, completed a projected budget for the 2014-2015 school year.
- Mr. Hoy has reviewed previous audit findings and is meeting with the Office of Intensive Support to put structures in place to eliminate or minimize future findings.

**Comprehensive and Effectively Planning**

- All schools and the district are working on their ACSIP plans and are preparing for a timely submission.
- The Helena/West Helena School District has worked collaboratively with the Office of Intensive Support and Great Rivers Education Service Cooperative to develop the plan for targeted assistance from the Office of Intensive Support, Great Rivers, and external providers.

Helena/West Helena School District **Academic** Highlights – Quarterly Report to ADE Board –  
October

The Helena/West Helena School District has made a concerted effort to improve the quality of curriculum alignment and implementation, classroom evaluation and assessment, instruction, school culture and professional development by implementing or continuing the use of the following research-based and results-proven programs and activities:

### **Activities**

- Non Content Teachers meet bi-monthly to review Common Core Standards to plan instruction across the curriculum.
- Whole faculty PLCs meet monthly to review and discuss instructional and non-instructional barriers that impeded teaching and learning. The collaboratively chose strategies to eliminate these barriers.
- Additional collaborative planning and job-embedded professional development days have been added to the schools' calendars.
- External providers will be employed to provide additional coaching and support in effective teaching and learning strategies, curriculum development/implementation and leadership.
- The district and each school have developed professional development plans that address the individual and collective needs of the staff.

### **Programs**

- Pearson (Success maker) - A math and Literacy software program for 7th and 8th grade Students.
- Summer School -Grades 7-12- Credit Recovery and Remediation each summer for approximately 25 days.
- ACT Prep on Saturdays.
- After-School, a collaborative effort financially using Gear-up, 21st CCC, SIG, and Title 1 funds to meet the needs of our students.
- TLI The Learning Institute for Interim assessments.
- The District using multiple sources of funding employs, Academic Coaches, Reading Interventionist, Graduation Coach, Parent Involvement Coordinator, are all focused on the improvement of our Students
- Virtual School and ALE Programs that meet ADE requirements
- Renaissance -Learning Software in Math and Literacy, in addition to an on-site Program Manager
- AVID Certification
- Success Maker

### **Technology**

- I-Pads and MacBook Pros will be purchased for each student and teacher in the core academic areas.

Helena/West Helena School District **Fiscal** Highlights – Quarterly Report to ADE Board –  
October

Over \$800,000 saved in Federal/Categorical dollars for the students of Helena-West Helena District vs. relinquished back to ADE/FDE as of 9/30/14

Improved Categorical/Federal Budgeting with APSCN to ACSIP Matching

Improved Cabinet Level Communication regarding HWH Fiscal Matters

Lowered Maintenance of Effort Special Ed Threshold by \$135,000.00 for cost savings (unless Special Ed population requires such a cost in the future).

Started researching dated checks on bank reconciliation report to clear up.

Continuous assessment after improved ownership and responsibility for business processes in the different channels

District	Lee County School District						
Superintendent	Mrs. Willie Murdock, Superintendent						
			Academic Report				
Reporting Cycle	District Issue	Academic Distress Actions	Person Responsible	Date expected	Date completed	Outcome	Reflection/Next Steps
		Early identification of staff needs	Superintendent	May 1, 2014	ongoing	Operational level of development and implementation	Staff surveys conducted in Spring, 2014/ continue monthly walkthroughs/ continue weekly principal meetings
A critical mass of effective teachers		TESS/LEADS/Pilot Superintendent Evaluation	Superintendent	July 1-June 30, 2014	ongoing	Partial implementation	Professional Growth Plan established
		Coaching teachers at different skill levels	Superintendent / Principals/Curriculum Coordinator/Inst. Facilitators	August -May, 2015	ongoing	Operational level of development and implementation	Instructional Facilitators have completed Coaching training. Principals are currently enrolled in Arkansas Leadership Academy for Master Principals.
		Improve hiring practices by establishing job descriptions, following the salary schedule, checking references, and conducting criminal background checks	Superintendent/ Central Administrative Staff	May 1, 2014-ongoing	ongoing	Operational level of development and implementation	Debt Requests are completed for each new hire/ Revision of job descriptions needed as staff changes are made due to loss of staff
		Recruitment and retention planning	Superintendent	July 1, 2014-ongoing	ongoing	Operational level	Attending Career Fairs/Advertising using various media sources/ Improvements in New Teacher Orientation program/continue to work with Teach for America
		Mentoring new teachers and teachers on improvement plans	Superintendent/ Principals/Mentors	August -May, 2015	ongoing	Fully functioning and operational level of development and implementation	Mentors have received AIMMS training. Each novice teacher has been assigned a mentor.
		Establish MOUs with ADE approved Course Providers for Concurrent Credit and Vocational-Technical Classes	Superintendent/Principal	July 1-Sept, 2014	September 2, 2014	Fully functioning and operational level of development and implementation	Continuous Progress Monitoring

	Allow students to enroll in Virtual Arkansas which is NACC approved distance learning with Arkansas Licensed Teachers	Superintendent/Principal	Aug-Sept, 2014	September 2, 2014	Fully functioning and operational level of development and implementation	Continuous Progress Monitoring
	Request waivers for embedded courses	Superintendent	Aug-Sept, 2014	ongoing	Option being explored.	The superintendent and principal will continue to explore this option. The district will follow the ADE waiver request procedures embedding courses.
A lack of support from senior administration to encourage and enforce staff improvement and effective classroom procedure efforts.	Conduct District and School-Level Teams	Superintendent/ Principals/ Curriculum Coordinator/ Compliance Coordinator	July, 2014-June, 2015	ongoing	Fully functioning and operational development and implementation	A district-level leadership team has been established. This team meets weekly to review data and make shared decisions. School-level leadership teams have been established and meet weekly for decision-making.
	Superintendent will ensure that principals are skilled and empowered to make decisions	Superintendent	July, 2014-June, 2015	ongoing	Fully functioning and operational development and implementation	Weekly Meetings conducted/Team Planning/Professional Learning
	District administration and principals meet regularly to set review policies and procedures	Superintendent	August -May, 2015	ongoing	Fully functioning and operational development and implementation	The district administration and principals review policies and procedures to refine, revise or eliminate (which ever is applicable).
	Provide the technology, training, and support to facilitate the district's and schools' data management needs	Superintendent/ Technology Coordinator / Compliance Coordinator	Sept, 2014-May, 2015	ongoing	Partial implementation	Technology Coordinator and Compliance Coordinator continue training staff in Eschool software
	Establish a cohesive district curriculum guide that is aligned with common core	Superintendent/ Curriculum Coordinator	July, 2014-June, 2015	ongoing	Partial implementation	The district leadership will initiate active collaboration among schools within the district to ensure alignment.
	Implement a curriculum that is rigorous, intentional and aligned to the state and local standards.	Superintendent/Curriculum Coordinator	July, 2014-June, 2015	ongoing	Partial implementation	Curriculum Coordinator conducts monthly Curriculum Planning Days with Buildings and District Level Personnel

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September 30,  
2014

procedure errors.	Use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work	Superintendent/ Curriculum Coordinator/Principals/ Instructional Facilitators	August, 2014 -May, 2015	ongoing	Fully functioning and operational level of development and implementation	Continuous Progress Monitoring
	The schools' instructional program will actively engage all students by using effective, varied and research-based practices to improve student academic performance	Superintendent/ Curriculum Coordinator/ Principals/ Instructional Facilitators	August, 2014 -June, 2015	ongoing	Partial implementation	The district leadership team will provide multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.
	Regularly review school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs	Superintendent/ Curriculum Coordinator/ Principals/ Instructional Facilitators	August, 2014-June, 2015	ongoing	Partial implementation	Weekly Principal meetings/monthly Administrative Team Meetings/monthly ACSIP Team Meetings
	Provide time for job-embedded professional development	Superintendent	July, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Review of District PD Plan focuses
Poor communication between and among the district office, schools and external partners	Collaborate monthly with district teams to clarify district and school expectations among and between providers, OIS, and superintendent.	Superintendent	August, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Office of Intensive Support (OIS)/ Fetterman and Associates/ ADE School Support Specialists (SIS)/District-Level staff
	Conduct collaborative meetings to review roles, responsibilities, goals, strategies and directions of all partners.	Superintendent	August, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Superintendent/OIS/External Providers/SIS
	Electronic information exchange	Superintendent	July, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Memos, emails, conference calls, faxes, will be utilized continuously
	Work Reports/Schedules (Weekly and /or Monthly)	Superintendent	July, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Electronic sharing of schedules and reports for quicker distribution to all parties

	Clear written directives	Superintendent	July, 2014-June, 2015	ongoing	Fully functioning and operational level of development and implementation	Written Procedures, Processes, Protocols established early on: updates provided as necessary
Inadequate technology support	Purchase additional technology, hire a new technology coordinator, contract with a technology infusion coordinator	Superintendent	July, 2014-September, 2014	September 30, 2014	Partial Implementation	District Technology Person hired in July. District Instructional Technology person hired in September; technology equipment continues to be purchased as needed
	Conduct technology instructional usage audits	Superintendent/ Instructional Technologist	Sept, 2014-May, 2015	ongoing	Partial Implementation	New instructional Technology Person conducting audits in late September; early October to access needs of staff
	Conduct student-centered learning technology usage audits	Superintendent/ Instructional Technologist	Sept, 2014-May, 2015	ongoing	Partial Implementation	New instructional Technology Person conducting audits in late September; early October to access needs of staff
	Ensure that technology is embedded into instructional practices	Instructional Technologist/Principals/ Instructional Facilitators/ Teachers	Sept, 2014-May, 2015	ongoing	Limited Implementation	New instructional technology person will train all staff in various technology to improve instruction
Lack of fidelity in implementing recommended protocols	Establish standards and guidelines for district and schools' systems and operation protocols	Superintendent	July, 2014-June, 2015	ongoing	Partial Implementation	Administrative Directives/Procedural Manuals distributed and communicated to district staff
	Develop district and school level communication protocols	Superintendent	July, 2014 and ongoing	ongoing	Partial Implementation	Administrative Directives/Procedural Manuals distributed and communicated to district staff
	Accountability Plan with a district level organizational hierarchical chart	Superintendent	July, 2014	ongoing	Fully functioning and operational level of development and implementation	Continuous Progress Monitoring to ensure adherence



	Inadequate time for principals and instructional facilitators to plan for instruction	Use one Saturday once per month to allow for additional planning and professional development	Superintendent/ Curriculum Coordinator/ Principals/	Sept, 2014-May, 2015	ongoing	Partial Implementation	2014-2015 Professional Development Plan established; adherence needed
		Build into the school calendar additional time for planning instruction	Superintendent	July, 2014-May, 2015	ongoing	Operational	2014-2015 Professional Development Plan established; adherence needed

District	Lee County School District						
Superintendent	Mrs. Willie Murdock						
			Accreditation Report				
Reporting Cycle	District Issue	Accreditation Actions	Person Responsible	Date expected	Date completed	Outcome	Reflection/Next Steps
	required 38 units	The district will offer the required 38 units.	Willie Murdock, Supt., P. Stanley, Principal	8/1/2014	9/1/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous monitoring and providing job-embedded professional development to ensure that the curriculum consists of the required 38 units.
		A one page Master Schedule will be created to reflect all offerings grades 9-12 including Virtual Arkansas, concurrent offerings, and career/technical offerings.	P. Stanley Principal	9/15/2014	9/27/2014	Principal and OIS Team are working on completing this task.	Continual progress monitoring
		P.E. grades 7-8 (No lesson plans available-being used as 1st period athletics only)	P. Stanley Principal	9/17/2014	9/18/2014	Ongoing	Teachers will use P.E. lesson plans on 1st period. Continuous monitoring and documenting weekly.
		Identify teachers of record for AR Virtual Classes	P. Stanley Principal	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Add second section of 358816 for Malinda Dobbins during marking periods 3 and 4.	P. Stanley Principal	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Correct Section 1 358816 for Mitchell and Howard, marking periods 1 and 2	P. Stanley Principal	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		"Staff" assigned to kindergarten and 2nd grade	Kim Edwards	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Student in 4th grade enrolled in a K-2 school (outside LEA parameters)	Kim Edwards	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Lottie Bryant entered as "Staff" has no license or degree.	Kim Edwards	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Amar teacher from Texas is going through reciprocity. Needs provisional license.	Willie Murdock, Supt.	9/17/2014	9/29/2014	Waiver will be requested	Continuous Monitoring and Updates
		Southerland listed as teacher of record is a substitute (not yet hired).	Willie Murdock, Supt.	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Class counts need to be corrected.	Kim Edwards	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Unable to verify enrollment by grade level on district totals	Kim Edwards	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
		Physical Education grades 7-8 on quarterly rotation (must adjust time for marking periods 1 and 2 so students will meet the 60 minutes per week or equivalent time requirements.	P. Stanley Principal	9/17/2014	9/17/2014	Complete	Continuous Monitoring and Updates
April 10, 2014 - September 30		Unexcused absences have been defined	Willie Murdock, Supt., Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE

September 30,  
2014

Policy/Handbook	504/Diep component has been added to the attendance policy	Willie Murdock, Supt., and Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE
	Smart Core Curriculum has been added	Willie Murdock, Supt., and Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE
	Concurrent Credit Policy has been updated	Willie Murdock, Supt., and Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE
	AIP Remediation Statement has been added	Willie Murdock, Supt., and Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE. Addendum will be sent regarding AIP remediation.
	Transfer Policy addresses students from Home School.	Willie Murdock, Supt., and Principals	8/15/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring/Revise Policy as mandated by ADE
	Judith Gibson is not scheduled to teach Strategic Reading	P. Stanley Principal	8/1/2014	8/1/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous monitoring
	Fess (7th and 8th Grade Math Licensure pending	Willie Murdock, Supt., P. Stanley, Principal	9/22/2014	9/22/2014	Mr. Fess has been granted his licensure by the ADE	Continuous monitoring
	Career Orientation (Charlyn Travis not certified)	Willie Murdock, Supt., P. Stanley, Principal	9/1/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Replaced Ms. Travis with long-term sub. Waiver requested. Continuous monitoring
	Gates (Chemistry, Physics, Physical Science) Licensure Pending	Willie Murdock, Supt., P. Stanley, Principal	9/1/2014	9/17/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring
	Unfilled positions: Biology	Willie Murdock, Supt., P. Stanley, Principal	9/1/2015	ongoing	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Course provided through Virtual Arkansas
	Unfilled position: 6th grade Language Arts	Willie Murdock, Supt., Mary Hayden, Principal	9/2/2014	ongoing	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring
	Unfilled position: 4th Grade Language Arts	Willie Murdock, Supt., Mary Hayden, Principal	9/2/2014	8/22/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Continuous Monitoring
	Unfilled positions: English 12	Willie Murdock, Supt., P. Stanley, Principal	9/1/2014	9/1/2014	Cleared by ADE Standards Team Members. Brandon Morrison, Team Leader	Rearranged teachers schedule to accommodate this position internally.
	student transcripts	Willie Murdock, Supt., P. Stanley, Principal	January 6, 2013	on-going	All audits completed but reviews will be warranted after each quarter	Continuous Monitoring

District	Lee County School District						
Superintendent	Mrs. Willie Murdock						
			Fiscal Report				
Reporting Cycle	District Issue	Fiscal Distress Actions	Person Responsible	Date expected	Date completed	Outcome	Reflection/Next Steps
April 10, 2014 - September 30, 2014	Maintain an accurate budget, correct spending/coding, and adjustments based on income and ADM	Reduction in Force (RIF) - reduce staff by May 1 to reduce expenditures. Will follow district RIF policy.	Superintendent Murdock	Processed spring of 2014	Spring of 2014	23 line item cost saving measures regarding staff. May 14, 2014 version of Fiscal Distress Plan from Willie Murdock	Completed
		Applicable debt requests will be submitted to ADE. At a minimum, debt request for any item over \$10,000 for tangible items/services and employee personnel hires must be approved by Hazel Burnet's office at ADE prior to the expenditure.	Superintendent Murdock	Immediately with Fiscal Distress Action by Arkansas Department of Education Board	Active-Reoccurring	Active-Reoccurring. 20+ as of 9/11/14	Currently in Process
		A 2014-2015 budget will be approved.	Superintendent Murdock	September 18, 2014 meeting with Fiscal Distress. Commissioner(Board Approval) Following Prior to Cycle 1 Submission	Fiscal Distress Approval, School Board Approval, cycle 1 submission before month end of Sept. 2014	Pending as of 9/11/14	Mr. Martello and Mr. Hill will assist LCSD in completing Tier II training and continue to train Business Office Staff and Central Office on budget coding elements, with both Mr. Hill and Mr. Martello relinquishing day-to-day coding responsibility to District staff to enable capacity and responsibility in near future.
	Maintain accurate record keeping procedures						
		Hire financial expert.	Superintendent Murdock	July 1, 2014	July 1, 2014 - Preliminary Negotiation Occurred Prior to July 1, 2014	Norman Hill was retained.	Norman Hill will mentor Ms. Moore, district treasurer and Francis Oxner, District bookkeeper
		Provide written job duties/responsibilities to LC staff.	Superintendent Murdock and Jeff Martello, OIS	Prior to Jan. 1, 2015	Pending as of 9/11/14	Pending as of 9/11/14	Pending as of 9/11/14. Sadly, Ms. Perry(bookkeeper) passed Sep. 2014
		Weekly monitoring to see that written processes are followed.	Superintendent Murdock	Active-Reoccurring	Active-Reoccurring	Active-Reoccurring.	Active-Reoccurring.
		Norman Hill and Mr. Martello will mentor Ms. Moore, district treasurer.	Superintendent Murdock, Jeff Martello, OIS, and Mr. Hill	Weekly	Active-Reoccurring	Mr. Hill, Mrs. Murdock, and Mr. Martello will evaluate the procedures weekly.	Active-Reoccurring.

	Maintain a balance	Monthly reports are included as consent items to the Board	Superintendent Murdock	3rd Wednesday of each month	Last Regular Meeting Update to Commissioner - Aug. 22, 2014	Monthly reports approved by Mr. Wood.	Active-Reoccurring.
		Quarterly reports are submitted to the State Board, ADE Commissioner, and Southeast Arkansas Ed.Co-op Director	ADE and Andrew Tolbert, OIS	At least quarterly	Ongoing	Active-Reoccurring.	Active-Reoccurring.

## **Quarterly Report on Status of the Lee County School District**

**As of**

**October 2014**

This report gives an update on the current status of the Lee County School District in regards to targeted assistance provided to address:

- the barriers to progress that were noted at the end of the 2013 – 2014 school year by the Learning Forward, external providers;
- the expressions and concerns from the Arkansas Department of Education Board of Directors; and
- the Academic Audits conducted by the ADE.

More specifically, the areas of academic distress, fiscal distress and accreditation will be addressed to share actions taken by the district to correct these specific concerns; the person responsible; the timelines of completion; as well as the outcomes, reflections and next steps.

The Office of Intensive Support has provided targeted assistance at least three days per week (Monday, Wednesday, and Friday) in the school district for the past one and a half months. Superintendent Willie Murdock continues to be receptive to our targeted assistance and has been working primarily to establish standard operational procedures for the district and to improve overall consistent, transparent and two-way, communication. Her administrative team meetings have become more focused in addressing the improvement of student achievement and she has been insistent that administrators make that their primary focus. A noted sense of urgency focusing on teaching and learning has been observed throughout the district.

In addition to support from our office, the following support providers are providing targeted assistance to the district:

- External Provider Fetterman's & Associates, headed by Dr. Charity Smith
- Retired supt. Norman Hill has been hired to assist in the finance department
- ADE Finance Department personnel
- Professional Development specialists, Nancy Bramlette and Ronnie Hughes
- ADE School Improvement Specialists have been or will be assigned to Whitten Elementary, Strong Middle School and Lee High School.
- Education consultant and instructional technologist, Jennifer Kimbrell, has been hired to provide focused job-embedded professional development to teachers as they increase technology usage in instructional preparation, administrative tasks, instructional delivery, student-centered projects, and preparing students for the online PARCC assessment. Additionally, she will model for teachers and students on how to use

various modes of electronic and computerized technology effectively and efficiently (i.e. Smart Boards, iPads, and various software programs).

During the opening August Professional Development session, the entire Lee County School District staff were addressed and the following urgent goals were shared:

- Each staff member must demonstrate a sense of urgency towards the overall improvement of teaching and learning in this school district;
- Each staff member must demonstrate full cooperation with those who are in the district and schools leadership, with the Office of Intensive Support, the ADE, and with all consultants providing targeted assistance.
- Each staff member must ensure daily that students have bell-to-bell instruction with time on tasks.
- Each staff member must make a commitment towards removing Lee County School District from its current critical conditions of fiscal distress, academic distress, standards violations and state takeover.

Additionally, this report addresses some of the highlights in the aforementioned areas.

***Lee County School District Fiscal Highlights – Quarterly Report to ADE Board – October***

- FY14 Purchase Orders Entered into APSCN (360) vs. FY15 Purchase Orders Entered into APSCN (512) as of 9/15/14.....152 More Purchase Orders Entered in 2.5 months versus 12 months for all of last FY.
- At start of FY entry, in 1 month & 5 days, same volume of purchase orders entered as of all of last year in the APSCN system
- Numerous vendor reconciliations of unpaid FY14 bills in FY15 to make district efficient business office a real time operation for debt encumbrance and expense completion
- Over \$900,000 saved in Federal/Categorical dollars for the students of Lee County School District vs. relinquished back to ADE/FDE as of 9/30/14
- 200% improvement in ability to process LCSD's own accounts payable transactions (no ability in FY14 to process AP on their own)
- 100% improvement in ability to process LCSD's own payroll process (no ability in FY14 to process payroll on their.
- 800% improvement in ability to create LCSD's own purchase orders
- Date Stamping Procedures Implemented
- Segregation of Duties Implemented as best possible. IE., 1 person creating purchase order, at least 1 signature for approval, 1 person cutting check
- Introduction of NCR Paper Purchase Orders for Unique Color Copy Going Back to Appropriate Channel (White – Order With, Yellow – Back to Department/School, Pink –

To Pay On, Golden Rod – Stays in Business Office. Ensure written documentation on outstanding purchases to see where they stand

- Improved timeline of desired material purchases by business office
- Improved ownership and responsibility for business processes in the different channels

### ***Lee County School District Academic Highlights – Quarterly Report to ADE Board – October***

During the past three years, Lee County School District did not offer these learning opportunities to students. This school year, students are enrolled in the following online and off-campus courses which will prepare them to be college and/or career readiness:

- **Digital Classes through Virtual Arkansas- offered to students in grades 9-12 and ALE**
  1. Journalism
  2. Biology
  3. Environmental Science
  4. Psychology
- **Eastern Arkansas Community College -Concurrent Classes** – students will receive a high school credit for three hour courses- currently 5 students are enrolled in these classes.
  1. Psychology
  2. Spanish
  3. Nutrition
  4. Art
  5. Basic Management
- **East Arkansas Secondary Career Center-** students are enrolled in a two year program where upon completion they will receive a certificate of proficiency (14 students are currently enrolled in either Diesel Technology Class or Hospitality Class).
- **Conditioning Class-** PE class-(concurrent) – students receive a half credit (currently 18 students are enrolled at Lee High School after regular school hours).

**Instructional Programs have been continued from previous years or have been newly implemented this school year.**

#### **Programs**

- **Dibels/Burst** (Continued)
- **LEXIA Reading Program-** Pre K-12<sup>th</sup> (Newly implemented in after school and enrichment programs during the school day).
- **TenMarks-** grades 1-12 ( Newly implemented in after school and enrichment programs during the school day)



**The district staff has been trained and are using the following resources to improve teaching and learning:**

- **Bloomboard** –online resources
- **Virginia Math and Science**-drill and practice for math and science
- **Reading A to Z**-literacy resources
- **EDHelper**- literacy, math, and social studies practice
- **RAZ Kids**- spelling, reading, and writing practice
- **Edcite**-assessment practice with common core state standards
- **The Learning Institute**- assessments for math, science, and literacy, quiz builders, common core units, and many resources.

### **Curriculum, Instruction,**

Fetterman and Associates have supplied lesson plan templates and curriculum map templates, curriculum alignment and lesson development. Teachers are currently working with these documents and have checkpoint times to collaborate on completion of assignments. \* See Summary Reports

The high school has begun limited implementation of the:

1. **Literacy and Math Design Collaborative**
2. **AIMS Program** which provides additional training for AP and Pre AP teachers headed by Dr. Ken James and Ms. Lynn Robinson.

### **Student Services**

Mr. Ronnie Hughes and Nancy Bramlette are currently providing professional training to help with the implementation of student service plan, to train district personnel on auditing of student transcripts and permanent records; training and transitioning appropriate staff to the e-School Student Management Software. \* See Summary Report

### **Career Coaches**

1. KIPP will house a career coach at Lee High School to focus on careers and college readiness
2. EACC will also house a career coach at Lee High School to focus on careers and college readiness.

### **Instructional Technology consultant**

Mrs. Kimbrell former classroom teacher will focus on infusing technology in the classrooms district wide. She will also train teachers to build capacity in the area of technology.





## **Summary of Progress**

### **Office of Intensive Support**

**Presented by**  
**Dr. Debbie Goodwin, Curriculum/ Literacy Specialist**  
**Bobbie Fingers, Team Leader**  
**Dr. Stanley Paul, Math Specialist**  
**Mary K. Meacham, Science Specialist**  
**Karl Brown, Leader Support Specialist**

**Dr. Charity Fleming Smith, Principal Education Associate**  
**with Dr. David Fetterman, President & CEO**  
**Fetterman & Associates**

**September 2014**

The contents of this document are confidential and are intended exclusively for the prospective customer, Lee County School District, and the Office of Intensive Support. Distribution or sharing of this information with persons or entities for which it is not intended is prohibited in any form without expressed consent of Fetterman & Associates.



## Summary of Services for the Arkansas Department of Education

### Office of Intensive Support

Fetterman & Associates is pleased to provide the following summary of our collaborative work with the Lee County School District from July 1-September 22, 2014. To date, Fetterman Associates have been on Campus at Lee County a combination of over 40 days providing services as the External Provider. Fetterman & Associates organizes their work around the *Eleven Indicators of Effective Schooling*, which are a synthesis of the Scholastic Audit Indicators and the Federal Turnaround Principles.

In the table below, please find highlights of the services provided from July 1 through September 22.

Academic Performance
<p><b>Indicator 1: Curriculum</b></p> <p>Under the indicator of curriculum, Fetterman Associates have collaborated with the district curriculum coordinator, the math and literacy facilitators and the principals to design a strategic plan, complete with common forms for horizontally and vertically aligning the district curriculum to the Common Core Standards. The plan consists of three stages:</p> <ol style="list-style-type: none"> <li>1. Each teacher at each campus is creating a "Year at a Glance" document, which delineates the number of instructional units the teacher will teach throughout the year. Each unit must be aligned to the Common Core State Standards (CCSS). This process has begun. In September, Fetterman Associates conducted training with the teachers beginning the process; the teachers will complete their Year at a Glance Document by the Curriculum Meeting day in October.</li> <li>2. In the second stage of the plan, the teachers will develop the instructional units based on CCSS, focusing on assessments patterned after the PARCC Assessment, utilizing varied research-based teaching strategies and differentiated instruction.</li> <li>3. In the third phase of the curriculum alignment process, teachers will use the common daily lesson plan which provides reminders for raising the rigor, relevance and</li> </ol>

relationships in the classroom.
<p><b>Indicator 2: Assessment</b></p> <p>Under the indicator of Assessment, Fetterman Associates have collaborated with the instructional leaders in the schools to set dates for formative assessments and have provided guidance in locating on-line assessment cites to support the transition to the CCSS and the PARCC Assessment.</p> <p>Associates have provided technical assistance to instructional leaders on utilizing formative assessment to reteach and remediate students scoring below standards, focusing on:</p> <ul style="list-style-type: none"> <li>• Building formative assessment.</li> <li>• Encouraging staff to make use of TLI pacing guides.</li> <li>• Provided Professional Development on the transition to PARCC, including crafting classroom assessment items to match PARCC items.</li> </ul>
<p><b>Indicator 3: Instruction/High Quality Teaching</b></p> <p>Under the indicator of quality teaching, Fetterman Associates have provided guidance in securing all updated licensure information from teachers working on ALPs in order to ensure standards are met.</p> <p>Fetterman Associates have observed in classrooms in the schools in conjunction with the instructional leaders in order to build instructional capacity and instruction monitoring capacity.</p> <p>Fetterman Associates have collaborated with the instructional facilitator and the principal at the high school to build a protocol for a systemic approach to improving instruction utilizing observations, timely feedback to teachers, and cooperative planning for instructional improvement through the Professional Learning Communities (PLC's). This process will be shared with the intermediate and the elementary leadership and staff.</p>
<b>Learning Environment</b>
<p><b>Indicator 4: School Culture</b></p> <p>Under the indicator of school culture, Fetterman Associates were on campus to peruse the campus and ensure the facilities were ready for school to begin. Associates also provided technical assistance in setting common expectations for the first day of school and <b>Collaborated</b> with support staff, volunteers, and pull out teachers at the buildings to ensure everyone was ready for school to begin.</p> <ul style="list-style-type: none"> <li>• Since school began, the Associates have: <ul style="list-style-type: none"> <li>◦ Signaled change by spending more time in classrooms throughout the schools; monitoring student and teacher performance and becoming accessible to instructional specialists, principals and students.</li> <li>◦ Performed classroom observations of Elementary, Intermediate and High</li> </ul> </li> </ul>

School classrooms focusing on establishment of beginning routines and procedures, classroom environment and teacher/student interaction.

- Observed students and support staff in halls and cafeteria.
- Discussed needs for special education at Whitten Elementary.
- Began providing technical assistance to the Intermediate principal on the establishment of common expectations in behavior and discipline.
- Provided suggestions for establishing opportunities for recognition and celebration.
- Provided advice and direction on needed procedural modifications.
- Assisted the principal in establishing common expectations for the janitorial staff in keeping the building clean.
- Assisted the principal in establishing common expectations for all staff as it relates to monitoring students.
- Provided suggestions on updating instructions given to teachers to manage classrooms.
- Monitored procedures in third and fourth grade classrooms for consistency of expectations.
- Monitored procedures in 7<sup>th</sup> through 12<sup>th</sup> grade classrooms for consistency of expectations.
- Observed transitions of students from room to room and from activity to activity.
- Observed the physical arrangement of the classroom (furniture, etc.) focusing on safety issues.
- Conducted observations in the cafeteria during both lunch periods focusing on procedures and how they were followed.
- Provided advice and direction to a principal on needed procedural modifications in the cafeteria.
- Conducted an exit conference with the principal after cafeteria observations to plan next steps.
- Assisted each grade level team as they created a plan for their classroom along with various scenarios to model to their students.
- Provided technical assistance as teachers used Teacher Evaluation and Support System (TESS) Domain 2 to address classroom environment.
- Provided staff training on communicating with parents and students, and building trust among peers.
- Conducted classroom observations in all 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grades, focusing on teacher/student interaction, development of routines and procedures, took notes in each classroom.
- Provided direction for the need for staff professional development on children with emotional and mental disabilities that lead to problems with behavior. Provided contact information for the SPDG team and how they could help.

- Monitored hallways and cafeteria.
- Observed bulletin boards for rules and objectives.
- Visited the Pre-School building.
- Provided technical assistance in creating Common rules for classroom etiquette to be evident in all classrooms (grade 3-6) and listed on daily lesson plans.
- Performed classroom and campus walkthroughs accompanied by two Whitten Elementary teachers, surveying the learning environment, and rating that environment on a scale of 1-4 for proficiency, demonstrating the proficiency expectations.

**Indicator 5: Student, Family, and Community Support**

Under the indicator of Community Support, Associates have:

- Identified initial advocates within the community and the staff.
- Met the “Men of Distinction” and secured volunteers to do touch-up painting at the elementary school.
- Met member of Rotary and asked for assistance.
- Met owner of ACE Hardware and purchased painting supplies from donated funds.
- Met neighbors near Central office and encouraged them to support the school.
- Observed each classroom in the elementary for areas requiring immediate assistance.
- Met with former legislator, and former Lee County educator to help secure community support.
- Secured volunteers from the community and other stakeholders to help clean the building and grounds, including cutting limbs, removal of trash, weed-eating, grass cutting and edging the sidewalks.
- Hired a school/community liaison that will help address negative community perceptions and help initiate a public campaign in the community to develop immediate support.

**Indicator 6: Professional Growth, Development, and Evaluation**

Under the indicator of professional growth, Fetterman Associates have:

- Presented Professional Development for Central Office Leadership on the United States Department of Education (USDOE) criteria for School Turnaround based on research from the Institute of Education Sciences report on *Turning Around Chronically Low Performing Schools*.
- Presented professional development on the Eleven Indicators of School Effectiveness.
- Provided Professional Development on the transition to PARCC, including crafting classroom assessment items to match PARCC items.
- Began the process of providing job embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and

student needs.

- Provided professional development to the entire staff during the pre- school conference the following highlights are outlined:
  - Ensuring that Classroom Formative Assessments Measure Common Core Standards: Peeling Away the Mystery
  - The National Imperative: Accelerating Academic Achievement
  - Practical guidance on School Turnaround
  - Understanding Assessments
  - Value of Understanding the Common Core Standards (Failure to understand the Standards and adjust teaching practices will likely result in same old teaching with only superficial connections to the standards.
  - Provided professional development for new Teacher orientation
  - Classroom management
- Provided professional development on Classroom Management for new teachers.
- Conducted professional development at Whitten Elementary School for 1-2 grade teachers in the morning session and kindergarten teachers in the afternoon on aligning the local curriculum to the Common Core Standards. Teachers received training on the distinct levels of curriculum management: district, school, department and classroom. The teacher began creating their Year at a Glance document including the content, the standards, essential questions and unit-specific vocabulary.
- Introduced the teachers to two websites: GoNoodle.com and Edcite.com as resources that can help them in the classroom with brain stimulation and CCSS assessment practice.
- Provided curriculum professional development at Lee High School for math and science teachers in the morning session and for the language arts, social studies and Spanish teachers in the afternoon session. The teachers were introduced to and shown how to complete a Year- at- a- Glance (YAAG) document as a first step to creating a curriculum for their subject area(s).
- Introduced the Lee High School teachers to the Edcite.com website and other resources to assist them in their planning.
- Assisted the departments in customizing the curriculum document to fit their specific teaching area(s).
- Monitored the teachers and answered questions as they worked on their YAAG document.

#### **Efficiency**

#### **Indicator 7: Leadership**

Under the indicator of leadership, Fetterman Associates have helped the leadership staff create a sense of urgency by doing the following:



- Met with the superintendent, Office of Intensive Support, Leadership Teams, Instructional Specialists, ADE School Improvement Specialist, ADE Standards Assurance Team, ADE Assistant Commissioner for Accountability, Community members, and students to get a clearer picture of the perceptions and the performance of the district.
- Reviewed existing documents including, scholastic audits, performance reports, school Report Cards, ESEA reports, accreditation reports, and the report prepared by the previous external provider for commonalities and areas which would require immediate attention.
- Identified that improvement must be made in a short time frame and that the school did not have the luxury of years to make incremental reforms.
- Identified that school improvement and school turnaround both aim to improve student outcomes, but they differ in that school turn around involves dramatic improvement within three years, while school improvement is often marked by steady incremental improvements over a longer period.
- Began to identify and train additional staff members: the curriculum specialist, to help initiate shared leadership.
- Signaled the magnitude and urgency of the change by outlining the eleven indicators that would be used to identify measurable indicators that could be used to identify reasonable progress for the Arkansas State Board of Education, Superintendent and the Office of Intensive Support.
- Participated in Leadership Team Meetings, Collaborative Team Meetings, and individual meetings on each campus.
- Attended PLC meetings, staff meetings, made introductions, and discussed Fetterman & Associates' expectations.
- Began working with building leaders on follow-through for curriculum, school policy and accountability.

#### **Indicator 8: Organizational Structure and Resources**

Under the indicator of Organizational Structure Fetterman Associates have:

- Participated in meetings with the Office of Intensive Support, high school principal, curriculum director, and staff.
- Assisted in the procedures for first day distribution of student class schedules were outlined.
- Assisted in the creation of focused calendar procedures.
- Examined the cross-walk with the Arkansas leadership academy frameworks, school

<p>turnaround principles, scholastic audit and Fetterman's 11 Principles for measuring Success.</p> <ul style="list-style-type: none"> <li>• Outlined general communication procedures including "inclement weather."</li> <li>• Reviewed the Academic Audit on the ADE website.</li> <li>• Identified three primary areas of focus <ul style="list-style-type: none"> <li>○ Alignment of services and resources</li> <li>○ Improved communications</li> <li>○ Collaboration and planning</li> </ul> </li> <li>• Reviewed all standards for accreditation and met with teachers who received accreditation citations, in order to correct errors and created a progress report with the assistance of the curriculum specialist.</li> <li>• Met with the director of technology to ensure that the district web page was updated.</li> <li>• Assisted in creating a 1<sup>st</sup> day of school procedures document for the high school.</li> </ul>
<p><b>Indicator 9: Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>• Provided technical assistance in strategic planning for meeting State Standards of Accreditation.</li> <li>• Participated in School Improvement Planning meeting.</li> <li>• Reviewed proposed curriculum support materials to ensure materials were researched-based and aligned to new standards</li> <li>• Reviewed the Professional development plan and began identification of areas requiring immediate professional development.</li> <li>• Met with the Arkansas School Improvement Plan (ASIP) monitor and reviewed copies of the Priority Improvement Plan (PIP) and ASIP.</li> <li>• Assisted with the updating of the School Improvement Plan.</li> <li>• Participated actively in the standards review process by aiding the district in locating documents and providing documents to the state that would serve to remedy the probationary violation.</li> <li>• Provided technical assistance to district leadership on ways to avoid accreditation citations in the future.</li> </ul>
<p><b>Indicator 10: Use of Data, Assessment</b></p> <ul style="list-style-type: none"> <li>• Began pulled data from the ADE website for the previous two years and created data graphs showing strengths and areas of concern.</li> <li>• Began demonstrating with instructional specialists how to create formative assessments by using the exact words from the standards.</li> <li>• Began support system to ensure use of data to inform instruction, time for teacher collaboration on the use of data, and for continuous improvement.</li> </ul>
<p><b>Indicator 11: Extended Day Principle</b></p> <ul style="list-style-type: none"> <li>• Insured that the remediation specialists and the math and literacy specialists had an account to Arkansas State Personnel Development Grant (SPDG) in order to access the literacy matrix and math matrix. The purpose of the matrices assist the identified students improve deficit areas in order to assist the students in greatest need.</li> </ul>

**The greatest barrier at the district (which is beyond the scope of Fetterman & Associates') is access to working technology for all students.**

# **Ronnie P Hughes**

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This consultant report is submitted by Nancy Bramlette and Ronnie Hughes detailing their work with the Lee County School District. The activities listed below occurred during August, 2014 and the first week of September, 2014.

## **A. Secured log-in, passwords and securities to work on the Lee County eSchool Student Management Software in order to perform the following activities:**

1. Entered course catalog course code that had not been completed by the district staff, and corrected course codes that were not in compliance with ADE (Arkansas Department of Education) for each of the district's LEA's.
2. Entered the master schedule for the 2014-15 school year for each LEA.
3. Entered student course requests for students and corrected incorrect course codes that had been entered by district staff.
4. Ran error scan reports on each LEA and corrected scan errors before process of scheduling students.
5. Completed audit report for grades 10-12.
6. Scheduled students for grades 10-12.
7. Trained staff, as time permitted, on the use of eSchool software in the demographics module, schedule module and generating reports in each module.
8. Completed students' schedules that had class periods with no course scheduled or a semester without a scheduled course. The objective of having a complete schedule for each student by the first day of school was accomplished.
9. Worked on conversion error logs from the old student management software (StudentPlus) to the new student management software (eSchool) that had not been completed by district staff.

## **B. Information or issues not shared with the consultants that created a great deal of extra work and the repetition of some of the above mentioned activities included:**

1. Several students in grades 10-12 attended summer school, however their grades had not been posted in their transcript records. This oversight caused the initial

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audit, course requests and student schedules to be incorrect. After grades were posted a second audit had to be completed.

2. Staffing uncertainty for some courses created changes in the master schedule and the student schedules occurred multiple times.
3. Class size limits in the vocational courses, due to the lack of equipment, caused additional schedule changes.
4. Major changes in staff teaching assignments in week two of the school year created major changes in the master schedule and the student schedules.
5. Students not being enrolled in Arkansas Virtual School courses, prior to the deadline, created multiple schedule changes.

**C. The above mentioned issues prevented a smooth start to the school year for students and staff. In order for this to be prevented in the future the following measures should be taken:**

1. Master schedule must be completed early
2. Student course requested entered into schedule
3. Summer school grades must be entered immediately upon completion of coursework.
4. An annual audit of student transcript records completed at the end of the second semester or after summer grades have been posted.
5. District programs, such as special education, alternative education, and gifted and talented clearly stating their needs in the student course requests prior to the creation of the master schedule.
6. More direct involvement by district administrators in each of these activities to ensure better lines of communication between all parties involved.

**D. Recommendations and observations to be considered:**

1. Cross-training of district staff in each of the eSchool software modules to meet district needs and to provide the continuity of data entry.
2. Consider dual system administrators (2) in order to assist in the training of staff, attend ADE training sessions at the Great Rivers Cooperative, and help prepare the district staff for the periodic upgrades to the software.

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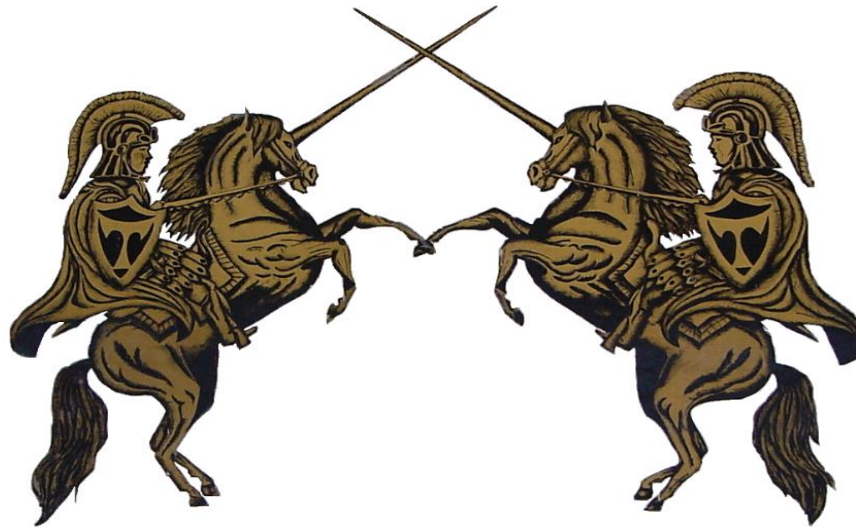
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3. Review and assign securities as needed to program directors so that they can meet the needs of their students placed in their respective programs.
  4. District staff members need to follow due process and the chain of command/ immediate supervisor. Creating a team effort in problem solving and understanding of building needs at each LEA is crucial.
  5. Courses that have "staff" as the teacher of record must be corrected before the submission of Cycle 2 reporting to ADE.

**E. The future schedule of activities and goals to be completed is listed below. A timeline, established by the district administrators in each LEA, and meetings with appropriate staff in order to solicit input prior to scheduling of students will truly ensure a team effort and avoid miscommunication of all team members.**

1. The high school guidance department should complete tasks, listed in the report dated July 31-August 1, 2014, during the established timeline for the 2014-15 school year.
2. Work on district data that is to be submitted to ADE in Cycle 2.
3. The calendar for goals during the spring semester should be established by each building principal and responsibilities assigned to the appropriate staff for these activities: Entering of student course requests, creation of the master schedule, audit of grades 10-12 transcripts.
4. The resolution of staffing issues and conferencing with special program directors and district curriculum coordinator should occur prior to the scheduling of students.

The Lee County School District is fortunate to have a great student body. It is our desire that the stated issues, observations and recommendations will help in meeting the students' well-deserved educational needs.



# Lee County School District

Prepared for State Board Meeting  
October 9, 2014

## **Lee County School District Table of Contents**

- Executive Summary
- District Profile
- Unrestricted Funds Financial Report
  - Summary Report
  - Revenue Report
  - Expenditure Report
- Fiscal Distress Plan



## **Lee County School District Executive Summary**

Pursuant to Ark. Code Ann. § 6-20-1905, on March 28, 2014, the Arkansas Department of Education identified the Lee County School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Lee County School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: A declining balance determined to jeopardize the fiscal integrity of the school district.

The Lee County School District did not appeal the fiscal distress identification. On May 8, 2014, following a public hearing, the State Board of Education classified the Lee County School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On April 10, 2014, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-15-430 to assume authority over the Lee County School District. The Arkansas Department of Education removed the Lee County school board, and Mrs. Willie Murdock remained in the Superintendent position to administratively operate the Lee County School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Lee County School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report. The Arkansas Department of Education continues to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

Lee County School District  
LEA # 3904  
Lee County

Classified in Fiscal Distress

May 8, 2014

**Fiscal Distress Indicators and Additional Concerns:**

A declining balance determined to jeopardize the fiscal integrity of the school district.

District Profile:	2010-11	2011-12	2012-13	2013-14
<b>Superintendent</b>	<b>Saul Lusk</b>	<b>Saul Lusk</b>	<b>Willie Mae Murdock</b>	<b>Willie Mae Murdock</b>
4 QTR ADM	980	956	904	889
Assessment	95,361,565	110,986,175	116,790,227	119,579,181
Total Mills	26.30	26.30	26.30	28.30
Total Debt Bond/Non Bond	300,000	230,000	155,000	1,430,000
Per Pupil Expenditures	13,685	12,258	12,785	N/A
Personnel-Non-Fed Certified FTE	102.82	89.00	79.79	N/A
Personnel-Non-Fed Certified Clsrm FTE	93.59	78.47	69.85	N/A
Avg Salary-Non-Fed Cert Clsrm FTE	42,032	37,259	40,765	N/A
Avg Salary-Non-Fed Cert FTE	44,009	40,078	42,669	N/A
Net Legal Balance (Excl Cat & QZAB)	1,761,891	2,656,434*	239,693	

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

\*Includes journal entry errors totaling 1,853,453. The errors were corrected in 2012-13.

**District Actions:**

The District has included the following objectives in their Fiscal Distress Improvement Plan:

**2014-15**

- Reduce 8 Certified employees through Reduction in Force
- Reduce 13 Non-Certified employees through Reduction in Force
- Reduce 2 Non-Certified employees through attrition

**Lee County School District**  
**LEA #3904**  
**Lee County**

**Comments:**

The District was classified in Fiscal Distress on May 8, 2014. The District began their first full year of Fiscal Distress on July 1, 2014

On April 10, 2014, the Arkansas Department of Education took control of the Lee County School District and the School Board was released from their duties.

The Lee County School District's general operating ending balance of \$2,656,434 on June 30, 2012, included journal entry errors totaling \$1,853,453. Those errors were corrected in 2012-13.

Increased M&O revenue through a voted 2 mill increase from 26.30 to 28.30 mills in September 2013.

1,275,000 construction bond on October 1, 2013. No principal payment till FY16.

The Office of Intensive Support, Norman Hill Financial Consultant, ADE APSCN and Fiscal Distress Unit have spent extensive hours with the district's finance office.

**FY14:**

- Applicable expenditures were reclassified to prevent the loss of categorical and/or federal funds
- Financial consultant processed payrolls
- Financial consultant processed accounts payable checks

**FY15:**

- Processed a number of FY14 account payables
- Expended and/or encumbered federal funds to reduce the carryover balances and provide the technology tools to assist with the academic needs of the students
- District has taken an active role in the accounts payable process
- District is processing payroll every two weeks
- Utilizing Purchase Order System
- Six employees have been trained in purchase order procedures
- One person has been trained in payroll process
- Establishing General Office Procedures
- Filing, record receipts, utilizing time and date stamps for mail, receipts, and payment approvals
- Establishing receipt of goods prior to processing payments
- Numerous maintenance and facility issues resolved
- Addressing state and local fire inspection issues
- Financial consultant , Norman Hill was hired

**Arkansas Department of Education  
Lee County School District**

FY15 Unrestricted Funds Budget as of 9/9/2014			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Projected Balance 6/30/2015</u>
367,254	6,471,519	6,122,938	715,835
FY14 Unrestricted Funds Actuals			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Projected Balance 6/30/2014</u>
239,693	7,179,594	7,052,032	367,254
FY13 Unrestricted Funds Actuals			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Ending Balance 6/30/2013</u>
2,656,434	5,263,643	7,680,384	239,693
FY12 Unrestricted Funds Actuals			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Ending Balance 6/30/2012</u>
1,761,891	8,092,204	7,197,662	2,656,434

**Arkansas Department of Education  
Lee County School District**

2

**General Operating Funds:**

1000|1001|1011|1240|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

**Revenue:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/14	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
11110	PROPERTY TAXES-CURRENT	2,201,009	0	1,594,523	1,321,000	(273,523)
11120	PROPERTY TAX-40% BY 6/30	710,122	2,508,431	1,187,216	1,100,000	(87,216)
11130	PROPERTY TX-40% 7/1-12/31	0	0	0	0	0
11140	PROPERTY TAX-DELINQUEST	51,520	87,047	95,883	95,000	(883)
11150	EXCESS COMMISSION	28,368	872	0	0	(0)
11160	LAND REDEMP-IN STATE SALE	70,940	125,946	102,472	102,000	(472)
11200	SALES AND USE TAX	0	0	0	0	0
11400	PENALTIES/INTEREST ON TAX	0	0	215	200	(15)
11500	INTER. UNAPP PROPERTY TAX	0	0	0	0	0
12800	REV IN LIEU OF TAXES	15,144	16,219	15,792	16,000	208
13400	SAVE THE CHILDREN	55,199	46,132	0	0	0
15100	INTEREST ON INVESTMENTS	2,743	618	975	800	(175)
16110	SCHOOL LUNCH PROGRAM	0	0	0	0	0
16212	PROV 2 STUDENT MEALS	0	0	0	0	0
16215	A LA CARTE INCOME	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS	0	0	0	0	0
16400	PERF FREE BASED REIMB	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
16910	PEPSI FUND	0	0	0	0	0
17100	ADMISSIONS	0	0	0	0	0
17110	ATHLETICS-GATE	0	0	0	0	0
17200	SALES	183	0	60	0	(60)
17300	ORG MEMBERSHIP DUES/FEES	0	0	0	0	0
17400	PUPIL FEES-LOCKERS/FINES	0	0	0	0	0
17500	CONTRACTED SERVICES	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	0	0	0	0	0
19130	LEA BUILDGS & FACILITIES	20,918	20,941	27,192	21,000	(6,192)
19140	EQUIPMENT & VEHICLES	0	0	503	0	(503)
19200	PRIVATE CONTRIBUTIONS	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	0	88,459	18,856	26,000	7,144
19900	MISC REV FR LOCAL SOURCES	7,225	4,701	79,236	28,500	(50,736)
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31101	FOUNDATION FUNDING	3,641,400	3,176,218	2,953,190	2,795,636	(157,554)
31102	ENHANCED EDUCATIONAL	0	0	0	0	0
31103	URT COLLECTION ADJUSTMENT	136,019	160,547	174,539	170,000	(4,539)
31400	TRANSPORTATION AID	22,358	0	0	0	0
31460	DECLINING ENROLLMENT	332,237	101,933	133,997	88,979	(45,018)
31900	OTHER	21,211	64,674	59	0	(59)
32226	HIGH PRIORITY INCENTIVES	224,589	151,975	200,436	200,000	(436)
32250	AR PATHWISE MENTOR PROG.	2,600	4,400	6,336	0	(6,336)
32253	PIOIOT TEACHER EVAL.	0	0	0	0	0
32256	PROF.DEVELOPMENT(ACT 59)	0	0	0	0	0
32290	09 GREATER GRAD PROJ	0	0	0	0	0

**Arkansas Department of Education  
Lee County School District**

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**General Operating Funds:**

1000|1001|1011|1240|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

**Revenue:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/14	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
32310	HAND CHILD-SUPV/EXTEND YR	3,986	3,729	3,317	3,000	(317)
32314	SP ED EXT YEAR	0	0	0	0	0
32361	GT-SCH IMP AND PROF DEV	50	150	0	0	0
32370	ALT LEARNING ENVIRONMENT	0	0	0	0	0
32381	NSLA (ACT 59)	0	0	0	0	0
32415	SVAC	0	0	0	0	0
32430	VOC SPEC NEEDS PROJECT	0	0	0	0	0
32460	YOUTH APPRENTICESHIP	0	0	0	0	0
32480	VOC NEW PGM START-UP	0	0	0	0	0
32520	MATCHING (STATE)	0	0	0	0	0
32710	AR BETTER CHANCE(ABC)GRNT	495,748	530,782	473,850	475,000	1,150
32735	EARLY CHILDHOOD-PARENT	0	0	0	0	0
32790	EARLY CHILDHOOD PROGRAMS	0	0	0	0	0
32912	GENEREAL FACILITIES	13,616	10,212	6,808	3,404	(3,404)
32915	DEBT SERVICE FUNDING	4,494	1,357	71	0	(71)
32923	ACADEMIC FAC TRANSITIONAL	0	0	0	0	0
32924	FACILITIES PARTNERSHIP	0	0	0	0	0
32990	OTHER GRANTS&AID FR STATE	0	0	0	0	0
41200	WILDLIFE REFUGE	0	0	0	0	0
41300	REV IN LIEU OF TAXES	0	0	0	0	0
42100	FOREST RESERVE	30,526	0	25,120	25,000	(120)
42200	FLOOD CONTROL	0	0	0	0	0
42300	MINERAL LEASES	0	0	0	0	0
42400	FEDERAL GRAZING	0	0	0	0	0
42500	IMPACT AID	0	0	0	0	0
45110	ESEA CH1 COMP(R) 100-297	0	0	0	0	0
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0
45119	TITLE I ARRA	0	0	0	0	0
45121	TITLE I ESEA PART D	0	0	0	0	0
45124	ARRA ESEA SFSF	0	0	0	0	0
45129	EDUCATION JOB FUNDING	0	0	0	0	0
45130	ESEA CH2 ELEM/SEC ED ACT	0	0	0	0	0
45174	DHS SOCIAL WORKER	0	0	0	0	0
45177	TRANSPORTATION COSTS	0	0	0	0	0
45310	VOC BASIC GRNT-ENTITLEMNT	0	0	0	0	0
45325	TITLE II-D	0	0	0	0	0
45326	ENHANCED ED TECHNOLOGY GR	0	0	0	0	0
45510	SL 4 LUNCHES-TYPE A	0	0	0	0	0
45511	LUNCH REIMB DHS	0	0	0	0	0
45512	FULL PRICE LUNCH	0	0	0	0	0
45520	BREAKFAST REIMB. ADE	0	0	0	0	0
45521	BRKFT REIMB DHS	0	0	0	0	0
45530	BREAKFAST	0	0	0	0	0
45540	SNACK REIMB ADE	0	0	0	0	0
45541	SNACK REIMB DHS	0	0	0	0	0
45550	FOOD SERVICE EQUIP ASSIST	0	0	0	0	0

**Arkansas Department of Education  
Lee County School District**

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**General Operating Funds:**

1000|1001|1011|1240|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

**Revenue:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/14	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
45561	REGULAR COMMODITIES (DHS)	0	0	0	0	0
45562	FFV COMMODITIES	0	0	0	0	0
45586	ARRA LUNCH EQUIPMENT	0	0	0	0	0
45613	VIB PASSTHROUGH	0	0	0	0	0
45621	ARRA IDEA SP ED	0	0	0	0	0
45801	ARRA NEW CONSTSTRUCTION	0	0	0	0	0
45802	ARRA MODERNIZATION	0	0	0	0	0
45803	ARRA RENOVATION	0	0	0	0	0
45910	MEDICARE CATASTROPHIC COV	0	0	0	0	0
45913	ARMAC-MEDICAID ADM CLAIM	0	0	0	0	0
45925	TITLE II-A	0	0	0	0	0
45971	DRUG EDUCATION	0	0	0	0	0
45977	TITLE VI	0	0	0	0	0
45990	OTHER REST.FED THRU STATE	0	0	0	0	0
48000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	0	3,729	0	(3,729)
51999	AUDIT ADJUSTMENT	0	(1,853,453)	0	0	0
52500	TRANS FROM CAPITAL OUTLAY	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52700	TRANS FROM STUDENT ACTVTY	0	0	0	0	0
52800	TRANS FROM FOOD SERVICE	0	0	0	0	0
52900	INDIRECT COST	0	11,753	75,220	0	(75,220)
53100	SALE OF EQUIPMENT	0	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	0	0	0	0	0
<b>Total Revenue</b>		<b>8,092,204</b>	<b>5,263,643</b>	<b>7,179,594</b>	<b>6,471,519</b>	<b>(708,075)</b>

**Arkansas Department of Education  
Lee County School District**

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**General Operating Funds:**

**1000 | 1001 | 1011 | 1240 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 | 2246  
| 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000**

**Expenditures:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/2014	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
61110	CERT SALARY	3,136,562	3,232,031	3,393,793	2,752,799	(640,995)
61111	CERT ADDITIONAL DUTIES	0	0	9,900	4,500	(5,400)
61120	CLS SALARY	830,396	1,134,515	906,496	778,805	(127,691)
61121	CLS ADDITIONAL	0	0	37,863	0	(37,863)
61210	TEMP-CERTIFIED	4,500	0	12,114	0	(12,114)
61220	TEMP-CLASSIFIED	34,233	18,218	9,317	10,000	683
61300	OVERTIME	0	0	0	0	0
61320	OVERTIME-CLASSIFIED	3,485	1,750	0	0	0
61510	CRT STIPEND	296,695	162,075	200,436	200,000	(436)
61511	BONUS CERT	0	0	0	0	0
61520	CLASS STIPEND	0	0	0	0	0
61521	BONUS CLASS	0	0	0	0	0
61610	WORKSHOP	2,000	0	600	0	(600)
61620	WORKSHOP	0	0	250	0	(250)
61700	SUBSTITUTES	0	0	0	0	0
61710	CERT SUBSTITUTES	66,573	15,660	8,107	10,000	1,893
61720	CLS SUBSTITUTES	59,388	242,983	82,756	81,000	(1,756)
61810	CERT UNUSED SICK	12,100	23,580	23,739	0	(23,739)
61820	CLS UNUSED SICK	425	1,525	18,163	0	(18,163)
61900	OTHER SALARIES	0	0	0	0	0
61920	CLS OTHER PAY	0	0	0	0	0
62110	CERT GROUP INS	0	0	0	0	0
62120	CLS GROUP INS	0	0	0	0	0
62210	CERT SOC SEC	244,165	206,743	225,498	174,477	(51,021)
62220	CLS SOC SEC	59,412	77,327	57,130	54,938	(2,191)
62260	CERT MEDICARE	56,813	48,398	52,736	41,180	(11,557)
62270	CLS MEDICARE	13,972	18,420	13,361	12,308	(1,053)
62310	CERT TCH RET-CONT	538,099	492,666	532,124	384,097	(148,027)
62320	CLS TCH RET - CONT	126,184	174,643	131,848	121,210	(10,638)
62420	TUITION REIM-CLASSIFIED	0	0	0	0	0
62510	CERT UNEMPLOY COMP	10,431	10,944	1,463	0	(1,463)
62520	CLS UNEMPLOY COMP	8,402	13,958	1,951	0	(1,951)
62610	CERT WKR'S COMP	8,076	26,517	0	18,624	18,624
62620	CLS WKR'S COMP	10,076	44,196	6,050	15,509	9,459
62710	CERT HEALTH BENEFITS	238,141	117,169	99,531	110,432	10,901
62720	CLS HEALTH BENEFITS	123,450	60,694	48,550	45,954	(2,596)
62820	CLS PUB RET CONT	3,313	3,626	3,621	1,995	(1,626)
<b>Salaries &amp; Benefits Totals</b>		<b>5,886,891</b>	<b>6,127,638</b>	<b>5,877,396</b>	<b>4,817,826</b>	<b>(1,059,570)</b>
63130	BOARD OF ED SERVICES	0	0	0	0	0
63200	PROFESSIONAL-DEVEL.	0	0	0	0	0
63210	INSTRUCTIONAL	0	0	0	0	0
63220	SUB-TEACHER-NON-EMPLOYEE	370	0	62,604	95,000	32,396



**Arkansas Department of Education  
Lee County School District**

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**General Operating Funds:**

**1000 | 1001 | 1011 | 1240 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 | 2246 | 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000**

**Expenditures:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/2014	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
63230	ED CONSULTING	0	0	0	0	0
63310	PD/REG CER	1,750	17,800	2,529	2,500	(29)
63320	PD/REG CLS	90	13	1,696	150	(1,546)
63370	ARCHITECT FEE	0	0	0	0	0
63371	CONSTRUCT MGR FEE	0	0	0	0	0
63410	PUPIL SERVICES	2,500	8,295	0	0	0
63420	STATISTICAL SERVICES	0	0	0	0	0
63440	LEGAL SERVICES	0	0	0	0	0
63441	LEGAL	107,887	0	0	21,000	21,000
63445	LEGAL RESEARCH & OPINIONS	4,513	8,230	30,969	36,000	5,031
63450	MEDICAL	0	0	0	0	0
63470	ARCHITECTURAL	0	0	0	0	0
63490	OTHR PROFESSIONAL SERVICE	0	0	623	900	278
63530	SOFTWARE MAINT & SUPPORT	0	0	0	0	0
63590	OTHER TECHNICAL SERVICES	0	0	0	0	0
63900	OTHER PURC PROF/TECH SVS	56,985	81,265	82,024	79,450	(2,574)
64100	UTILITY SERVICES	0	0	0	0	0
64110	WATER/SEWER	28,423	26,949	21,594	22,600	1,006
64210	DISPOSAL/SANATATION	0	0	535	600	65
64240	LAWN CARE	5,691	6,305	1,540	1,800	260
64310	BLDG & EQUIP REPAIR	118,185	165,152	42,255	57,900	15,645
64320	REPAIR EQ&VEHH	1,392	1,657	338	400	62
64400	RENTALS	0	0	0	0	0
64410	LAND & BLDGS	0		50	0	(50)
64420	RENTAL EQ&VEH	80,633	82,332	29,191	24,600	(4,591)
64430	RENTAL EQUIPMENT	0	0	10,465	25,000	14,535
64500	CONSTRUCTION SERVICES	0	0	0	0	0
64900	OTHER PURC PROPERTY SVS	7,315	4,323	952	1,300	349
65000	OTHR PURCH.SERVICES	0	0	0	0	0
65210	PROPERTY INSURANCE	104,381	122,577	118,465	113,667	(4,798)
65220	LIABILITY INSURANCE	7,919	7,919	7,919	8,000	81
65240	FLEET INSURANCE	15,212	12,000	14,017	14,511	494
65250	ACCIDENT INS FOR STUDENTS	0	0	10,476	0	(10,476)
65290	OTHER INSURANCE	12,000	11,640	0	10,476	10,476
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE	2,758	32,278	36,330	39,250	2,920
65320	POSTAGE	4,000	3,885	5,476	5,500	24
65330	CABLE/INTERNET	800	795	277	600	323
65400	ADVERTISING	6,060	6,957	6,117	6,800	683
65500	PRINTING & BINDING	3,387	3,569	4,022	4,500	478
65810	TRAVEL-CER	10,122	14,039	3,943	4,950	1,007
65820	TRAVEL-CLS	630	2,559	1,307	3,300	1,993
65830	TRVL CERT-OUT DISTRICT	0	0	0	2,200	2,200

**Arkansas Department of Education  
Lee County School District**

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**General Operating Funds:**

**1000 | 1001 | 1011 | 1240 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 | 2246 | 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000**

**Expenditures:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/2014	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
65840	TRVL CLS OUT DISTRICT	0	0	0	500	500
65870	TRAVEL-NON-EMPLOYEE	11,340	4,237	4,171	0	(4,171)
65900	MISC PURC SVS	0	0	0	0	0
65910	SVS PURCHASED LOCALLY	0	0	0	0	0
66100	GEN SUPPLIES	200,687	262,596	114,089	163,499	49,410
66101	CURRICULUM SUPPLIES	9,000	9,000	0	0	0
66102	PARENT/COM.ACTIVITIES	3,150	1,705	0	0	0
66107	LOW VALUE EQUIP.	0	0	0	0	0
66210	NAT.GAS	75,651	75,821	94,291	98,000	3,709
66220	ELECTRICITY	180,003	253,341	208,177	182,727	(25,450)
66240	OIL	0	0	0	0	0
66260	GASOLINE/DIESEL	57,000	124,685	35,762	87,000	51,238
66290	OTHER	0	0	0	0	0
66300	FOOD	3,528	1,000	0	0	0
66301	MILK	0	0	0	0	0
66302	BREAD	0	0	0	0	0
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	7,705	7,497	3,138	9,000	5,862
66420	LIBRARY BOOKS	0	0	0	0	0
66430	PERIODICALS	0	0	24	50	26
66500	TECHN SUPPLIES	331	573	117	500	383
66510	SOFTWARE	2,455	18,649	0	0	0
66520	TECH(OTHER)	672	0	1,082	1,600	518
66527	LOW VALUE EQUIP/TECH.	694	265	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67200	BUILDINGS	0	0	0	0	0
67201	HVAC	0	0	0	0	0
67202	ELECTRICAL	0	0	0	0	0
67203	PLUMBING	0	0	0	0	0
67204	MASONRY	0	0	0	0	0
67205	ROOF	0	0	0	0	0
67206	SLAB	0	0	0	0	0
67207	FLOOR COVERING	0	0	0	0	0
67208	DOORS	0	0	0	0	0
67209	WINDOWS	0	0	0	0	0
67210	ACOUSTICAL CIELINGS	0	0	0	0	0
67212	SITE CONCRETE	0	0	0	0	0
67213	FINISHES	0	0	0	0	0
67300	EQUIPMENT	0	0	0	0	0
67310	MACHINERY	0	0	0	0	0
67320	VEHICLES	4,000	33,542	0	0	0
67330	FURNITURE & FIXTURES	0	0	1,764	1,800	36

**Arkansas Department of Education  
Lee County School District**

8

**General Operating Funds:**

1000 | 1001 | 1011 | 1240 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 | 2246  
| 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000

**Expenditures:**

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Actuals	FY15 Unrestricted Funds Budget as of 9/9/2014	Variance in FY15 Unrestricted Budget and FY14 Unrestricted Actuals
67340	TECHNOLOGY EQUIP	4,447	7,785	4,709	1,000	(3,709)
67390	OTHER EQUIPMENT	0	0	0	0	0
67500	TECHN EQUIP	0	0	0	0	0
68100	DUES AND FEES	3,136	1,580	84,148	15,938	(68,210)
68300	INTEREST	5,075	7,917	21,219	50,544	29,325
68400	INDIRECT COST	0	0	0	0	0
68900	MISC EXPENDITURES	158,893	47,014	28,945	30,000	1,055
68999	ALLOCATED CHARGES	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	0	75,000	75,000	80,000	5,000
69330	TO BUILDING FUND	0	0	0	0	0
69350	TO CAPITAL OUTLAY FUND	0	0	0	0	0
69360	TO FEDERAL GRANTS FUND	0	0	0	0	0
69370	TO STUDENT ACTIVITY FUND	0	0	0	0	0
69380	TO FOOD SERVICE FUND	0	0	0	0	0
69400	PROGRAM FUNDING RETURN	0	0	2,286	0	(2,286)
69500	TRANSITS	0	0	0	0	0
69620	PROV 2 STUDENT MEALS	0	0	0	0	0
<b>Other Expenditure Totals</b>		<b>1,310,771</b>	<b>1,552,745</b>	<b>1,174,636</b>	<b>1,305,112</b>	<b>130,475</b>
<b>Overall Expenditure Totals</b>		<b>7,197,662</b>	<b>7,680,384</b>	<b>7,052,032</b>	<b>6,122,938</b>	<b>(929,094)</b>

**Arkansas Department of Education  
Fiscal Distress Financial Improvement Plan  
Plan Year 2014-2015**

School District Lee County

Superintendent Willie Murdock

Phone Number 870-295-7100

**PART A. NARRATIVE OVERVIEW OF DISTRICT**

Insert the narrative overview of the District

Lee County School District is located in Lee County. The district covers 624 square miles. The district operates 11 bus routes that covers 1,074 miles daily. The district has 393,124 square footage insured with its buildings. The assessment for the Lee County School District for the 2013/2014 school year is \$116,790,227, and will be \$119,579,181 for the 2014/2015 school year. LCSD currently collect taxes on 1.30 debt service mills and 25 M&O mills. For the 2014/15 school year, the M&O mills collected will increase to 27 mills. LCSD has two bond issues outstanding. In the 2013/14 school year, LCSD will pay \$80,038 to Metropolitan National Bank and \$15,981 to The Citizens Bank of Batesville. For the 2014/15 school year, those amounts will be \$82,600 (the final payment for this issue) and \$47,944, respectively. The District has zero non- bonded debt payments, lease payments or post-dated warrant payments. LCSD has a declining balance which has jeopardized the fiscal integrity of the school district.

**PART B. PLAN OBJECTIVES**

**Areas of Concern:** We need to look at expenditures at both the micro and macro levels to ensure we operate each fiscal year in the black concerning the legal fund balance and maximize our restricted funds in an effective manner to increase student achievement. The Superintendent, School Board (Dr. Kimbrell/ADE as of 05/08/14), and Business Office need to work in tandem to ensure that proper staffing numbers are continuously analyzed throughout the school year to ensure efficiency is achieved. In addition to staffing analysis, purchasing decision makers within the district need to ensure that purchases are always based on need within an established budget and price comparisons are utilized when appropriate. LCSD purchasing policies and procedures need to be adhered to as well as State procurement laws. The district treasurer position has had turnover within a short time frame. Delegating business office responsibilities and increasing hands on process knowledge in completing routine business tasks and high level concept business knowledge needs to be vastly improved. LCSD needs to build a higher level of self sustainability and capacity in the business department.

**Why the Problem Occurred:** Lack of instituting timely cost cutting measures to effectively maintain non-deficit spending from one fiscal year to the next. As a result, as of 05/13/14, projected to have a negative legal fund balance. Declining enrollment numbers have been a reoccurring trend which has had a domino impact on per pupil funding for both restricted and unrestricted funds. 2011-2012 ADM (Qtrs. 1-3) = 953.85 2012-2013 ADM (Qtrs. 1-3) = 911.93 2013-2014 ADM (Qtr 1) = 879.05 LCSD has a declining balance which has jeopardized the fiscal integrity of the school district.

**Specific Strategies to Remedy Problems Identified:**

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Fund Sources	Amount of Net Savings	Objective Met Yes	Objective Met No
Objective 1	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$3,534 + 13% Fringe = \$3,993.42		



**Arkansas Department of Education  
Fiscal Distress Financial Improvement Plan  
Plan Year 2014-2015**

Objective 2	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$3,534 + 13% Fringe = \$3,993.42		
Objective 3	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$3,234 + 13% Fringe = \$3,654.42		
Objective 4	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$2,580.39 + 13% Fringe = \$2,915.84		
Objective 5	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2385	\$12,114.83 + 25% Fringe = \$15,143.54		
Objective 6	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		6501	\$13,155 + 25% Fringe = \$16,443.75		
Objective 7	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2281	\$13,610 + 25% Fringe = \$17,012.50		
Objective 8	Retirement/Non Replace Position/Still Have Outsource Cost/Classified	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	30571.6 + 25% Fringe = \$38,214.50 Minus Outsource \$20,000 = \$18,214.50		
Objective 9	Resignation/Non Replace Position/Still Have Outsource Cost/Classified	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	38,836.00 + 25% Fringe = \$48,545.00 Minus Outsource \$20,000 = \$28,545.00		
Objective 10	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$28,736.00 + 25% Fringe = \$35,920.00 Minus Outsource \$15,000 = \$20,920.00		
Objective 11	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	19551.54 + 25% Fringe = \$24,439.43 Minus Outsource \$15,000 = \$9,439.43		
Objective 12	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$6,326 + 13% Fringe = \$7,148.38		
Objective 13	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$7,765.00 + 13% Fringe = \$8,774.45		
Objective 14	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	5,162.00 + 13% Fringe = \$5,833.06		



**Arkansas Department of Education  
Fiscal Distress Financial Improvement Plan  
Plan Year 2014-2015**

Objective 15	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$2,581.00 + 13% Fringe = \$2,916.53		
Objective 16	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$33,550.00(Not Ath. Stipends and Not 200 days) + 25% Fringe = \$41,937.50		
Objective 17	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$38,500 (Not Ath. Stipends and Not 240 Days) + 25% Fringe = \$48,125.00		
Objective 18	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$55,421.00 + 25% Fringe = \$69,276.25 (Remember to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$69,276.25 savings. Have to account)		
Objective 19	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$59,635.00 + 25% Fringe = \$74,543.75 (Remember to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$74,543.75 savings. Have to account for)		
Objective 20	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$81,924.00 + 25% Fringe = \$77,405.00		
Objective 21	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$46,830.00 + 25% Fringe = \$58,537.50 (Have to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$58,537.50 savings. Have to account for)		
Objective 22	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$33,000 + 25% Fringe = \$41,250.00		
Objective 23	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$45,030 + 25% Fringe = \$56,287.50		



Superintendent Signature

5-14-14

Date

# State Board Report

For the Lee County School District



## ARKANSAS DEPARTMENT OF EDUCATION

Prepared for Arkansas State Board of Education  
October 10, 2014

This report is given in compliance with requirements of the State  
Board of Education and Ark. Code Ann. § 6-15-202

**Lee County School District  
Table of Contents**

- Monitoring Report
- District Profile
- Executive Summary



Lee County School District  
Monitoring and Assistance

This report details the September 17, 2014 review of the findings of the August 13, 2014 Standards Assurance Unit probationary review of the Lee County School District.

**Standards Rule 7.03.1 Operating Policies and Procedures:**

District policies with incorrect information – **not corrected** – (*Required district policies were outdated. A copy of ASBA model policy updates was provided but had not been adopted.*)

Elementary and High School handbooks contained incorrect information – **not corrected**  
*Academic Improvement Plan (AIP) Remediation Policy*  
*Concurrent Credit Policy*  
*Smart Core Policy – need to update to 2017-18 version*  
*Student Transfer Policy*

Addendum had been drafted contingent upon adoption of board policies.

**Standards Rule 7.03.2 Records and Reports:**

The district did not have student and teacher data populated into e-school to enable reports to be generated for course and student enrollment verification - **corrected**

**Standards Rule 9.03.4-Required 38 Units:**

All required 38 courses not scheduled with students – **corrected**  
*Biology – students enrolled*  
*Chemistry – students enrolled*  
*Physics – students enrolled*  
*Physical Science – students enrolled*  
*English 12 – students enrolled*

**Standards Rule 15.03 Licensure and Renewal:**

Teachers with licensure deficiencies for potential assignments – **not corrected**  
*Fess: 7<sup>th</sup> and 8<sup>th</sup> Math – (license still pending)*  
*Travis: Career Orientation – not certified/replaced by Bryant – (not certified)*  
*L. Bryant: (has no license or degree.)*

**Standards Rule 24.18 Other:**

The school district website did not contain all current required information on the 08/13/14 visit date. **not corrected**  
The website will receive a final audit and review of potential violations for complete compliance after October 15, 2014.

**Actions have been taken to correct the violation that resulted in the year-two probationary status.**

*The Strategic Reading class, for which the teacher was not certified, has been removed from the master schedule.*

The following are new or updated findings from the September 17, 2014 Standards Assurance Unit probationary review of the Lee County School District.

**FINDINGS:**

**Standards Rule 7.03.2 Records and Reports:**

Inaccurate teacher assignment on "Master Schedules" – **not corrected**  
*("Staff" assignments did not have teacher's name attached to classes.  
Teachers through Virtual Arkansas are not identified on master schedule.)*

Data presented did not allow verification of district enrollment by grade level or district student totals. **no corrections were made at time of visit**

As reported by district, three elementary teachers had not been entered into the master schedule. **no corrections were made at time of visit**

**Standards Rule 9.03.3-(5-8) Curriculum:**

Did not have evidence of required time for Physical Education in grades 7 and 8 for first and second nine weeks – **not corrected**

Athletics being taught as Physical Education without appropriate lesson plans – **not corrected**

**Standards Rule 15.03 Licensure and Renewal:**

The following contain a continuation of 08/13/14 findings: **not corrected**

Southerland (Elem. Teacher) Not Licensed

Jessie Bryant (Career Orientation) Not Licensed in content area

Fess (Middle School Math) License Pending

Lottie Bryant, entered as "staff" has no license or degree.

Teachers of Record in several courses listed as "Staff"

The Standards Assurance Unit, other divisions of the Arkansas Department of Education and outside educational entities are continuing to work with the district to correct these findings.

A third visit to Lee County School District will be conducted prior to December 22, 2014. We will continue to evaluate the district's compliance with the Standards for Accreditation.

The Arkansas Department of Education and Standards Assurance Unit continue to provide technical assistance to the school district in an effort to return the school district to the local control of its patrons as soon as possible.

Lee County School District  
District Profile

Lee County School District  
Ms. Willie Murdock, Superintendent  
LEA #3904000  
Marianna, Arkansas

Classified as Year-Two Accredited Probationary      June 12, 2014

District Profile	2012-13	2013-14
Superintendent	Ms. Willie Murdock	Ms. Willie Murdock
Lee High School	Probationary	Probationary
Whitten Intermediate School	Cited	Accredited
Anna Strong Elementary School	Accredited	Cited

Lee County School District  
Executive Summary

Lee County School District  
Dr. Willie Murdock, Superintendent  
Marianna, Arkansas

Lee County High School - Two Consecutive Years with an Accredited – Probationary Status

Year One Accredited-Probationary Timeline:

On or before October 15, 2012, the Lee County School District submitted to the Arkansas Department of Education, a Statement of Assurance, certifying that the Lee County School District was in compliance with statutory provisions and/or requirements for schools identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Pursuant to Ark. Code Ann. § 6-15-202, on January 08, 2013, the Arkansas Department of Education conducted an On-Site Review which revealed that the high school was not meeting the requirements of a six (6) hour instructional day and a licensure violation. The district was notified on the day of the On-Site Review that these were probationary violations.

On or about March 15, 2013, the district was notified in a preliminary accreditation report that potential probationary violations existed. The district submitted no evidence to dispute the accuracy of the violations.

On May 01, 2013, the district was notified in their Final Accreditation Report that the district would be recommended for a status of Accredited- Probationary at Lee County High School for the 2012-13 school year for violation Standards Rules 10.01.4 (requirements for instructional day) and 15.03.3 (teacher licensure requirements).

The district was given the opportunity to appeal this recommendation by May 15, 2013, but the ADE received no correspondence from the district indicating their desire to appeal.

On June 10, 2013, the State Board of Education classified the Lee County High School as Accredited-Probationary for the 2012-13 school year, resulting in Lee County High School being classified as Accredited-Probationary for the first year.

#### Year Two Accredited-Probationary Timeline:

On or before October 15, 2013, the Lee County School District submitted to the Arkansas Department of Education, a Statement of Assurance, certifying that the Lee County School District was in compliance with statutory provisions and/or requirements for schools identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts.

On or about March 12, 2014, the district was notified in a preliminary accreditation report that a potential probationary violation existed. The district submitted no evidence to dispute the accuracy of the violation.

On May 01, 2014, the district was notified in their Final Accreditation Report that the district would be recommended for a status of Accredited-Probationary at the Lee County High School for the 2013-14 school year for violation Standards Rule 15.03.3 for teacher licensure requirements.

The district was given the opportunity to appeal this recommendation by May 15, 2014, but the ADE received no correspondence from the district indicating their desire to appeal.

On June 12, 2014, the State Board of Education confirmed the status of Accredited-Probationary for Lee County High School, which placed the school in year two status.

The school district was notified in writing and received an invitation to appear before the State Board of Education during the July 2014 meeting.

On July 10, 2014, following a public hearing, the State Board of Education (SBE) confirmed the ADE's determination of above referenced standards violation. During the same meeting, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-15-207 to assume authority over the Lee County School District. The Arkansas

Department of Education removed the Lee County school board, and placed the district under the supervision and approval of the Commissioner of Education. During that same meeting, the SBE directed the Standards Assurance Unit to monitor and assist the district with compliance for the 2014-15 school year and to report back to the SBE during the October meeting.

Date: October 10, 2014

Submitted by: Johnie Walters

Visit Form

Date 8-13-14School District Lee CountySuperintendent Mrs. Murdock Phone Number \_\_\_\_\_

Discussion Areas

ADE Unit Standards

Excused absences are defined.  
Unexcused absences are not defined.  
504 plan and IEP are not addressed.  
Appeal process not addressed.

Smart Core Curriculum missing.

Concurrent Credit Policy awards  $\frac{1}{2}$  credit  
for a 3 hour college class.

No AIP remediation statement.  
End of Course was addressed.

Transfer Policy does not address Home School.  
The policy is old and not ASBA

Ray W. Carls <sup>ADE</sup>

Mrs. Murdock <sup>District</sup> 8-13-14  
Superintendent

Randall Lawrence  
J. H. Cline  
Brenda Miller  
Madeline Evans

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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## Arkansas Department of Education

## Summary of Findings

Date 9/17/14School District Lee Co.Superintendent Murdock

Phone Number \_\_\_\_\_

## Discussion Areas

Lee JR. High

FESS-TPA License still pending.  
 Addendum will be sent regarding AIP Remediation statement.

P.E. grades 7-8 - no lesson plans available - being used as  
 athletics 1st period.

Identify teachers of record for Ark. Virtual classes.

Add second section of 358816 for Melinda Dobbins during  
 Marking periods 3 & 4.

Correct section 1 358816 for Mitchell & Howard - mark periods 1 & 2 only.

ADE Staff

ADE Staff

ADE Staff

ADE Staff

Superintendent

District Staff

District Staff

District Staff

## Arkansas Department of Education

## Summary of Findings

Date 9/27/14School District Lee Co.Superintendent Michelle Branch

Phone Number \_\_\_\_\_

Discussion Areas Whitten

"Staff" assigned to Kindergarten + 2nd grade.  
 Student in 4th grade enrolled in a K-2 school (outside  
 LEA parameters)

Lottie Bryant - Entered as "staff" - has no license or degree  
 Amar (Texas) going through reciprocity needs provisional license

Southerland - listed as teacher of record is a substitute,  
 not yet hired

Class counts need to be corrected.  
 unable to verify enrollment by grade level on district totals.

Physical education grades 7-9 on a quarterly rotation  
 must adjust time for marking periods 1+2 so students  
 will meet 60 minutes/week or equivalent time  
 requirements.

↑  
 Lee JR. High

Brandon Morris

ADE Staff

[Signature]

ADE Staff

Randall Lawrence

ADE Staff

Roy W. [Signature]

ADE Staff

[Signature]

Superintendent

Michelle Branch

District Staff

OIS [Signature]

District Staff

Kim [Signature]

District Staff





ARKANSAS  
DEPARTMENT  
OF EDUCATION

ADE Standards for Accreditation Evaluation Team  
Summary Compliance Form

District: Lee County School District

School: \_\_\_\_\_ School

ADE Team Members: Johnie Walters, Brandon Morrison, Randall Lawrence, Roy Causbie

Date: **September 17, 2014**

The information listed below indicates areas of non-compliance with Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Areas for Evaluation	Findings of Non-Compliance	Corrective Actions by District
pre-selected areas based on past findings	determined by document/observation	actions or steps by District to address non-compliance
Master Schedule: Verify Oral Communication, Psychology, Journalism, and .5 credit of Social Studies are being taught through Virtual Arkansas.		Master schedule has been corrected. World Geography is being taught to fulfill 4 <sup>th</sup> Social Studies requirement.
Verify Judith Gibson is not scheduled to teach Strategic Reading.		The Strategic Reading course that was taught by Judith Gibson is no longer being taught.
Verify students have been scheduled into classes – class counts.	Class counts need to be corrected on all schedules.	
Licensure: Fess: 7 <sup>th</sup> and 8 <sup>th</sup> grade Math (Teach for America – Pending) Gates: Chemistry, Physics, Physical Science (Teach for America – Pending) Career Orientation: Charlyn Travis not certified.	Fess's license is still pending.  Jessie Bryant is teaching Career Orientation but is not certified.	Gates obtained Non-Traditional TFA license.  Charlyn Travis is not teaching Career Orientation.
Unfilled positions: Biology, English 12, 4 <sup>th</sup> grade Language Arts, 6 <sup>th</sup> grade Language Arts.  Policy/Handbook:		The unfilled positions have been filled.

<p>District Policy is outdated. Check for updates.</p> <p>Verify:</p> <ul style="list-style-type: none"> <li>• Unexcused absences have been defined.</li> <li>• 504/IEP component has been added to the attendance policy.</li> <li>• Smart Core Curriculum has been added.</li> <li>• Concurrent Credit Policy has been updated.</li> <li>• AIP Remediation Statement has been added.</li> <li>• Transfer Policy addresses students from Home School.</li> </ul>		<p>*District Policy was not checked on this visit.</p> <p>Attendance policy was corrected in addendum.</p> <p>Smart Core Curriculum has been corrected in addendum.</p> <p>Concurrent Credit policy has been corrected in addendum.</p> <p>Transfer policy has been corrected in addendum.</p>
<p>Additional Findings of Non-Compliance:</p> <p>"Staff" assigned to several positions needs to be corrected.</p> <p>Student in 4<sup>th</sup> grade enrolled in a K-2 school (outside LEA parameters.)</p> <p>Lottie Bryant, entered as "staff" has no license or degree.</p> <p>Amar (reciprocity/Texas) needs provisional license.</p> <p>Southerland, listed as teacher of record is a substitute.</p> <p>Unable to verify enrollment by grade level on district totals.</p> <p>P.E. grades 7 &amp; 8 – no lesson plans available (being used as athletics period.)</p> <p>P.E. grades 7 &amp; 8 is on a quarterly rotation. Must adjust time for marking periods 1 &amp; 2 so students will meet 60 minutes/week or equivalent time requirements.</p> <p>Teachers through Arkansas Virtual are not identified on master schedule.</p> <p>Second section of 35881G (Dobins) needs to be added during marking periods 3 &amp; 4.</p> <p>Correct section 1 35881G for Mitchell &amp; Howard – marking periods 1 &amp; 2 only.</p>		

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Team member signatures:

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**Lee County Update**  
**School Improvement Unit**  
**9/26/14**

**INTRODUCTION:**

In August 2014, the leadership of the Office of Intensive Support and the ADE School Improvement Unit leadership met to define the roles of the School Improvement Specialists (SIS) in Lee County School District.

The following delineates these roles:

1. Monitor compliance with Arkansas ESEA Flexibility Request regarding Priority Status
  - a. Development of the Priority Schools PIP
  - b. Implementation of the Priority Schools PIP
  - c. Assistance provided by the Approved External Providers
  - d. Other activities as outline for Priority Status
2. Provide Technical Assistances related to Arkansas ESEA Flexibility Request
3. Provide Technical Assistances regarding the use of Indistar
4. Broker any additional services the school may request with the Office of Intensive Support (OIS)
5. Provide copies of all reports and correspondence between SIS and school or district to OIS

The School Improvement Specialists (SIS) assigned to Lee County schools are:

Dr. Robert Toney	Lee County High School (grades 7-12)
Susan Ridings	Whitten Elementary School (grades K-2)
	Anna Strong Intermediate School (grades 3-6)

The school improvement specialists have made ten campus visits to Lee County Schools beginning August 28, 2014 through September 24, 2014.

Lee County High School	four visits
Whitten Elementary School	three visits
Anna Strong Intermediate School	three visits

These visits included conversations with representatives from both the Office of Intensive Support and Fetterman Associates (external provider) in order to align the purpose, roles, processes, and goals of the work in Lee County. Campus visits included meeting with principals and instructional facilitators to discuss immediate concerns, Priority Improvement Plans (PIP), and planning and monitoring within the Indistar software system.

In addition, the School Improvement Unit leader and the School Improvement Specialist (SIS) have met with the OIS Director to discuss collaboration in the process of replacing the departing SIS.

**SUMMARY OF VISITATIONS:**

The ADE SIS assigned to Lee County High School has attended a campus leadership Team meeting, conferred with the principal, the instructional facilitators, and the lead representative from Fetterman.

A primary concern of the principal was the current status of the curriculum development. The curriculum for grades seven and eight is more complete than for grades nine through twelve. The nine through twelve curriculum model will utilize the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC), however, the training for this work is just begun. The support for the district by the ADE SIS, OIS and the external provider has been streamlined through collaborative discussions outlining the division of work.

The ADE SIS assigned to Anna Strong Intermediate School and Whitten Elementary School has attended one campus leadership team meeting at each school. During each school visit, the SIS reviewed the Priority Improvement Plan (PIP) and examined the Indistar software. Major concerns expressed by both principals include beginning the school year without certified teachers and the lack of technology support necessary to fully implement the adopted curriculum.

**NEXT STEPS:**

- The Lee County High School ADE SIS will review the curriculum development plan timeline and will assess the school's progress toward this completion of the plan.
- The SIS will monitor the school's utilization of the Indistar software, assist the school in assessing appropriate Indistar indicators and assist in the creation of plans to meet the requirements of these indicators.
- ADE SIS will facilitate the evaluation of the Priority Improvement Plans (PIP) to assure that the plans are congruent from the identification of needed interventions to the successful completion of the goal.
- Due to the resignation of the ADE SIS who is currently assigned to Whitten and Anna Strong, the School Improvement Unit will reassign a new School Improvement Specialist to serve these schools.

**2011-2013 Three Year Proficiency for Arkansas Schools (49.5% or less)**

District Number	District Name	School Number	School Name	Three Year %Prof/Adv	School Year 2012-13 Priority/Focus	School Year 2010-11 %Prof/Adv	School Year 2011-12 %Prof/Adv	School Year 2012-13 %Prof/Adv
7401000	AUGUSTA SCHOOL DISTRICT	7401003	AUGUSTA HIGH SCHOOL	43.428%	Priority	36.2	46.8	47.2
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL NEW TECH	47.744%	Focus	54.8	48.1	40.7
6044700	COVENANTKEEPERS CHARTER	6044702	COVENANT KEEPERS CHARTER	46.965%	Priority	42.9	50.4	46.9
3502000	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	28.481%	Priority	30.1	28.4	26.8
2002000	FORDYCE SCHOOL DISTRICT	2002007	FORDYCE HIGH SCHOOL	43.640%	Focus	35.4	48.8	48.5
6201000	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	44.728%	Priority	44.3	51.9	37.9
6201000	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	46.154%	Priority	38.6	50.1	50.2
6201000	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	47.519%	Focus	50.2	47.6	44.7
5403000	HELENA/ W.HELENA SCHOOL	5403019	CENTRAL HIGH SCHOOL	43.625%	Priority	43.4	36.9	46.6
6001000	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	48.251%	Priority	50	52.1	42.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	41.470%	Priority	39.3	44.1	40.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	40.642%	Priority	40.6	41.8	39.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	46.049%	Priority	43.4	52.9	42
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	43.304%	Priority	39.1	49.5	42.1
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	40.748%	Priority	39.2	39.9	43.4
5404000	MARVELL-ELAINE SCHOOL DISTRICT	5404032	MARVELL-ELAINE HIGH SCHOOL	48.974%		37.9	57.5	52.4
4713000	OSCEOLA SCHOOL DISTRICT	4713051	OSCEOLA HIGH SCHOOL	47.043%	Priority	36.6	49.8	55.2
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	48.302%	Priority	47.8	53.2	43.4
3505000	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	46.429%	Priority	43.1	48.1	48.1
3505000	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	37.380%	Priority	37.7	43.7	31.7
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003102	HARRIS ELEMENTARY SCHOOL	48.790%	Priority	44.9	48.1	54.3
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003123	JACKSONVILLE HIGH SCHOOL	46.877%	Priority	38.6	46.6	58.1
6003000	PULASKI CO. SPEC. SCHOOL DISTRICT	6003125	WILBUR D. MILLS HIGH SCHOOL	45.017%	Priority	41.2	51.9	42.1
5206000	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	44.603%	Priority	38.6	47.7	47.7
7009000	STRONG-HUTTIG SCHOOL DISTRICT	7009049	STRONG HIGH SCHOOL	41.667%	Priority	40.2	41.4	43.6
3509000	WATSON CHAPEL SCHOOL DISTRICT	3509067	WATSON CHAPEL HIGH SCHOOL	47.109%	Focus	49.9	47.6	43.7

Proficiency is 49.5% or less using the calculation: (number of students proficient or advanced for math in the last three years

+ number of students proficient or advanced for literacy in the last three years) / (the number of math and literacy tests in the last three years)



# ARKANSAS DEPARTMENT OF EDUCATION

**Tony Wood**  
*Commissioner*

September 29, 2014

**State Board  
of Education**

Dear \_\_\_\_\_,  
Superintendent of \_\_\_\_\_ School District

**Sam Ledbetter**  
*Little Rock  
Chair*

**Toyce Newton**  
*Crossett  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Kim Davis**  
*Fayetteville*

**Alice Mahony**  
*El Dorado*

**Mireya Reith**  
*Fayetteville*

**Vicki Saviers**  
*Little Rock*

**Diane Zook**  
*Melbourne*

As you are aware, your district has a school (or schools) identified to be in "Academic Distress" per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, Revised September 2014.

Section 10 of the Arkansas Department of Education Rules Governing the Academic Distress Program required a team of educators evaluate the public school's need for technical assistance and make written recommendations to the public school and the public school district. Attached is the set of recommendations developed from required data review in combination with an onsite review.

The recommendations are not intended to be a list of activities for compliance implementation, but rather guidance to strengthen key processes of school improvement. In addition to the recommendations, the School Improvement Unit of the Public School Accountability Division of the Arkansas Department of Education has been assigned to provide technical assistance and or to broker Department expertise as resources to provide technical assistance to the school and district.

A copy of the recommendations will be posted to the October 10, 2014, State Board of Education public meeting agenda. The meeting will begin at 9 a. m. and the recommendations will be discussed with the State Board. Questions may be asked at this meeting that the Superintendent and or School Leader might want to respond to as it relates to present plans of action being taken to move a school or district out of the classification of "Academic Distress".

If you have questions or would like further clarification related to the recommendations, please do not hesitate to contact Dr. Richard Wilde at 501-683-3434.

Respectfully submitted,

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

M. Annette Barnes, Assistant Commissioner  
Public School Accountability

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	AUGUSTA SCHOOL DISTRICT	School:	AUGUSTA HIGH SCHOOL
LEA:	7401	LEA:	7401003
Superintendent:	ARVIS BLEVINS	Principal:	ROY DANIELS
Address:	320 SYCAMORE	Address:	320 SYCAMORE STREET
City:	AUGUSTA, AR 72006	County:	WOODRUFF
Phone:	870-347-2241	Phone:	870-347-2515

## Overall School AYP Information

2011 AYP Status: Whole School Intensive Improvement (WSII-4)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_4
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_1
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: Whole School Improvement (WSI-3-CA)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	0%
Grade Range:	8 -12	Met Graduation Goal of 85%:	NO(79.1%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	198.44	Number of Groups $\geq$ 40:	7

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	No	No	NA	NA		No	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	YES	YES	NA	NO
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

AUGUSTA SCHOOL DISTRICT Report Completed: 11/03/2011  
 AUGUSTA HIGH SCHOOL AYP Status: Whole School Intensive Improvement (WSII-4)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	31	6	46	23	45	27	122	56
# Attempted	64	36	115	74	123	76	302	186
% Proficient	48.4	16.7	40	31.1	36.6	35.5	40.4	30.1
AYP Status	SI_M	NA	SI_2	A	SI_3	SI_1	SI_3	SI_1
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	20	2	22	12	28	16	70	30
# Attempted	47	22	76	51	79	53	202	126
% Proficient	42.6	9.1	28.9	23.5	35.4	30.2	34.7	23.8
AYP Status	SI_M	NA	SI_3	MS	SI_4	A	SI_4	A
<b>HISPANIC POPULATION</b>								
# Proficient	2	0	2	0	0	2	4	2
# Attempted	2	1	2	0	4	2	8	3
% Proficient	100	0	100	NA	0	100	50	66.7
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	9	4	22	11	17	9	48	24
# Attempted	15	13	37	23	40	21	92	57
% Proficient	60	30.8	59.5	47.8	42.5	42.9	52.2	42.1
AYP Status	NA	NA	NA	NA	A	NA	A	A
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	31	6	34	21	45	26	110	53
# Attempted	64	36	98	68	123	75	285	179
% Proficient	48.4	16.7	34.7	30.9	36.6	34.7	38.6	29.6
AYP Status	SI_M	NA	SI_2	MS	SI_3	A	SI_3	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	1	0	1	0	0	0	2	0
# Attempted	1	1	1	0	4	0	6	1
% Proficient	100	0	100	NA	0	NA	33.3	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	8	0	11	1	7	1	26	2
# Attempted	13	9	24	16	10	13	47	38
% Proficient	61.5	0	45.8	6.3	70	7.7	55.3	5.3
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

AUGUSTA SCHOOL DISTRICT    Report Completed: 11/03/2011  
AUGUSTA HIGH SCHOOL    AYP Status: Whole School Intensive Improvement (WSII-4)  
Math AMO: 73.45    Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -3.4)	NO( 4.4)
2010-2011 AYP STATUS	SI_3	SI_1

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 6.5)	NO( 6.7)
2010-2011 AYP STATUS	SI_4	A

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## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -100)	NA
2010-2011 AYP STATUS	NA	NA

---

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-17.0)	NO( -5.0)
2010-2011 AYP STATUS	A	NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 1.9)	NO( 3.8)
2010-2011 AYP STATUS	SI_3	A

---

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -100)	NA
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	NO(93%)
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 1.4)
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

AUGUSTA SCHOOL DISTRICT  
AUGUSTA HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	123	45	36.6	NA	36.6	No
Af.Amer.	79	28	35.4	NA	35.4	No
Hispanic	4	0	0	NA	0	NA
Caucasian	40	17	42.5	NA	42.5	No
Econ.Dis.	123	45	36.6	NA	36.6	No
LEP	4	0	0	NA	0	NA
Stud.Dis.	10	7	70	NA	70	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	76	27	35.5	NA	35.5	No
Af.Amer.	53	16	30.2	NA	30.2	No
Hispanic	2	2	100	NA	100	NA
Caucasian	21	9	42.9	NA	42.9	NA
Econ.Dis.	75	26	34.7	NA	34.7	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	13	1	7.7	NA	7.7	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	184.54	182.99	176.32	181.28
Average Daily Membership:	197.51	201.39	196.41	198.44

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: AUGUSTA SCHOOL DISTRICT	Superintendent: SCOTT JONES
School: <b>AUGUSTA HIGH SCHOOL</b>	Principal: THOMAS GARNER
LEA: 7401003	Grades: 08 - 12
Address: 320 SYCAMORE STREET	Enrollment: 185
AUGUSTA, AR 72006	Attendance Rate: 93.62% (3 QTR AVG)
Phone: 870-347-2515	Poverty Rate: 82.70%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	61	YES	107	YES
Targeted Achievement Gap Group	60	YES	104	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	44	YES	77	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	15	NO(93%)	28	YES
Economically Disadvantaged	60	YES	104	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	YES	14	YES

### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	39	82.05	83.16
Targeted Achievement Gap Group	39	82.05	82.12
Two Year Graduation Rate			
All Students	88	81.82	83.16
Targeted Achievement Gap Group	80	81.25	82.12
ESEA Subgroups	2011 Graduation Rate		
African Americans	25	84.00	87.78
Hispanic	n < 10	n < 10	n < 10
White	14	78.57	74.54
Economically Disadvantaged	39	82.05	81.20
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	10	60.00	100.00

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	57	47.37	40.90	30	63.33	50.23
Targeted Achievement Gap Group	56	46.43	40.11	30	63.33	50.23
Three Year Performance			Three Year Growth			
All Students	207	37.20	40.90	107	44.86	50.23
Targeted Achievement Gap Group	201	36.32	40.11	107	44.86	50.23
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	42	38.10	36.01	22	54.55	52.18
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	13	84.62	47.62	n < 10	n < 10	n < 10
Economically Disadvantaged	56	46.43	40.11	30	63.33	50.23
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	7.69	15.38	n < 10	n < 10	n < 10

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: AUGUSTA SCHOOL DISTRICT	Superintendent: SCOTT JONES
School: <b>AUGUSTA HIGH SCHOOL</b>	Principal: THOMAS GARNER
LEA: 7401003	Grades: 08 - 12
Address: 320 SYCAMORE STREET	Enrollment: 185
AUGUSTA, AR 72006	Attendance Rate: 93.62% (3 QTR AVG)
Phone: 870-347-2515	Poverty Rate: 82.70%

### Needs Improvement Priority School

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	97	46.39	41.87	30	43.33	37.14
Targeted Achievement Gap Group	95	46.32	41.87	30	43.33	37.14
	Three Year Performance			Three Year Growth		
All Students	335	40.60	41.87	107	29.91	37.14
Targeted Achievement Gap Group	317	39.12	41.87	107	29.91	37.14
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	70	37.14	40.82	22	31.82	36.23
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	25	72.00	47.29	n < 10	n < 10	n < 10
Economically Disadvantaged	95	46.32	41.87	30	43.33	37.14
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	21.43	72.50	n < 10	n < 10	n < 10

**District:**AUGUSTA SCHOOL DISTRICT    **Superintendent:**SCOTT JONES  
**School:**AUGUSTA HIGH SCHOOL    **Principal:**THOMAS GARNER  
**LEA:**7401003    **Grades:**07-12  
**Address:**320 SYCAMORE STREET    **Enrollment:**214  
**AUGUSTA, AR 72006**    **Attendance (3 QTR AVG):**94.44  
**Phone:**870-347-2515    **Poverty Rate:**84.58

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	112	113	99.12	155	157	98.73
Targeted Achievement Gap Group	97	98	98.98	135	136	99.26
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	66	67	98.51	94	95	98.95
Hispanic						
White	40	40	100.00	51	52	98.08
Economically Disadvantaged	95	96	98.96	135	136	99.26
English Language Learners						
Students with Disabilities	12	12	100.00	13	13	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	56	104	53.85	46.28	91.00	39	61	63.93	54.76	93.00
Targeted Achievement Gap Group	47	92	51.09	45.56	91.00	32	54	59.26	54.76	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	110	237	46.41	46.28	91.00	74	126	58.73	54.76	93.00
Targeted Achievement Gap Group	99	223	44.39	45.56	91.00	67	119	56.30	54.76	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	25	61	40.98	41.83		17	30	56.67	56.53	
Hispanic				100.00					100.00	
White	25	37	67.57	52.38		16	25	64.00	51.39	
Economically Disadvantaged	47	90	52.22	45.56		32	54	59.26	54.76	
English Language Learners				100.00					100.00	
Students with Disabilities	2	12	16.67	23.08					16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	61	144	42.36	47.16	92.00	23	61	37.70	42.86	81.00
Targeted Achievement Gap Group	55	128	42.97	47.16	92.00	20	54	37.04	42.86	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	151	364	41.48	47.16	92.00	47	126	37.30	42.86	81.00
Targeted Achievement Gap Group	144	346	41.62	47.16	92.00	44	119	36.97	42.86	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	30	88	34.09	46.20		8	30	26.67	42.03	
Hispanic				16.67					100.00	
White	24	46	52.17	52.08		11	25	44.00	44.44	
Economically Disadvantaged	55	128	42.97	47.16		20	54	37.04	42.86	
English Language Learners				16.67					100.00	
Students with Disabilities	5	12	41.67	75.00					16.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	37	41	90.24	84.69	94.00
Targeted Achievement Gap Group	37	41	90.24	83.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	109	129	84.50	84.69	94.00
Targeted Achievement Gap Group	102	121	84.30	83.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	26	29	89.66	88.89	
Hispanic				100.00	
White	10	11	90.91	76.85	
Economically Disadvantaged	37	41	90.24	82.91	
English Language Learners				100.00	
Students with Disabilities	10	11	90.91	100.00	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Augusta School District  
School: Augusta High School  
School Improvement Team Members: Pam Clark and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goal exists. However, implementation of these recommendations does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>Math trend data for All Students from 2011 until 2013 shows that math scores were consistently below 49.50%.</p> <p>2011—36.59 2012—46.39 2013—42.36</p> <p>The preliminary ESEA Accountability Report for 2014 indicates 62.09% of All Students scored at proficient or advanced levels.</p> <p>For the 2014-2015 school year, the principal and all of the literacy and math teachers are new to the district. Augusta High School has consistently faced teacher turnover with their literacy and math positions for the past several years. The newly hired math facilitator for this year has been a former math teacher in the district.</p>	<ul style="list-style-type: none"><li>• The principal and leadership team should provide professional learning opportunities for literacy and math teachers to collaborate with local educational coop/STEM specialists.</li><li>• The principal should be directly involved in the support and evaluation of teaching through frequent classroom visits with specific, meaningful feedback.</li><li>• The principal and leadership team should analyze data to drive instruction and make decisions about school improvement and professional development needs.</li><li>• School leadership should develop and implement a yearly plan for vertical team meetings within the math department to work on data, curriculum</li></ul>

	<p>The seventh-grade /Algebra I teacher from last year is now in charge of the learning lab for this school year. Last year the math department participated in Math Design Collaborative (MDC) through the Southern Regional Education Board (SREB). This year they have elected to participate for a second year through the Wilbur Mills Coop. Each Monday afternoon the math facilitator meets with the K-12 staff to create a stream-lined vertical teaming approach for a more fluid transition from the feeder school to the high school.</p>	<ul style="list-style-type: none"> <li>alignment and teaching strategies to promote student achievement.</li> <li>District leadership should develop retention and recruitment plans to ensure positions are filled with highly-qualified, knowledgeable, certified staff.</li> </ul>					
<p>ESEA AMO Proficiency Report identifies that Students with Disabilities (SWD) are not meeting proficiency in literacy and math. The percentages of SWD that scored at proficient and advanced performance levels over the past three years are listed below:</p> <table> <tr> <td>2012 Math - 21.43%</td> <td>Literacy - 7.69%</td> </tr> <tr> <td>2013 Math - 41.67%</td> <td>Literacy - 16.67%</td> </tr> <tr> <td>2014 Math - 35.71%</td> <td>Literacy - 40.91%</td> </tr> </table> <p>During the 2013-2014 school year, the Augusta High school implemented the inclusion model to serve their students with disabilities. Some students with disabilities who were served in inclusion classrooms showed improvement.</p>	2012 Math - 21.43%	Literacy - 7.69%	2013 Math - 41.67%	Literacy - 16.67%	2014 Math - 35.71%	Literacy - 40.91%	<ul style="list-style-type: none"> <li>School leadership should continue to provide training opportunities and follow-up support to assist inclusion classroom teachers in knowing and fulfilling their roles and responsibilities.</li> </ul>
2012 Math - 21.43%	Literacy - 7.69%						
2013 Math - 41.67%	Literacy - 16.67%						
2014 Math - 35.71%	Literacy - 40.91%						
<p>Past administration reported students at AHS do not seek recognition for student achievement. (New administration is now in place and welcomes student recognition.)</p> <p>Several students from grades 7-12 were invited to participate in a 30 minute opportunity to provide their thoughts concerning student recognition programs to ADE SIS representatives during the on-site visit. Students expressed a desire to be recognized for their</p>	<ul style="list-style-type: none"> <li>School leadership should develop an anonymous student survey to determine how students would like to be recognized for academic achievement, perfect attendance, volunteering, and demonstrating outstanding character. Based on survey responses, a process for recognizing students should be planned and implemented.</li> </ul>						



	efforts concerning student achievement, perfect attendance, student helpers and outstanding character role models through assemblies, certificates, pictures posted on walls and in the newspaper, etc.	
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## Academic Distress Pre-Evaluation Form

District: Augusta School District

School: Augusta High School

School Improvement Specialist: Pam Clark

Data Review Team: Renata Bryant, Charlotte Earwood

Date: 8 / 12 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<ol style="list-style-type: none"> <li>1. Benchmark trend data over a 3 year period shows a significant deficiency in 7<sup>th</sup> grade and Algebra 1 test scores.</li> <li>2. ESEA AMO reports show that special education students have a significant deficiency in performance for literacy and math.</li> <li>3. ADE monthly and quarterly reports stated that parental involvement/engagement continues to be a concern for the leadership team and staff.</li> <li>4. ADE monthly reports state students do not seek recognition for student achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. What steps are being planned during the 2014-2015 school year to address these deficiencies?</li> <li>2. What steps are being planned to close the achievement gap for the special education students?</li> <li>3. What efforts will be continued and maintained for this school year? What new strategies will you incorporate to involve parents and the community?</li> <li>4. What efforts will be implemented this year to promote student recognition?</li> </ol>	<ol style="list-style-type: none"> <li>1. ADE data team members will hold a Zoom conference with the Augusta Leadership team and the ADE SIS/Pam Clark.</li> </ol>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	BASELINE ELEMENTARY SCHOOL
LEA:	6001	LEA:	6001052
Superintendent:	MORRIS HOLMES	Principal:	ELEANOR COX-WOODLEY
Address:	810 W. MARKHAM ST	Address:	3623 BASELINE RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-3700

## Overall School AYP Information

2011 AYP Status: Whole School Intensive Improvement (WSII-4)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_3
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_4
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: Whole School Improvement (WSI-A-3)

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	10%
Grade Range:	P - 5	Met Attendance Goal:	YES	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	266.17	Number of Groups $\geq$ 40:	10

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	Yes	No	No		No	No	
<b>Hispanic</b>	No	No	No	No		No	No	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	No	No	No	No		No	No	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
BASELINE ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 78.40

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	53	38	58	58	58	48	169	144
# Attempted	114	113	116	116	106	106	336	335
% Proficient	46.5	33.6	50	50	54.7	45.3	50.3	43
AYP Status	MS	SI_2	A	SI_M	SI_1	SI_3	SI_1	SI_3
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	29	21	35	38	34	29	98	88
# Attempted	68	68	71	71	58	58	197	197
% Proficient	42.6	30.9	49.3	53.5	58.6	50	49.7	44.7
AYP Status	SI_1	SI_1	SI_M	SI_M	SI_M	SI_2	SI_M	SI_2
<b>HISPANIC POPULATION</b>								
# Proficient	20	13	23	19	22	17	65	49
# Attempted	40	39	44	44	45	45	129	128
% Proficient	50	33.3	52.3	43.2	48.9	37.8	50.4	38.3
AYP Status	MS	NA	A	MS	SI_1	A	SI_1	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	3	2	0	1	2	2	5	5
# Attempted	4	4	1	1	3	3	8	8
% Proficient	75	50	0	100	66.7	66.7	62.5	62.5
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	51	36	58	58	54	45	163	139
# Attempted	111	110	116	116	102	102	329	328
% Proficient	45.9	32.7	50	50	52.9	44.1	49.5	42.4
AYP Status	MS	SI_2	A	SI_M	SI_1	SI_3	SI_1	SI_3
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	19	12	22	18	21	16	62	46
# Attempted	39	38	43	43	44	44	126	125
% Proficient	48.7	31.6	51.2	41.9	47.7	36.4	49.2	36.8
AYP Status	NA	NA	A	MS	SI_1	A	SI_1	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	2	5	4	4	5	4	11	13
# Attempted	11	11	12	12	12	12	35	35
% Proficient	18.2	45.5	33.3	33.3	41.7	33.3	31.4	37.1
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
BASELINE ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 78.40

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 4.7)	NO( -4.7)
2010-2011 AYP STATUS	SI_1	SI_3

---

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( -3.5)
2010-2011 AYP STATUS	SI_M(SH)	SI_2

---

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -3.4)	NO( -5.4)
2010-2011 AYP STATUS	SI_1	A

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO(-33.3)
2010-2011 AYP STATUS	NA	NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 2.9)	NO( -5.9)
2010-2011 AYP STATUS	SI_1	SI_3

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -3.4)	NO( -5.5)
2010-2011 AYP STATUS	SI_1	A

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
BASELINE ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 78.40

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	106	58	54.7	7	61.3	No
Af.Amer.	58	34	58.6	6	69	No
Hispanic	45	22	48.9	1	51.1	No
Caucasian	3	2	66.7	NA	66.7	NA
Econ.Dis.	102	54	52.9	7	59.8	No
LEP	44	21	47.7	1	50	No
Stud.Dis.	12	5	41.7	2	58.3	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	106	48	45.3	8	52.8	No
Af.Amer.	58	29	50	5	58.6	No
Hispanic	45	17	37.8	3	44.4	No
Caucasian	3	2	66.7	NA	66.7	NA
Econ.Dis.	102	45	44.1	8	52	No
LEP	44	16	36.4	3	43.2	No
Stud.Dis.	12	4	33.3	1	41.7	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	250.80	250.58	251.07	250.82
Average Daily Membership:	260.80	265.48	272.23	266.17

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>BASELINE ELEMENTARY SCHOOL</b>	Principal: ELEANOR COX
LEA: 6001052	Grades: P - 05
Address: 3623 BASELINE RD.	Enrollment: 304
LITTLE ROCK, AR 72209	Attendance Rate: 95.11% (3 QTR AVG)
Phone: 501-447-3700	Poverty Rate: 97.37%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	131	YES	131	YES
Targeted Achievement Gap Group	129	YES	129	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	76	YES	76	YES
Hispanic	47	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	127	YES	127	YES
English Learners	44	YES	44	YES
Students with Disabilities	21	YES	21	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	118	53.39	49.84	76	68.42	63.04
Targeted Achievement Gap Group	116	52.59	49.27	74	67.57	61.80
	Three Year Performance			Three Year Growth		
All Students	340	49.71	49.84	205	67.32	63.04
Targeted Achievement Gap Group	335	49.25	49.27	201	66.67	61.80
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	67	55.22	54.17	39	74.36	64.95
Hispanic	46	50.00	42.97	34	61.76	57.70
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	115	52.17	48.78	73	67.12	61.80
English Learners	43	44.19	41.66	33	60.61	56.00
Students with Disabilities	19	31.58	38.89	n < 10	n < 10	n < 10

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	118	50.85	58.49	76	43.42	67.48
Targeted Achievement Gap Group	116	50.00	57.28	74	44.59	66.39
	Three Year Performance			Three Year Growth		
All Students	340	51.76	58.49	207	51.69	67.48
Targeted Achievement Gap Group	335	51.04	57.28	203	51.72	66.39
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	67	43.28	62.07	39	28.21	73.04
Hispanic	46	58.70	53.15	34	55.88	57.70
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	115	49.57	56.86	73	43.84	66.39
English Learners	43	53.49	52.09	33	54.55	56.00
Students with Disabilities	19	31.58	46.53	n < 10	n < 10	n < 10

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> MORRIS HOLMES
School: BASELINE ELEMENTARY SCHOOL	Principal: KATINA RAY
LEA: 6001052	Grades: P-05
Address: 3623 BASELINE RD.	Enrollment: 297
LITTLE ROCK, AR 72209	Attendance (3 QTR AVG): 95.55
Phone: 501-447-3700	Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	138	138	100.00	138	138	100.00
Targeted Achievement Gap Group	124	124	100.00	124	124	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	76	76	100.00	76	76	100.00
Hispanic	60	60	100.00	60	60	100.00
White						
Economically Disadvantaged	108	108	100.00	108	108	100.00
English Language Learners	55	55	100.00	55	55	100.00
Students with Disabilities	25	25	100.00	25	25	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:		NEEDS IMPROVEMENT								
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	51	119	42.86	54.40	91.00	47	78	60.26	66.40	93.00
Targeted Achievement Gap Group	46	111	41.44	53.88	91.00	44	72	61.11	65.28	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	162	343	47.23	54.40	91.00	136	216	62.96	66.40	93.00
Targeted Achievement Gap Group	153	330	46.36	53.88	91.00	129	206	62.62	65.28	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	28	67	41.79	58.33		25	46	54.35	68.13	
Hispanic	23	51	45.10	48.15		22	31	70.97	61.54	
White				72.23					100.00	
Economically Disadvantaged	43	102	42.16	53.43		41	67	61.19	65.28	
English Language Learners	21	49	42.86	46.97		20	29	68.97	60.00	
Students with Disabilities	0	20	0.00	44.44		1	12	8.33	33.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	51	119	42.86	62.27	92.00	31	78	39.74	70.43	81.00
Targeted Achievement Gap Group	49	111	44.14	61.17	92.00	29	72	40.28	69.44	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	169	343	49.27	62.27	92.00	104	216	48.15	70.43	81.00
Targeted Achievement Gap Group	162	330	49.09	61.17	92.00	100	206	48.54	69.44	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	24	67	35.82	65.52		14	46	30.43	75.49	
Hispanic	27	51	52.94	57.41		17	31	54.84	61.54	
White				72.23					100.00	
Economically Disadvantaged	46	102	45.10	60.78		28	67	41.79	69.44	
English Language Learners	25	49	51.02	56.44		15	29	51.72	60.00	
Students with Disabilities	5	20	25.00	51.39		2	12	16.67	50.00	





ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: Baseline Elementary School

School Improvement Team Members: Dr. Richard Wilde, Chante'le Williams, Lisa Knoedl, Triah Frazier, and Roxie Browning

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Findings/Background	Recommendations
The ADE Academic Distress Review Team reviewed Baseline's student achievement goals. The established quarterly goals reflected an expectation lower than current levels of proficiency. For example, the overall proficiency rate for the school was approximately 40% on math and literacy Benchmark exams. However, the first quarter goal was for 20% of students to score at or above proficient levels on common assessments.	<ul style="list-style-type: none"><li>• The internal SIS, principal, and Director of Elementary Education should set quarterly goals and measures for student achievement, with the intent to set expectations consistent with at least maintaining students that are proficient and accelerating those who are not.</li><li>• The school leadership team, principal, internal SIS, and Director of Elementary Education should support teachers' consistent implementation of high yield/key interventions to accelerate basic and below basic performance to proficiency and to evaluate the effectiveness of those interventions.</li><li>• Identify and implement classroom level measures that will provide timely (ongoing and frequent) data for tracking student progress and promote differentiated instruction.</li></ul>

<p>Following the identification of academically distressed schools, the LRSD established ten "Non-Negotiables for Schools on Academic Distress." Fourth on the list included, "Teachers must plan collaboratively with support from the instructional facilitator, where possible (math and literacy)." Interviews conducted with Baseline teachers, leadership team, and academic facilitators indicated that while grade-level and instructional content teams met on a regular basis, they seldom developed common unit assessments nor collaboratively analyzed post-unit results.</p>	<ul style="list-style-type: none"> <li>Instructional teams should regularly analyze classroom performance data and use the data to drive instruction, lesson planning, and professional development. Instructional coaches should monitor and facilitate the collection and use of classroom performance data.</li> </ul>
<p>The school's ESEA Accountability Reports for the most-recent three years indicate the following trend data for TAGG subgroups:</p> <p>English Language Learners (ELL) – percent scoring proficient or above in literacy:</p> <p>2012 = 44.19%</p> <p>2013 = 42.86%</p> <p>2014 = 37.21%</p> <p>Students with Disabilities (SWD) – percent scoring proficient or above in literacy:</p> <p>2012 = 31.58%</p> <p>2013 = 0.00%</p> <p>2014 = 10%</p> <p>English Language Learners (ELL) – percent scoring proficient or above in mathematics:</p> <p>2012 = 53.49%</p> <p>2013 = 51.02%</p> <p>2014 = 58.14%</p>	<ul style="list-style-type: none"> <li>The school leadership team, principal, building-level ELL coordinator, district-level special education support, building-level special education coordinator, and the internal SIS should:             <ul style="list-style-type: none"> <li>➤ analyze the disaggregated data related to the number of years the English Language Learner population has been educated in the school in contrast to the academic progress made. Evaluate the effectiveness of the interventions that is being utilized with the ELL population</li> <li>➤ analyze, review and evaluate the effectiveness of the goals and interventions established for student achievement with the intent to set quarterly expectations consistent with supporting the specific instructional needs of ELL and SWD learners.</li> </ul> </li> <li>Given the large number of English Language Learners in addition to the low performance of Students with Disabilities in the building, these particular subgroups should be closely monitored</li> </ul>

	<p>Students with Disabilities (SWD) – percent scoring proficient or above in mathematics:  2012 = 31.58%  2013 = 25%  2014 = 15%</p> <p>In separate interviews conducted by the ADE team, members of the school leadership team and the principal tended to discuss efforts based on aggregate performance of TAGG groups.</p> <p>The 8<sup>th</sup> LRSD Non-Negotiable states that "All staff members must help build and maintain a culture of high expectations." The 10<sup>th</sup> adds that "Data will inform decision-making at all levels (school, department, classroom, student)."</p>	<p>for academic progress and determination of individual student learning needs to drive instruction. Methods for monitoring student progress should include regular analysis and evaluation to determine if interventions are accelerating student achievement within the ELL and SWD subgroups.</p>
	<p>During interviews, the principal and leadership team members identified a high turnover rate among staff. Two specialty teachers were on leave a majority of the previous school year and a limited amount of certified interventionists were serving student needs. Multiple changes in the teaching staff have occurred over the past three school years.</p>	<ul style="list-style-type: none"> <li>• District/school leadership should develop a recruitment and retention plan for instructional leadership and staff.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Little Rock School District

School: Baseline Elementary

School Improvement Specialist: Roxie Browning

Data Review Team: Tiah Frazier, John Harris, Dr. Richard Wilde, Roxie Browning

Date: 08/15/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<ul style="list-style-type: none"> <li>The P/A % falls from 4<sup>th</sup> grade to 5<sup>th</sup> by 10-15% annually in literacy</li> </ul>	<ul style="list-style-type: none"> <li>Is the curriculum aligned for both math and literacy according to unit assessments? If so, what is occurring between 4<sup>th</sup> and 5<sup>th</sup> resulting in drop at 10-15% in distress?</li> </ul>	<ul style="list-style-type: none"> <li>Expertise in curriculum alignment</li> </ul>
<ul style="list-style-type: none"> <li>Math scores have been inconsistent but appear to improve from 3<sup>rd</sup> to 4<sup>th</sup> and decline from 4<sup>th</sup> to 5<sup>th</sup>.</li> <li>All 5<sup>th</sup> grade math scores have been below in by 40%.</li> <li>Minimal improvement within the SWD categories in math and literacy. They appear to be scoring significantly below other TAGG populations.</li> </ul>	<ul style="list-style-type: none"> <li>Is vertical planning or alignment occurring?</li> <li>What types of disabilities?</li> <li>How many students are portfolio tested?</li> <li>SWD math &amp; lit courses are taught where and by who?</li> <li>Is there alignment of curriculum to standards if SWD is taught in classroom?</li> <li>What are the modifications/accommodati</li> </ul>	<ul style="list-style-type: none"> <li>Expertise in SPED</li> </ul>

<ul style="list-style-type: none"> <li>• Student attainment each quarter was far below what was identified as necessary to meet 49.5% proficiency based on IMO's set for the 2013-14 SY.</li> <li>• African American TAGG pop 8% below in Lit and 14% below goal in math.</li> <li>• Hispanic TAGG pop 4%</li> <li>• Economically Disadvantaged TAGG pop 11 % below goal</li> <li>• ELL TAGG pop 7% below in lit and 4% in math</li> <li>• SWD 0% proficient in literacy &amp; 25% in math</li> </ul>	<p><b>ons provided?</b></p> <ul style="list-style-type: none"> <li>• Did teachers use common unit assessments? If so, how did they verify alignment and what did they do with the results to impact teaching and learning?</li> <li>• Interventions in place for TAGG groups specifically in math and literacy?</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in Literacy for elementary</li> </ul>
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PINE BLUFF SCHOOL DISTRICT	School:	BELAIR MIDDLE SCHOOL
LEA:	3505	LEA:	3505025
Superintendent:	FRANK ANTHONY	Principal:	ROBBIE WILLIAMS
Address:	512 SOUTH PINE	Address:	1301 COMMERCE ROAD
City:	PINE BLUFF, AR 71601	County:	JEFFERSON
Phone:	870-543-4203	Phone:	870-543-4365

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	6 - 7	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	350.52	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	NO(86%)	YES	YES	YES	YES
MATH	YES	YES	NO(86%)	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
BELAIR MIDDLE SCHOOL  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	125	110	173	136	177	128	475	374
# Attempted	317	317	328	328	319	319	964	964
% Proficient	39.4	34.7	52.7	41.5	55.5	40.1	49.3	38.8
AYP Status	A	SI_6	MS	SI_M	A	SI_7	A	SI_7
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	121	108	166	130	168	121	455	359
# Attempted	311	311	318	318	308	308	937	937
% Proficient	38.9	34.7	52.2	40.9	54.5	39.3	48.6	38.3
AYP Status	A	SI_6	MS	SI_7	A	SI_8	A	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	2	1	2	1
# Attempted	1	1	0	0	2	2	3	3
% Proficient	0	0	NA	NA	100	50	66.7	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	4	2	7	5	4	3	15	10
# Attempted	5	5	9	9	5	5	19	19
% Proficient	80	40	77.8	55.6	80	60	78.9	52.6
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	97	82	146	112	143	103	386	297
# Attempted	271	271	289	289	277	277	837	837
% Proficient	35.8	30.3	50.5	38.8	51.6	37.2	46.1	35.5
AYP Status	SI_5	SI_6	SI_M	SI_M	SI_6	SI_7	SI_6	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	1	1	1	1	2
# Attempted	0	0	1	1	1	1	2	2
% Proficient	NA	NA	0	100	100	100	50	100
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	4	5	2	2	6	7	12	14
# Attempted	43	43	42	42	37	37	122	122
% Proficient	9.3	11.6	4.8	4.8	16.2	18.9	9.8	11.5
AYP Status	SI_4	SI_M	SI_5	SI_4	NA	NA	SI_M	SI_M

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
BELAIR MIDDLE SCHOOL  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 2.7)	NO( -1.3)
2010-2011 AYP STATUS	A	SI_7

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 2.3)	NO( -1.6)
2010-2011 AYP STATUS	A	SI_8

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## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## CAUCASIAN POPULATION

Percent Tested	NO(86%)	NO(86%)
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.1)	NO( -1.6)
2010-2011 AYP STATUS	SI_6	SI_7

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
BELAIR MIDDLE SCHOOL  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	319	177	55.5	14	59.9	No
Af.Amer.	308	168	54.5	14	59.1	No
Hispanic	2	2	100	NA	100	NA
Caucasian	5	4	80	NA	80	NA
Econ.Dis.	277	143	51.6	13	56.3	No
LEP	1	1	100	NA	100	NA
Stud.Dis.	37	6	16.2	5	29.7	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	319	128	40.1	12	43.9	No
Af.Amer.	308	121	39.3	12	43.2	No
Hispanic	2	1	50	NA	50	NA
Caucasian	5	3	60	NA	60	NA
Econ.Dis.	277	103	37.2	11	41.2	No
LEP	1	1	100	NA	100	NA
Stud.Dis.	37	7	18.9	NA	18.9	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	337.24	327.83	330.85	331.97
Average Daily Membership:	353.85	348.56	349.13	350.52

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PINE BLUFF SCHOOL DISTRICT	Superintendent: JERRY PAYNE
School: <b>BELAIR MIDDLE SCHOOL</b>	Principal: ROBBIE WILLIAMS
LEA: 3505025	Grades: 06 - 07
Address: 1301 COMMERCE ROAD	Enrollment: 338
PINE BLUFF, AR 71601	Attendance Rate: 95.96% (3 QTR AVG)
Phone: 870-543-4365	Poverty Rate: 86.98%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	351	YES	351	YES
Targeted Achievement Gap Group	318	YES	318	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	326	YES	326	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	12	YES	12	YES
Economically Disadvantaged	313	YES	313	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	36	YES	36	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	313	55.59	45.12	292	58.22	46.39
Targeted Achievement Gap Group	282	51.77	42.59	262	54.58	44.07
	Three Year Performance			Three Year Growth		
All Students	960	45.63	45.12	885	48.25	46.39
Targeted Achievement Gap Group	855	42.46	42.59	785	45.22	44.07
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	294	55.10	44.35	275	58.18	46.17
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	277	52.71	42.42	260	54.62	44.20
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	32	15.63	25.68	25	20.00	17.06

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	313	50.80	59.20	292	51.37	61.62
Targeted Achievement Gap Group	282	47.16	55.63	262	47.71	58.49
	Three Year Performance			Three Year Growth		
All Students	960	53.02	59.20	886	55.64	61.62
Targeted Achievement Gap Group	855	49.59	55.63	786	52.29	58.49
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	294	49.32	58.34	275	49.82	61.18
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	277	48.01	55.65	260	48.08	58.70
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	32	9.38	23.20	25	12.00	38.89

<b>District:</b> PINE BLUFF SCHOOL DISTRICT	<b>Superintendent:</b> LINDA WATSON
School:BELAIR MIDDLE SCHOOL	Principal:ROBBIE WILLIAMS
LEA:3505025	Grades:06-07
Address:1301 COMMERCE ROAD	Enrollment:298
PINE BLUFF, AR 71601	Attendance (3 QTR AVG):97.67
Phone:870-543-4365	Poverty Rate:89.26

OVERALL SCHOOL STATUS: **PRIORITY**

#### PERCENT TESTED

PERCENT TESTED STATUS:	<b>ACHIEVING</b>					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	308	311	99.04	308	311	99.04
Targeted Achievement Gap Group	287	290	98.97	287	290	98.97
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	287	290	98.97	287	290	98.97
Hispanic						
White						
Economically Disadvantaged	282	285	98.95	282	285	98.95
English Language Learners						
Students with Disabilities	41	41	100.00	41	41	100.00

#### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	<b>NEEDS IMPROVEMENT</b>									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	128	281	45.55	50.11	91.00	120	258	46.51	51.27	93.00
Targeted Achievement Gap Group	111	261	42.53	47.81	91.00	104	240	43.33	49.15	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	430	913	47.10	50.11	91.00	410	839	48.87	51.27	93.00
Targeted Achievement Gap Group	362	824	43.93	47.81	91.00	346	756	45.77	49.15	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	119	263	45.25	49.41		113	242	46.69	51.07	
Hispanic				58.33					58.33	
White				66.67					72.23	
Economically Disadvantaged	111	256	43.36	47.65		104	237	43.88	49.28	
English Language Learners				100.00					100.00	
Students with Disabilities	8	38	21.05	32.43		2	24	8.33	24.60	

#### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	<b>NEEDS IMPROVEMENT</b>									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	116	281	41.28	62.91	92.00	103	258	39.92	65.11	81.00
Targeted Achievement Gap Group	101	261	38.70	59.67	92.00	90	240	37.50	62.27	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	452	913	49.51	62.91	92.00	421	839	50.18	65.11	81.00
Targeted Achievement Gap Group	379	824	46.00	59.67	92.00	354	756	46.83	62.27	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	107	263	40.68	62.13		97	242	40.08	64.71	
Hispanic				100.00					100.00	
White				83.33					72.23	
Economically Disadvantaged	99	256	38.67	59.68		89	237	37.55	62.45	
English Language Learners				100.00					100.00	
Students with Disabilities	9	38	23.68	30.18		3	24	12.50	44.44	

Report created on October 31, 2013 - 3:00PM

\*\*\*\* FINAL REPORT - REDACTED \*\*\*\*



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Pine Bluff School District

School: Belair Middle School

School Improvement Team Members: Jeff Dyer and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence	Recommendations
<p>Staff interviews revealed that grade-level teams seldom analyze student achievement data from classroom assessment results.</p> <p>A review of the master schedule and staff interviews indicated that time for grade-levels teams to meet is not included in the master schedule.</p> <p>Three year (2011-13) trend data for All Students indicated that 47.10% of these students performed at or above the proficient level in literacy.</p> <p>The preliminary 2014 ESEA Accountability Report indicated that 44.42% of All Students performed at or above the proficient level in literacy.</p>	<ul style="list-style-type: none"><li>Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met.</li><li>School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.</li></ul>

<p>Three year (2011-13) trend data for All Students revealed that 49.51% of these students performed at or above the proficient level in math.</p> <p>The preliminary 2014 ESEA Accountability Report indicated that 46.25% of All Students performed at or above the proficient level in math.</p> <p>Approximately 90% of all students assessed were identified in a Targeted Achievement Gap Group (TAGG) between 2012 and 2014.</p> <p>Achievement gaps between All Students and TAGG three-year trend data in both areas remained constant at approximately 3% to 4%.</p>	
<p>An internal school improvement specialist has been hired by the district to support school improvement efforts at the school.</p> <p>The current principal served as an assistant principal at the school prior to her assignment in 2013-2014.</p> <p>Interviews with staff members indicate most are enthusiastic about implementing additional research-based instructional practices initiated by the new principal; however, most perceive effective implementation requires steering a steep learning curve.</p>	<ul style="list-style-type: none"> <li>District and school leadership, with guidance from the internal school improvement specialist assigned to the school, should plan and provide ongoing, job-embedded professional development to support teachers' effective implementation of research-based instructional strategies to meet the individual learning needs of all students.</li> </ul>
<p>Interviews with staff revealed the perception that curriculum, assessment, and instruction are not fully-aligned with Arkansas Frameworks nor between and among schools.</p>	<ul style="list-style-type: none"> <li>District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Pine Bluff

School: Belair Middle

SIS: Jeff Dyer

Data Review Team: LaDonna Spain, Mitzi Smith, Richard Wilde, Susan Ridings, Teena Bell, Zrano Bowles

Date: 08/18/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>*Three year (2011-13) trend data for all students was 47% in literacy and 49.51% in math scoring proficient/advanced. 2014 test scores showed 48% proficient/advanced in 6<sup>th</sup> grade math and 45% proficient/advanced in 7<sup>th</sup> grade math.</p> <p>38% of 6<sup>th</sup> grade students scored proficient/advanced in literacy</p> <p>* Approximately 90% of all students assessed were identified in a Targeted Achievement Gap Group (TAGG). Three year (2011-13) trend data showed 43% in literacy and 46% in math proficient/advanced for economically disadvantaged students. The students with disabilities TAGG also showed scores of 21% in literacy and 23% in math.</p>	<p>*What actions have been taken to ensure alignment between curriculum, lesson plans and classroom instruction to provide the best environment for increased student achievement?</p> <p>*What actions are being utilized to ensure positive opportunities for students identified as economically disadvantaged and with disabilities?</p>	<p>On-site team should include expertise in curriculum and alignment and working with students with disabilities and economically disadvantaged.</p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	BLYTHEVILLE SCHOOL DISTRICT	School:	BLYTHEVILLE CHARTER SCHOOL&ALC
LEA:	4702	LEA:	4702703
Superintendent:	RICHARD ATWILL	Principal:	BARBARA LEWIS
Address:	P.O. BOX 1169	Address:	415 TENNESSEE
City:	BLYTHEVILLE, AR 72316	County:	MISSISSIPPI
Phone:	870-762-2053	Phone:	870-763-7191

## Overall School AYP Information

2011 AYP Status: Whole School Improvement (WSI-2)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_2
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_1
Met Standards for Graduation:	NO	Overall Grad Status:	A

Prior Year AYP Status: Whole School Improvement (WSI-1)

AYP Group:	9 - 12	Met Graduation Target of 70%:	NO(42.2%)	Smart Accountability Index:	0%
Grade Range:	7 -12	Met Graduation Goal of 85%:	NO(42.2%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	93.54	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	NA	NA	NA	NA		NA	NA	
<b>African American</b>	NA	NA	NA	NA		NA	NA	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	NA	NA	NA	NA		NA	NA	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	NA	YES	NA	YES
MATH	NO(92%)	NO(91%)	YES	NA	NO(92%)	NA	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

BLYTHEVILLE SCHOOL DISTRICT  
BLYTHEVILLE CHARTER SCHOOL&ALC  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-2)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	10	3	12	10	2	4	24	17
# Attempted	40	17	55	31	26	24	121	72
% Proficient	25	17.6	21.8	32.3	7.7	16.7	19.8	23.6
AYP Status	SI_1	NA	SI_2	NA	NA	NA	SI_3	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	7	1	9	10	1	3	17	14
# Attempted	32	13	49	27	22	22	103	62
% Proficient	21.9	7.7	18.4	37	4.5	13.6	16.5	22.6
AYP Status	NA	NA	A	NA	NA	NA	SI_1	A
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	1	0	0	0	0	0	1	0
% Proficient	0	NA	NA	NA	NA	NA	0	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	3	2	3	0	1	1	7	3
# Attempted	7	4	6	4	4	2	17	10
% Proficient	42.9	50	50	0	25	50	41.2	30
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	10	3	11	10	2	4	23	17
# Attempted	40	17	54	31	26	24	120	72
% Proficient	25	17.6	20.4	32.3	7.7	16.7	19.2	23.6
AYP Status	SI_1	NA	SI_2	NA	NA	NA	SI_3	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	1	0	0	0	0	0	1	0
% Proficient	0	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	2	2	0	0	1	1	3	3
% Proficient	0	0	NA	NA	0	0	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

BLYTHEVILLE SCHOOL DISTRICT  
BLYTHEVILLE CHARTER SCHOOL&ALC  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-2)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(92%)	YES
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NO(-14.1)	NO(-15.6)
2010-2011 AYP STATUS	SI_3	A

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## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NO(-13.8)	NO(-23.4)
2010-2011 AYP STATUS	SI_1	A

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## HISPANIC POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

---

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NO(-25.0)	YES
2010-2011 AYP STATUS	NA	NA

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	NO(92%)	YES
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NO(-12.7)	NO(-15.6)
2010-2011 AYP STATUS	SI_3	A

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	NO(42.2%)	NO(42.2%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

BLYTHEVILLE SCHOOL DISTRICT  
BLYTHEVILLE CHARTER SCHOOL&ALC  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-2)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	26	2	7.7	NA	7.7	NA
Af.Amer.	22	1	4.5	NA	4.5	NA
Hispanic	0	0	NA	NA	NA	NA
Caucasian	4	1	25	NA	25	NA
Econ.Dis.	26	2	7.7	NA	7.7	NA
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	1	0	0	NA	0	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	24	4	16.7	NA	16.7	NA
Af.Amer.	22	3	13.6	NA	13.6	NA
Hispanic	0	0	NA	NA	NA	NA
Caucasian	2	1	50	NA	50	NA
Econ.Dis.	24	4	16.7	NA	16.7	NA
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	1	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	74.94	81.79	81.64	79.46
Average Daily Membership:	87.05	96.93	96.65	93.54

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: BLYTHEVILLE SCHOOL DISTRICT	Superintendent: RICHARD ATWILL
School: <b>BLYTHEVILLE CHARTER SCHOOL&amp;ALC</b>	Principal: BARBARA LEWIS
LEA: 4702703	Grades: 07 - 12
Address: 415 TENNESSEE	Enrollment: 92
BLYTHEVILLE, AR 72315	Attendance Rate: 80.41% (3 QTR AVG)
Phone: 870-763-7191	Poverty Rate: 91.30%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	38	YES	32	YES
Targeted Achievement Gap Group	38	YES	32	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	35	YES	31	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	38	YES	32	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	18	50.00	39.94
Targeted Achievement Gap Group	18	50.00	41.07
Two Year Graduation Rate			
All Students	47	40.43	39.94
Targeted Achievement Gap Group	46	41.30	41.07
ESEA Subgroups	2011 Graduation Rate		
African Americans	13	53.85	37.50
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	18	50.00	41.07
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Needs Improvement School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	29	17.24	52.94	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	29	17.24	53.03	n < 10	n < 10	n < 10
Three Year Performance			Three Year Growth			
All Students	84	22.62	52.94	24	29.17	57.26
Targeted Achievement Gap Group	84	22.62	53.03	24	29.17	57.22
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	27	14.81	47.90	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	29	17.24	53.03	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: BLYTHEVILLE SCHOOL DISTRICT	Superintendent: RICHARD ATWILL
School: <b>BLYTHEVILLE CHARTER SCHOOL&amp;ALC</b>	Principal: BARBARA LEWIS
LEA: 4702703	Grades: 07 - 12
Address: 415 TENNESSEE	Enrollment: 92
BLYTHEVILLE, AR 72315	Attendance Rate: 80.41% (3 QTR AVG)
Phone: 870-763-7191	Poverty Rate: 91.30%

### Needs Improvement Priority School

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	25	32.00	15.38	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	25	32.00	15.38	n < 10	n < 10	n < 10
	Three Year Performance			Three Year Growth		
All Students	106	20.75	15.38	24	16.67	19.79
Targeted Achievement Gap Group	105	20.00	15.38	24	16.67	19.79
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	25	32.00	12.50	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	25	32.00	15.38	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

**District: BLYTHEVILLE SCHOOL DISTRICT**  
 School: BLYTHEVILLE CHARTER SCHOOL & ALC  
 LEA: 4702703  
 Address: 415 Tennessee  
 Blytheville, AR 72316  
 Phone: 870-763-7191

**Superintendent: RICHARD ATWILL**  
 Principal: BARBARA LEWIS  
 Grades: 07-12  
 Enrollment: 87  
 Attendance (3 QTR AVG): 83.62  
 Poverty Rate: 98.85

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	39	44	88.64	45	53	84.91
Targeted Achievement Gap Group	39	44	88.64	45	53	84.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	37	41	90.24	43	51	84.31
Hispanic						
White						
Economically Disadvantaged	39	44	88.64	45	53	84.91
English Language Learners						
Students with Disabilities						

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: **NEEDS IMPROVEMENT**

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4	29	13.79	30.56	91.00				37.50	93.00
Targeted Achievement Gap Group	4	29	13.79	30.56	91.00				37.50	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	13	82	15.85	30.56	91.00	5	25	20.00	37.50	93.00
Targeted Achievement Gap Group	13	82	15.85	30.56	91.00	5	25	20.00	37.50	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	4	29	13.79	28.03					28.58	
Hispanic				75.00					73.68	
White				58.33					100.00	
Economically Disadvantaged	4	29	13.79	30.56					37.50	
English Language Learners				52.38					52.38	
Students with Disabilities				16.67					16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: **ACHIEVING**

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	10	32	31.25	23.08	92.00				27.08	81.00
Targeted Achievement Gap Group	10	32	31.25	23.08	92.00				27.08	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	20	83	24.10	23.08	92.00	5	25	20.00	27.08	81.00
Targeted Achievement Gap Group	20	83	24.10	23.08	92.00	5	25	20.00	27.08	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	10	32	31.25	20.46					28.58	
Hispanic				88.89					82.46	
White				37.50					16.67	
Economically Disadvantaged	10	32	31.25	23.08					27.08	
English Language Learners				79.17					70.24	
Students with Disabilities				16.67					16.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: **NEEDS IMPROVEMENT**

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	10	26	38.46	45.40	94.00
Targeted Achievement Gap Group	10	25	40.00	46.43	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	29	73	39.73	45.40	94.00
Targeted Achievement Gap Group	29	71	40.85	46.43	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	10	24	41.67	43.18	
Hispanic				83.33	
White				58.33	
Economically Disadvantaged	10	25	40.00	46.43	
English Language Learners				100.00	
Students with Disabilities				58.33	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Blytheville

School: Blytheville High School

School Improvement Team Members: Dr. Robert Toney and Pam Clark

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p><b>Eleventh Grade Literacy Results:</b></p> <p>The percentage of students scoring proficient or advanced increased from 2012 to 2013. The increase was approximately 6.5% for all sub-groups except Students with Disabilities, and these scores improved by 3.6%.</p> <p>Scores for all sub-groups, with the exception of the Caucasian student sub-group, were below the 49.5% cut score for academically distressed status. The Caucasian student sub-population accounts for less than 20% of the total population tested.</p> <p>Seventy-five percent (75%) of ninth-grade students read at or below sixth-grade level.</p>	<ul style="list-style-type: none"><li>• District leadership should evaluate the effectiveness of reading instruction K-12.</li><li>• The literacy alignment K-12 should be evaluated to determine if the written and taught curriculum is aligned with the state curriculum frameworks.</li><li>• The principal should monitor implementation levels of strategies learned during training to improve teachers' ability to meet the unique needs of children of poverty. Results should be used to determine individual teachers' professional development needs.</li></ul>

	<p>The percentage of students in the "All Students" category scoring proficient or advanced for 2012, 2013, and 2014 are:</p> <p>2012 ..... 37.57%  2013 ..... 43.67%  2014 ..... 42%</p> <p>During the Academic Distress site visit the following information was provided by the district and campus leadership:</p> <ol style="list-style-type: none"> <li>1. Staff stated that a negative "mindset" exists among students and the community that Blytheville students cannot succeed.</li> <li>2. This school year BHS students who have been identified as having the greatest need in reading have been enrolled in a "Critical Reading Class" in addition to their language arts class.</li> <li>3. The high school has two reading interventionists.</li> </ol> <p>Based on staff interviews, the Response to Intervention (RTI) program is timely and specific. Teachers make adjustments on a daily basis for students who need additional help.</p>	<ul style="list-style-type: none"> <li>• District/school leadership should establish a vision for high academic achievement in collaboration with the school board and stakeholder groups to market that vision to the community, staff, parents, and students.</li> <li>• District/school leadership should evaluate the current status of the parent contact program. Plan and implement a program of contacting parents with positive information about students.</li> <li>• District/school leadership should evaluate the effectiveness of the "Critical Reading Class" based on student performance data.</li> <li>• District/school leadership should evaluate the effectiveness of the RTI program based on student classroom level progress and the use of appropriate interventions.</li> </ul>
	<p><b>Math Results:</b></p> <p>The percentage of students scoring at proficient or advanced on Algebra I and Geometry End-of-Course Exams fell from 57.21% in 2012 to 38.64% in 2013.</p>	<ul style="list-style-type: none"> <li>• The math interventionist should work with individual teachers to guide development of intervention plans.</li> </ul>

<p>The percentage of students in the "All Students" category scoring at proficient or advanced for 2012, 2013, 2014 are:</p> <p>2012 ..... 57.21%  2013 ..... 38.64%  2014 ..... 36.00%</p> <p>The percentage of students scoring proficient or advanced in 2012 was above the 49.5% cut score for academically distressed status. The scores in 2013 were all below this cut score with the exception of the white sub-group. The white student category accounted for 15.4% of the students tested in 2012 and 11% of the students tested in 2013.</p>	<ul style="list-style-type: none"> <li>• Math interventionists should give assistance to students identified as being in need of additional support.</li> <li>• School leadership should ensure that teachers trained in Mathematics Design Collaborative (MDC) continue to receive assistance from the local education service cooperative to effectively align MDC with local district initiatives.</li> </ul>
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## Academic Distress Pre-Evaluation Form

District: Blytheville  
 School: Blytheville HS  
 School Improvement Specialist: Dr. Robert Toney  
 Data Review Team: Pam Clark  
 Date: 08-15-14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Eleventh Grade Literacy</b></p> <p>The percentage of students scoring at the proficient or advanced range increased from 2012 to 2013. The increase was approximately 6.5% for all categories except SWD and these scores improved by 3.6%.</p> <p>The percentage of students scoring in the proficient or advanced range in 2014 was approximately 42%.</p> <p>The percentage of students in the "all students" category scoring at the proficient or advanced range for the 2012, 2013, 2014 years are:</p> <p>2012 ..... 37.57%</p> <p>2013 ..... 43.67%</p> <p>2014 ..... 42%</p> <p>All of the scores for all sub-groups, with the exception of the white student sub-pop, were below the 49.5% cut score for academically distressed</p>	<p><b>Eleventh Grade Literacy</b></p> <p>The 3 year trend data suggests that the percentage of students scoring proficient or advanced has remained at the 40% range +/- 3 or so points. How has the school addressed this issue?</p> <p>What specific initiatives have been implemented and is there any evidence that these initiatives are resulting in improved student achievement?</p>	<p><b>Eleventh Grade Literacy</b></p> <p>No additional team members are necessary at this time.</p>

status. The white student sub-  
population accounts for less than 20%  
of the total population tested.

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## Academic Distress Pre-Evaluation Form

District: Blytheville

School: Blytheville HS

School Improvement Specialist: Dr. Robert Toney

Data Review Team: Pam Clark

Date: 08-15-14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p style="text-align: center;"><b>Math</b></p> <p>The percentage of students scoring at the proficient or advanced ranges on the Math end-of-course exams fell from 57.21% in 2012 to 38.64% in 2013.</p> <p>The percentage of the students in the combined population that scored in the proficient or advanced range in 2014 was 36%.</p> <p>The percentage of students in the “all students” category scoring at the proficient or advanced range for the 2012, 2013, 2014 years are:</p> <p>2012 ..... 57.21  2013 ..... 38.64  2014 ..... 36.00</p> <p>The percentage of students scoring at the proficient or advanced range in 2012 were all above the 49.5% cut score for academic distressed status. The scores in 2013 were all below this cut score with the exception of the white student category. The white student category accounted for 15.4% of the students tested in 2012 and 11% of the students tested in 2013.</p>	<p style="text-align: center;"><b>Math</b></p> <p>Has the school identified possible reasons for the decrease in scores from 2012 to 2013?</p> <p>What specific initiatives has the school implemented to address this decrease?</p> <p>Is there evidence that these initiatives have had a positive impact on student achievement?</p>	<p style="text-align: center;"><b>Math</b></p> <p>No additional team members are required at this time.</p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	HELENA/ W.HELENA SCHOOL DIST.	School:	CENTRAL HIGH SCHOOL
LEA:	5403	LEA:	5403019
Superintendent:	WILLIE WILLIAMS	Principal:	MAURICE SMITH
Address:	305 VALLEY DRIVE	Address:	103 SCHOOL ROAD
City:	HELENA, AR 72342	County:	PHILLIPS
Phone:	870-338-4425	Phone:	870-572-6744

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_5
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	NO	Overall Grad Status:	SI_7

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	NO(58.5%)	Smart Accountability Index:	0%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(58.5%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	672.65	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	NA	YES	NA	NO
MATH	NO(91%)	NO(91%)	NO(82%)	YES	NO(91%)	NA	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

HELENA/ W.HELENA SCHOOL DIST.  
CENTRAL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	79	38	121	54	118	55	318	147
# Attempted	324	136	266	148	244	155	834	439
% Proficient	24.4	27.9	45.5	36.5	48.4	35.5	38.1	33.5
AYP Status	SI_2	SI_6	SI_3	SI_7	SI_4	SI_8	SI_4	SI_8
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	77	36	116	53	111	53	304	142
# Attempted	318	128	258	147	233	153	809	428
% Proficient	24.2	28.1	45	36.1	47.6	34.6	37.6	33.2
AYP Status	SI_2	SI_6	SI_3	SI_7	SI_4	SI_8	SI_4	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	1	0	1	0
# Attempted	1	2	0	0	1	0	2	2
% Proficient	0	0	NA	NA	100	NA	50	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	2	2	4	1	6	1	12	4
# Attempted	5	6	7	1	10	1	22	8
% Proficient	40	33.3	57.1	100	60	100	54.5	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	79	38	121	54	118	55	318	147
# Attempted	323	136	266	148	243	155	832	439
% Proficient	24.5	27.9	45.5	36.5	48.6	35.5	38.2	33.5
AYP Status	SI_2	SI_6	SI_3	SI_7	SI_4	SI_8	SI_4	SI_8
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	3	4	8	4	15	2	26	10
# Attempted	36	18	24	15	29	11	89	44
% Proficient	8.3	22.2	33.3	26.7	51.7	18.2	29.2	22.7
AYP Status	NA	NA	NA	NA	NA	NA	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

HELENA/ W.HELENA SCHOOL DIST.  
CENTRAL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(91%)	YES
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NO( 2.9)	NO( -1.0)
2010-2011 AYP STATUS	SI_4	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NO( 2.7)	NO( -1.4)
2010-2011 AYP STATUS	SI_4	SI_8

## HISPANIC POPULATION

Percent Tested	YES	NA
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	NO(82%)	YES
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NO( 2.9)	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NO( 3.1)	NO( -1.0)
2010-2011 AYP STATUS	SI_4	SI_8

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	NO(93%)
Graduation Rate	NO(58.5%)	NO(58.5%)
Prof. Change 10-11	YES	NO( -8.5)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

HELENA/ W.HELENA SCHOOL DIST.  
CENTRAL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	244	118	48.4	NA	48.4	No
Af.Amer.	233	111	47.6	NA	47.6	No
Hispanic	1	1	100	NA	100	NA
Caucasian	10	6	60	NA	60	NA
Econ.Dis.	243	118	48.6	NA	48.6	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	29	15	51.7	NA	51.7	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	155	55	35.5	NA	35.5	No
Af.Amer.	153	53	34.6	NA	34.6	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	1	1	100	NA	100	NA
Econ.Dis.	155	55	35.5	NA	35.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	11	2	18.2	NA	18.2	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	639.67	627.69	620.35	629.24
Average Daily Membership:	675.61	673.78	668.56	672.65

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: HELENA/ W.HELENA SCHOOL DIST.	Superintendent: SUZANNE MCCOMMON
School: <b>CENTRAL HIGH SCHOOL</b>	Principal: MAURICE SMITH
LEA: 5403019	Grades: 09 - 12
Address: 103 SCHOOL ROAD	Enrollment: 567
WEST HELENA, AR 72390	Attendance Rate: 92.88% (3 QTR AVG)
Phone: 870-572-6744	Poverty Rate: 86.42%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	124	YES	244	YES
Targeted Achievement Gap Group	109	YES	236	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	120	YES	234	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	108	YES	234	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	YES	29	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	236	63.98	60.94
Targeted Achievement Gap Group	233	64.38	60.95
Two Year Graduation Rate			
All Students	466	60.73	60.94
Targeted Achievement Gap Group	456	60.96	60.95
ESEA Subgroups	2011 Graduation Rate		
African Americans	230	64.78	61.25
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	232	64.66	60.95
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	22	45.45	54.17

Needs Improvement School in Literacy						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	115	34.78	40.86	224	37.95	52.66
Targeted Achievement Gap Group	100	32.00	40.86	219	36.53	52.85
Three Year Literacy			Three Year Math			
All Students	418	35.65	40.86	734	44.14	52.66
Targeted Achievement Gap Group	403	34.99	40.86	728	43.82	52.85
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	112	34.82	40.09	217	38.71	52.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	99	31.31	40.86	217	35.94	52.85
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	7.14	25.00	27	33.33	55.74



<b>District:HELENA/ W.HELENA SCHOOL DIST.</b>	<b>Superintendent:SUZANNE MCCOMMON</b>
School:CENTRAL HIGH SCHOOL	Principal:MONICA MCMURAY
LEA:5403019	Grades:07-12
Address:103 SCHOOL ROAD	Enrollment:752
WEST HELENA, AR 72390	Attendance (3 QTR AVG):97.10
Phone:870-572-6744	Poverty Rate:91.62

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	371	383	96.87	530	545	97.25
Targeted Achievement Gap Group	356	368	96.74	504	519	97.11
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	355	367	96.73	507	522	97.13
Hispanic						
White	11	11	100.00	16	16	100.00
Economically Disadvantaged	355	367	96.73	504	519	97.11
English Language Learners						
Students with Disabilities	49	54	90.74	58	63	92.06

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	162	338	47.93	46.23	91.00	120	218	55.05	67.72	93.00
Targeted Achievement Gap Group	153	326	46.93	46.23	91.00	114	211	54.03	67.72	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	257	608	42.27	46.23	91.00	120	218	55.05	67.72	93.00
Targeted Achievement Gap Group	240	581	41.31	46.23	91.00	114	211	54.03	67.72	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	154	322	47.83	45.53		115	211	54.50	67.22	
Hispanic				58.33						16.67
White	6	11	54.55	100.00						83.33
Economically Disadvantaged	153	325	47.08	46.23		114	211	54.03	67.72	
English Language Learners										
Students with Disabilities	5	49	10.20	31.82		3	25	12.00	28.86	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	214	469	45.63	56.97	92.00	108	218	49.54	53.19	81.00
Targeted Achievement Gap Group	201	449	44.77	57.13	92.00	101	211	47.87	53.19	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	417	937	44.50	56.97	92.00	108	218	49.54	53.19	81.00
Targeted Achievement Gap Group	399	911	43.80	57.13	92.00	101	211	47.87	53.19	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	199	447	44.52	56.37		103	211	48.82	52.91	
Hispanic				100.00						16.67
White	10	15	66.67	66.67						62.50
Economically Disadvantaged	201	449	44.77	57.13		101	211	47.87	53.19	
English Language Learners										
Students with Disabilities	12	56	21.43	59.77		1	25	4.00	26.83	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	131	182	71.98	64.49	94.00
Targeted Achievement Gap Group	113	162	69.75	64.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	414	648	63.89	64.49	94.00
Targeted Achievement Gap Group	391	618	63.27	64.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	128	177	72.32	64.78	
Hispanic				58.33	
White				58.33	
Economically Disadvantaged	112	161	69.57	64.50	
English Language Learners					
Students with Disabilities	20	27	74.07	58.33	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**ACADEMIC DISTRESS ADE EVALUATION TEAM  
RECOMMENDATIONS**

District: Helena-West Helena  
School: Central High School  
School Improvement Team Members: David Tolleit, Pam Clark, and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations																		
<p>Three-year trend data included in ESEA Accountability Reports indicate the following percentages of students who performed at proficient or advanced levels in literacy:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>35.65%</td><td>34.99%</td></tr><tr><td>2013</td><td>42.27%</td><td>41.31%</td></tr></table> <p>Three-year trend data included in ESEA Accountability Reports indicate the following percentages of students who performed at proficient or advanced levels in math:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>44.14%</td><td>43.82%</td></tr><tr><td>2013</td><td>44.50%</td><td>43.80%</td></tr></table>		<u>All Students</u>	<u>TAGG</u>	2012	35.65%	34.99%	2013	42.27%	41.31%		<u>All Students</u>	<u>TAGG</u>	2012	44.14%	43.82%	2013	44.50%	43.80%	<ul style="list-style-type: none"><li>• Content-area instructional teams should regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.</li><li>• School leadership should provide time for content-area instructional teams to collaboratively plan units of instruction that include (classroom) pre- and post-unit assessments to ensure vertical and horizontal alignment of curriculum, assessments, and instruction.</li></ul>
	<u>All Students</u>	<u>TAGG</u>																	
2012	35.65%	34.99%																	
2013	42.27%	41.31%																	
	<u>All Students</u>	<u>TAGG</u>																	
2012	44.14%	43.82%																	
2013	44.50%	43.80%																	

<p>The high turnover rate of teachers has affected the instructional consistency and experience needed to bring about sustained improvement in student achievement. Currently Central High School is lacking two math teachers. Helena-West Helena relies on Teach for America (TFA) teachers to fill teacher positions, which increases the teacher turnover rate at least every two years.</p> <p>As stated by the principal, she has limited input regarding new hires.</p> <p>High teacher turnover rate in both math and literacy indicates the need for additional professional development for new teachers.</p>	<ul style="list-style-type: none"> <li>• District leadership should develop recruitment and retention policies, practices, and advertisement avenues to build and maintain a highly-qualified instructional staff, especially in literacy and math.</li> <li>• School leadership should develop a comprehensive and sustainable new teacher induction program that effectively prepares new teachers for meeting the individual learning needs of all students.</li> <li>• District and school leadership should plan and provide professional development regarding content knowledge and pedagogy to meet individual professional growth needs of new teachers.</li> </ul>
<p>Student achievement data indicates a majority of sixth-grader students transitioning to Central are not prepared for meeting standards of the seventh-grade curriculum.</p>	<ul style="list-style-type: none"> <li>• District and school leadership should facilitate vertical alignment sessions for teachers to collaboratively establish grade-level academic expectations and plan smooth transitions between each grade level.</li> <li>• District leadership should implement transition meetings between sixth- and seventh-grade that involve building principals, math and literacy instructional coaches, and/or grade-level teachers to address students' individual learning needs as they transition between campuses.</li> </ul>
<p>Central High School is designated as a Priority School and, under the current extension of Arkansas's ESEA Flexibility Waiver, is required to employ an internal school improvement specialist or external provider. As of this date, district leadership has not employed an internal school improvement specialist or contracted for services with an external provider</p>	<ul style="list-style-type: none"> <li>• District leadership should provide either an internal school improvement specialist or an external provider to support school improvement efforts at Central High School.</li> </ul>

	for Central High School.	
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## Academic Distress Pre-Evaluation Form

**District:** Helena West Helena School District

**School:** Central High School

**School Improvement Specialist:** David Tollett

**Data Review Team:** Pam Clark, David Tollett, Dr. Robert Toney

**Date:** August 12, 2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>11<sup>th</sup> Grade Literacy</b> Slight increase in test scores</p> <ul style="list-style-type: none"> <li>• 2014 – 50%</li> <li>• 2013 – 35%</li> <li>• 2012 – 34%</li> <li>• 2011 – 33%</li> </ul> <p><b>8<sup>th</sup> Grade Literacy</b> Slight decrease in test scores</p> <ul style="list-style-type: none"> <li>• 2014 – 55%</li> <li>• 2013 – 63%</li> <li>• 2012 – 64%</li> <li>• 2011 – 59%</li> </ul> <p><b>7<sup>th</sup> Grade Literacy</b> Slight decrease and decreasing trend in test scores</p> <ul style="list-style-type: none"> <li>• 2014 – 46%</li> <li>• 2013 – 50%</li> <li>• 2012 – 67%</li> <li>• 2011 – 51%</li> </ul>	<p>What is causing the fluctuation in Literacy Scores?  What curriculum is being used in Literacy and how is it aligned to Common Core?  What strategies/practices are in place that supports the increase in student achievement in 11<sup>th</sup> grade Literacy and can these be replicated?  What do you see as the biggest barriers to increasing test scores?</p>	<p>No additional staff needed at this time.</p>

<p><b><u>Algebra</u></b> Slight increase and increasing trend in test scores.</p> <ul style="list-style-type: none"> <li>• 2014 –59%</li> <li>• 2013 –49%</li> <li>• 2012 –39.8%</li> <li>• 2011 –49.6%</li> </ul>	<p>What is causing the fluctuation in test scores from one year to the next?</p> <p>Is this reflective of staffing decisions?</p> <p>Why have there been so many changes in core teachers?</p> <p>What is the district policy for the retention and recruitment of the teaching staff?</p> <p>What strategies/practices are in place that supports the increase in student achievement in math and can these be replicated?</p> <p>What is causing the fluctuation in Math Scores?</p> <p>What curriculum is being used in Math and how is it aligned to Common Core?</p>	<p>No additional staff needed at this time.</p> <p>Expertise in recruitment and retention of teachers and administrators</p>
<p><b><u>Geometry</u></b> Slight increase in test scores</p> <ul style="list-style-type: none"> <li>• 2014 –39%</li> <li>• 2013 –31%</li> <li>• 2012 –39%</li> <li>• 2011 –48%</li> </ul>		
<p><b><u>8th Grade Math</u></b> Slight decrease in test scores</p> <ul style="list-style-type: none"> <li>• 2014 – 33%</li> <li>• 2013 –57%</li> <li>• 2012 –51%</li> <li>• 2011 –32%</li> </ul>		
<p><b><u>7th Grade Math</u></b> Slight decrease in test scores</p> <ul style="list-style-type: none"> <li>• 2014 – 34%</li> <li>• 2013 –46%</li> <li>• 2012 –62%</li> <li>• 2011 –45%</li> </ul>		

### Special Education Literacy

In Literacy, students with disabilities scoring proficient have dropped.

- 2014 – ?%
- 2013 – 10.2%
- 2012 – 7.14%

### Special Education Math

In Literacy, students with disabilities scoring proficient have dropped.

- 2014 – ?%
- 2013 – 21.43%
- 2012 – 33.3%

What strategies/practices are in place that supports the increase in student achievement and can these be replicated?

How many students are assessed using portfolios?

What type of disabilities do the students have?

Where do the majority of students with disabilities receive their instruction in math and literacy?

No additional staff needed at this time.

**Central High School (Helena West Helena)**

	Literacy		Math	
	Exp AMO	Actual AMO	Exp AMO	Actual AMO
<b>2011</b>				
Combined	NA	35.48	NA	48.36
TAGG	NA	35.48	NA	48.56
<b>2012</b>				
Combined	40.86		52.66	
TAGG	40.86		52.85	
<b>2013</b>				
Combined	46.23	47.93	56.97	
TAGG	46.23	46.93	57.13	
<b>2014</b>				
Combined	51.61		61.27	
TAGG	51.61		61.42	

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	CLOVERDALE AEROSPACE TECH CHAR
LEA:	6001	LEA:	6001702
Superintendent:	MORRIS HOLMES	Principal:	WILLIE VINSON
Address:	810 W. MARKHAM ST	Address:	6300 HINKSON RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2500

## Overall School AYP Information

2011 AYP Status: Alert (A)

Met Standards for Mathematics:	NO	Overall Math Status:	A
Met Standards for Literacy:	NO	Overall Literacy Status:	A
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: ()

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	6 - 8	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	588.95	Number of Groups $\geq$ 40:	12

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	No	No	No	No		No	No	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	No	No	No	No		No	No	
<b>Students with a Disability</b>	No	No	No	No		No	No	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
CLOVERDALE AEROSPACE TECH CHAR  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	0	0	0	0	238	170	238	170
# Attempted	0	0	0	0	542	497	542	497
% Proficient	NA	NA	NA	NA	43.9	34.2	43.9	34.2
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	0	0	0	0	177	132	177	132
# Attempted	0	0	0	0	419	382	419	382
% Proficient	NA	NA	NA	NA	42.2	34.6	42.2	34.6
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	45	26	45	26
# Attempted	0	0	0	0	98	91	98	91
% Proficient	NA	NA	NA	NA	45.9	28.6	45.9	28.6
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	0	0	12	10	12	10
# Attempted	0	0	0	0	21	20	21	20
% Proficient	NA	NA	NA	NA	57.1	50	57.1	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	0	0	0	0	227	158	227	158
# Attempted	0	0	0	0	514	472	514	472
% Proficient	NA	NA	NA	NA	44.2	33.5	44.2	33.5
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	39	22	39	22
# Attempted	0	0	0	0	85	80	85	80
% Proficient	NA	NA	NA	NA	45.9	27.5	45.9	27.5
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	9	5	9	5
# Attempted	0	0	0	0	65	65	65	65
% Proficient	NA	NA	NA	NA	13.8	7.7	13.8	7.7
AYP Status	NA	NA	NA	NA	A	A	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
CLOVERDALE AEROSPACE TECH CHAR  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

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## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

---

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

---

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
CLOVERDALE AEROSPACE TECH CHAR  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	542	238	43.9	23	48.2	No
Af.Amer.	419	177	42.2	17	46.3	No
Hispanic	98	45	45.9	6	52	No
Caucasian	21	12	57.1	NA	57.1	NA
Econ.Dis.	514	227	44.2	23	48.6	No
LEP	85	39	45.9	6	52.9	No
Stud.Dis.	65	9	13.8	2	16.9	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	497	170	34.2	19	38	No
Af.Amer.	382	132	34.6	12	37.7	No
Hispanic	91	26	28.6	6	35.2	No
Caucasian	20	10	50	1	55	NA
Econ.Dis.	472	158	33.5	19	37.5	No
LEP	80	22	27.5	6	35	No
Stud.Dis.	65	5	7.7	2	10.8	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	572.68	554.18	499.29	542.05
Average Daily Membership:	595.13	583.70	588.02	588.95

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>CLOVERDALE AEROSPACE TECH CHAR</b>	Principal: WILLIE VINSON
LEA: 6001702	Grades: 06 - 08
Address: 6300 HINKSON RD.	Enrollment: 648
LITTLE ROCK, AR 72209	Attendance Rate: 92.55% (3 QTR AVG)
Phone: 501-447-2500	Poverty Rate: 93.83%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	681	YES	722	YES
Targeted Achievement Gap Group	656	YES	692	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	537	YES	571	YES
Hispanic	126	YES	132	YES
White	15	YES	15	YES
Economically Disadvantaged	649	YES	684	YES
English Learners	102	YES	107	YES
Students with Disabilities	91	YES	92	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	546	44.51	39.69	500	48.20	43.54
Targeted Achievement Gap Group	526	43.35	39.14	484	47.11	42.97
	Three Year Performance			Three Year Growth		
All Students	1043	39.60	39.69	953	43.55	43.54
Targeted Achievement Gap Group	1002	38.72	39.14	918	42.70	42.97
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	432	43.75	40.00	398	47.99	42.81
Hispanic	96	42.71	34.52	87	44.83	41.15
White	15	73.33	54.17	12	75.00	67.65
Economically Disadvantaged	519	43.35	39.01	478	47.07	42.86
English Learners	82	36.59	33.54	77	41.56	38.48
Students with Disabilities	74	8.11	15.38	52	11.54	20.04

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	586	43.69	48.58	501	38.72	49.21
Targeted Achievement Gap Group	561	42.78	48.86	485	37.94	49.73
	Three Year Performance			Three Year Growth		
All Students	1128	43.79	48.58	954	41.51	49.21
Targeted Achievement Gap Group	1079	43.47	48.86	919	41.35	49.73
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	462	40.91	47.05	397	36.02	47.77
Hispanic	105	51.43	50.43	89	46.07	53.60
White	15	60.00	60.71	12	58.33	51.47
Economically Disadvantaged	553	42.50	48.81	479	37.79	49.69
English Learners	90	50.00	50.39	79	46.84	50.55
Students with Disabilities	75	13.33	21.03	51	17.65	23.94

**District:** LITTLE ROCK SCHOOL DISTRICT  
**School:** CLOVERDALE AEROSPACE TECH CHAR  
**LEA:** 6001702  
**Address:** 6300 HINKSON RD.  
 LITTLE ROCK, AR 72209  
**Phone:** 501-447-2500

**Superintendent:** MORRIS HOLMES  
**Principal:** WANDA RUFFINS  
**Grades:** 06-08  
**Enrollment:** 704  
**Attendance (3 QTR AVG):** 94.17  
**Poverty Rate:** 90.06

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	684	697	98.13	692	697	99.28
Targeted Achievement Gap Group	655	668	98.05	663	668	99.25
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	516	521	99.04	517	521	99.23
Hispanic	138	145	95.17	144	145	99.31
White	28	28	100.00	28	28	100.00
Economically Disadvantaged	648	660	98.18	656	660	99.39
English Language Learners	120	128	93.75	128	128	100.00
Students with Disabilities	79	81	97.53	79	81	97.53

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	270	584	46.23	45.18	91.00	270	533	50.66	48.68	93.00
Targeted Achievement Gap Group	253	559	45.26	44.68	91.00	253	509	49.71	48.16	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	683	1628	41.95	45.18	91.00	685	1486	46.10	48.68	93.00
Targeted Achievement Gap Group	641	1562	41.04	44.68	91.00	645	1427	45.20	48.16	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	202	441	45.80	45.46		204	409	49.88	48.01	
Hispanic	53	124	42.74	40.48		51	105	48.57	46.50	
White	13	17	76.47	58.33		13	17	76.47	70.59	
Economically Disadvantaged	251	553	45.39	44.56		251	506	49.60	48.06	
English Language Learners	43	111	38.74	39.58		43	97	44.33	44.08	
Students with Disabilities	13	66	19.70	23.08		7	54	12.96	27.31	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	211	591	35.70	53.26	92.00	175	533	32.83	53.83	81.00
Targeted Achievement Gap Group	196	566	34.63	53.51	92.00	161	509	31.63	54.30	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	705	1719	41.01	53.26	92.00	571	1487	38.40	53.83	81.00
Targeted Achievement Gap Group	665	1645	40.43	53.51	92.00	541	1428	37.89	54.30	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	151	442	34.16	51.87		131	409	32.03	52.52	
Hispanic	47	129	36.43	54.93		35	105	33.33	57.82	
White	11	17	64.71	64.28		7	17	41.18	55.88	
Economically Disadvantaged	195	560	34.82	53.47		161	506	31.82	54.27	
English Language Learners	42	118	35.59	54.90		31	97	31.96	55.04	
Students with Disabilities	9	66	13.64	28.21		5	54	9.26	30.85	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: Cloverdale Aerospace Charter School

School Improvement Team Members: Roxie Browning, Dr. Richard Wilde, Chante'le Williams

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Findings/Background	Recommendations
	<p>A team of ADE specialists met with the principal and leadership team at Cloverdale. It was reported that data from several sources are reviewed regularly. However, in the interviews with teachers, they were not aware of specific students who were proficient or not proficient.</p> <p>Within the Indistar School Leadership-Rapid Improvement Indicators, it is noted that units of instruction should include specific learning activities aligned to instructional assessment. Therefore, units of instruction should include pre/post tests to assess student mastery of standards just taught by the teacher. Units of instruction should be between seven to fifteen days in duration.</p>	<ul style="list-style-type: none"> <li>• The leadership team should develop a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/post tests.</li> <li>• Instructional facilitators should assist teachers in the differentiation of lessons to meet the individual learning needs of all students.</li> <li>• The leadership team should develop a process to consistently monitor and analyze student achievement of both non-proficient and proficient students. These analyses should result in improving non-proficient</li> </ul>

	<p>The Turnaround Model identifies that achieving schools systematically collect and analyze unit post-test data to drive professional development and the next instructional unit.</p>	<p>student performance and maintaining performance of proficient and advanced students.</p>
	<p>Based on three-year literacy trend data, the percent of students who performed at proficient or advanced levels are listed below:</p> <p>41.95% of All Students, 41.04% of TAGG, 38.74% of English Language Learners, 19.70% of Students with Disabilities.</p> <p>The ADE Review Team identified that teams were not analyzing common formative assessments at the grade level. Grade-level/classroom data was not disaggregated to identify TAGG students who were not progressing in individual classrooms.</p>	<ul style="list-style-type: none"> <li>• The leadership team should focus directly on student achievement by reviewing results of grade-level common assessments to determine needed classroom instructional support.</li> <li>• The leadership team should give specific attention to the progress of both Students with Disabilities and English Language Learners in specific classrooms.</li> <li>• Job-embedded professional development should be provided to teachers specific to meeting the learning needs of students within ESEA subgroups who are not progressing.</li> </ul>
	<p>As the academic teams and teacher groups were interviewed, it was noted that there are gaps in communication systems around the campus. Teachers reported feelings of disconnectedness.</p> <p>The leadership teams, along with instructional facilitators are working toward improving communication and the implementation of systems which support teachers and students. However, the leadership team has not been systematically evaluating the effectiveness of their communication or innovations to improve student outcomes.</p>	<ul style="list-style-type: none"> <li>• The leadership team should clearly identify what means of communication will be used to disseminate and receive information with all school personnel.</li> <li>• Once the communication system is identified, the effectiveness of that system should be regularly monitored and assessed.</li> <li>• The principal and instructional facilitators, together with instructional teams, should develop a plan to analyze student data, and identify students in need of differentiated lessons or programs.</li> </ul>

		<ul style="list-style-type: none"><li>• Information gathered from all student assessments and school-wide programs should be reviewed and assessed systematically and consistently in order to determine if instructional plans and programs are working effectively to improve student outcomes.</li></ul>
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## Academic Distress Pre-Evaluation Form

District: Little Rock School District

School: Cloverdale Aerospace Tech Charter School

School Improvement Specialist: Chante'le Williams

Data Review Team: Dr. Wilde, John Harris, Tiah Frazier, & Chante'le Williams

Date: 08 / 15 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Literacy:</b> For <i>Performance (3 year average)</i>:</p> <ul style="list-style-type: none"> <li>• ALL students performed at 41.95 %.</li> <li>• TAGG performed at 41.04%</li> <li>• ELL performed at 38.74%</li> <li>• Students with Disabilities performed at 19.70%</li> </ul> <p>For <i>Growth (3 year average)</i>:</p> <ul style="list-style-type: none"> <li>• ALL students performed at 46.10 %.</li> <li>• TAGG performed at 45.20%</li> <li>• Students with Disabilities performed at 12.96%</li> </ul> <p><b>Other Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attendance rate for Students with Disabilities was at 87.9% and for African American students, 89.1%</li> </ul> <p>*****</p>	<p><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. Please explain why there seemed to be more of a school-wide focus on Literacy, as more groups achieved and more sub pops reached AMO in Literacy.</li> <li>2. What types of rigorous activities are being incorporated into Literacy so that students are performing and growing by more than just a small margin?</li> <li>3. What is being done to encourage attendance specifically as it relates to the Students with Disabilities and African American population?</li> </ol> <p>*****</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>➤ Curriculum Specialist,</li> <li>➤ Special Education Resource, and</li> <li>➤ Someone with resources/ knowledge in the area of ELL education should be included.</li> </ul> <p>*****</p>

<p><b>Math:</b> For <i>Performance (3 year average)</i>:</p> <ul style="list-style-type: none"> <li>• <i>NO</i> other group, with the exception of "White students," met requirements.</li> <li>• ALL students performed at 41.01%.</li> <li>• TAGG performed at 40.43%.</li> <li>• African American students performed at 34.16%.</li> <li>• Hispanic students performed at 36.43%</li> <li>• Economically Disadvantaged students performed at 34.82%.</li> <li>• ELL performed at 35.59%.</li> <li>• Students with Disabilities performed at 13.64%.</li> </ul> <p>For <i>Growth (3 year average)</i>:</p> <ul style="list-style-type: none"> <li>• <i>NO</i> group met requirements.</li> <li>• ALL students performed at 38.40%.</li> <li>• TAGG performed at 37.89%.</li> <li>• African American students performed at 32.03%.</li> <li>• Hispanic students performed at 33.33%</li> <li>• Economically Disadvantaged students performed at 31.82%.</li> <li>• ELL performed at 31.96%.</li> <li>• Students with Disabilities performed at 9.26%.</li> </ul>	<p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. How was one sub pop, specifically "White Students," able to achieve while other sub pops were not?</li> <li>2. Was a learning styles inventory conducted to see how students individually learn best? Is yes, which one?</li> <li>3. What type of math curriculum is being used?</li> <li>4. Is the curriculum aligned properly to the standards/Common Core/ Unit Assessments?</li> <li>5. How were the teachers trained to implement the curriculum?</li> <li>6. Is there teaming in the building? How effective is team planning when it comes to math alignment? Is there vertical alignment teaming within the building?</li> <li>7. Who plans lessons to be taught?</li> <li>8. Who follows up to make sure lessons plans are completed?</li> <li>9. When lessons are taught, are objectives posted and lessons matched to objectives?</li> <li>10. Are unit assessments given?</li> <li>11. What types of formative assessments are conducted?</li> <li>12. Is data being examined and custom-tailored to individuals</li> </ol>	<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>➤ Curriculum Specialist,</li> <li>➤ Math Specialist,</li> <li>➤ Special Education Resource, and</li> <li>➤ Someone with resources/ knowledge in the area of ELL education should be included.</li> </ul>
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	<p>and groups of students, then connected to data that is being analyzed?</p> <p>13. When students need to be re-taught is there time built into the schedule? If yes, how so and when?</p> <p>14. Is there a follow-up assessment to discover if students have mastered skills that were previously missed?</p> <p>15. Are supplemental materials used? If yes, what types?</p> <p>16. Is there continued PD? Who provides the training?</p> <p>17. What time of day are math classes? Are discipline referrals or infractions greater during this instructional period?</p> <p>18. Do teachers in math classrooms foster a multi-modal learning environment?</p> <p>19. Are manipulatives available?</p> <p>20. Do students have an opportunity to facilitate the learning?</p> <p>21. How are parents involved in the learning process?</p>	
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# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

Report Completed 12/12/2011

## District Descriptive Information

District: COVENANTKEEPERS CHARTER SCHOOL  
 LEA: 6044  
 Superintendent: VALERIE TATUM  
 Address: 8300 GEYER SPRINGS ROAD  
 City: LITTLE ROCK, AR 72209  
 County: PULASKI  
 Phone: 501-682-7550

## Overall District AYP Information

2011 AYP Status: Meets Standards

K - 5 Math Status: K - 5 Literacy Status:  
 6 - 8 Math Status: SI\_2 6 - 8 Literacy Status: A  
 9 - 12 Math Status: MS 9 - 12 Literacy Status: MS

Prior Year AYP Status: Meets Standards

Attendance Goal: 91.13 Met Attendance Goal: YES  
 Minimum N\*: 40 Qtrs. 1-3 Average ADM: 173  
 Met Graduation Target of 70%: Met Graduation Goal of 85%:

## Percent Tested Results by AYP Group for Overall and Sub-Groups

K-5	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	NA	NA	NA	NA	NA	NA	NA
MATH	NA	NA	NA	NA	NA	NA	NA
<b>6-8</b>							
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES
<b>9-12</b>							
LITERACY	NA	NA	NA	NA	NA	NA	NA
MATH	YES	NO(93%)	NA	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a district needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

Report Completed: 12/12/2011

K-5 Math Status:

K-5 Literacy Status:

K-5 Math AMO: 77.50

K-5 Literacy AMO: 78.40

## K-5 SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>HISPANIC POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>CAUCASIAN POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	.	.	.	.	.	.	.	.
# Attempted	.	.	.	.	.	.	.	.
% Proficient								
AYP Status								

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

Report Completed: 12/12/2011

K-5 Math Status:

K-5 Literacy Status:

K-5 Math AMO: 77.50

K-5 Literacy AMO: 78.40

If AYP goals are not met, Safe Harbor(SH) can be enacted if eligibility is met for: Attendance Goal (91.13%) , Percent Tested (95.0%) and Prof. Change 10-11.

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## COMBINED POPULATION

Math Eligible?

Literacy Eligible?

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

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## AFRICAN-AMERICAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

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## HISPANIC POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

---

## CAUCASIAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

---

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

---

## STUDENTS WITH DISABILITIES

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA

NA

---

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

6-8 Math Status: SI\_2

6-8 Math AMO: 73.41

Report Completed: 12/12/2011

6-8 Literacy Status: A

6-8 Literacy AMO: 75.70

## 6-8 SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	43	36	51	60	39	60	133	156
# Attempted	124	103	154	123	123	108	401	334
% Proficient	34.7	35	33.1	48.8	31.7	55.6	33.2	46.7
AYP Status	A	A	SI_1	MS	SI_2	MS	SI_2	MS
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	33	29	39	46	21	33	93	108
# Attempted	107	89	124	101	74	66	305	256
% Proficient	30.8	32.6	31.5	45.5	28.4	50	30.5	42.2
AYP Status	A	A	SI_1	MS	SI_2	A	SI_2	A
<b>HISPANIC POPULATION</b>								
# Proficient	10	7	11	13	18	26	39	46
# Attempted	17	14	28	20	48	41	93	75
% Proficient	58.8	50	39.3	65	37.5	63.4	41.9	61.3
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	1	1	0	1	1	2
# Attempted	0	0	2	2	1	1	3	3
% Proficient	NA	NA	50	50	0	100	33.3	66.7
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	35	27	36	48	33	51	104	126
# Attempted	92	79	119	100	100	89	311	268
% Proficient	38	34.2	30.3	48	33	57.3	33.4	47
AYP Status	A	A	SI_1	MS	SI_2	MS	SI_2	MS
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	6	11	5	13	11	24
# Attempted	0	0	23	18	26	23	49	41
% Proficient	NA	NA	26.1	61.1	19.2	56.5	22.4	58.5
AYP Status	NA	NA	NA	NA	NA	NA	A	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	5	5	9	9	7	7	21	21
% Proficient	0	0	0	0	0	0	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

Report Completed: 12/12/2011

6-8 Math Status: SI\_2

6-8 Literacy Status: A

6-8 Math AMO: 73.41

6-8 Literacy AMO: 75.70

If AYP goals are not met, Safe Harbor(SH) can be enacted if eligibility is met for: Attendance Goal (91.13%) , Percent Tested (95.0%) and Prof. Change 10-11.

---

## COMBINED POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

## Math Eligible?

YES  
NO( -1.4)  
SI\_2

## Literacy Eligible?

YES  
YES  
MS (SH)

---

## AFRICAN-AMERICAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( -3.1)  
SI\_2

YES  
NO( 4.5)  
A

---

## HISPANIC POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( -1.8)  
A

YES  
NO( -1.6)  
A

---

## CAUCASIAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO(-50.0)  
NA

YES  
YES  
NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( 2.7)  
SI\_2

YES  
YES  
MS (SH)

---

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( -6.9)  
NA

YES  
NO( -4.6)  
NA

---

## STUDENTS WITH DISABILITIES

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NA  
NA

YES  
NA  
NA

---

\* (SH) indicates that Safe Harbor has been applied to status determination.



# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

9-12 Math Status: MS

9-12 Math AMO: 73.45

Report Completed: 12/12/2011

9-12 Literacy Status: MS

9-12 Literacy AMO: 75.81

## 9-12 SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	0	0	5	0	4	0	9	0
# Attempted	0	0	18	0	28	0	46	0
% Proficient	NA	NA	27.8	NA	14.3	NA	19.6	NA
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	0	0	5	0	2	0	7	0
# Attempted	0	0	17	0	22	0	39	0
% Proficient	NA	NA	29.4	NA	9.1	NA	17.9	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	2	0	2	0
# Attempted	0	0	1	0	6	0	7	0
% Proficient	NA	NA	0	NA	33.3	NA	28.6	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	0	0	2	0	4	0	6	0
# Attempted	0	0	11	0	24	0	35	0
% Proficient	NA	NA	18.2	NA	16.7	NA	17.1	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	1	0	1	0
# Attempted	0	0	1	0	3	0	4	0
% Proficient	NA	NA	0	NA	33.3	NA	25	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	1	0	0	0	1	0
# Attempted	0	0	1	0	4	0	5	0
% Proficient	NA	NA	100	NA	0	NA	20	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL

Report Completed: 12/12/2011

9-12 Math Status: MS

9-12 Literacy Status: MS

9-12 Math AMO: 73.45

9-12 Literacy AMO: 75.81

If AYP goals are not met, Safe Harbor(SH) can be enacted if eligibility is met for: Graduation Target (70.0%) , Percent Tested (95.0%) and Prof. Change 10-11.

---

## COMBINED POPULATION

### Math Eligible?

### Literacy Eligible?

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO(-13.5)  
NA

NA  
NA  
NA

---

## AFRICAN-AMERICAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NO(93%)  
NO(-20.3)  
NA

NA  
NA  
NA

---

## HISPANIC POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
YES  
NA

NA  
NA  
NA

---

## CAUCASIAN POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

NA  
NA  
NA

NA  
NA  
NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( -1.5)  
NA

NA  
NA  
NA

---

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
YES  
NA

NA  
NA  
NA

---

## STUDENTS WITH DISABILITIES

Percent Tested  
Prof. Change 10-11  
2010-2011 AYP STATUS

YES  
NO( -100)  
NA

NA  
NA  
NA

---

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: District Improvement Report

COVENANTKEEPERS CHARTER SCHOOL Report Completed: 12/12/2011  
2011 AYP Status: Meets Standards

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

	K-5 Math				K-5 Literacy			
	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?
Combined								
Af.Amer.								
Hispanic								
Caucasian								
Econ.Dis.								
LEP								
Stud.Dis.								

	6-8 Math				6-8 Literacy			
	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?
Combined	31.7	No	33.3	No	55.6	No	63	No
Af.Amer.	28.4	No	29.7	No	50	No	54.5	No
Hispanic	37.5	No	39.6	No	63.4	No	75.6	No
Caucasian	0	NA	0	NA	100	NA	100	NA
Econ.Dis.	33	No	34	No	57.3	No	65.2	No
LEP	19.2	NA	23.1	NA	56.5	NA	69.6	NA
Stud.Dis.	0	NA	0	NA	0	NA	0	NA

	9-12 Math				9-12 Literacy			
	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?	Percent Prof.Adv 2011 Status**	Met AMO Status?	Percent Prof.Adv 2011 with Growth*	Met AMO Growth?
Combined	14.3	NA	14.3	NA	NA	NA	NA	NA
Af.Amer.	9.1	NA	9.1	NA	NA	NA	NA	NA
Hispanic	33.3	NA	33.3	NA	NA	NA	NA	NA
Caucasian	NA	NA	NA	NA	NA	NA	NA	NA
Econ.Dis.	16.7	NA	16.7	NA	NA	NA	NA	NA
LEP	33.3	NA	33.3	NA	NA	NA	NA	NA
Stud.Dis.	0	NA	0	NA	NA	NA	NA	NA

\*Note 1: The number of below proficient students who met their growth increment are added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases districts will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: COVENANTKEEPERS CHARTER SCHOOL	Superintendent: VALERIE TATUM
School: <b>COVENANT KEEPERS CHARTER</b>	Principal: KASEY PORCHIA
LEA: 6044702	Grades: 06 - 08
Address: 8300 GEYER SPRINGS ROAD	Enrollment: 154
LITTLE ROCK, AR 72209	Attendance Rate: 95.05% (3 QTR AVG)
Phone: 501-682-7550	Poverty Rate: 81.82%

Needs Improvement Priority School	Met Year 1 Exit Criteria
-----------------------------------	--------------------------

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

<b>District: COVENANTKEEPERS CHARTER SCHOOL</b>	<b>Superintendent: VALERIE TATUM</b>
School: COVENANT KEEPERS CHARTER	Principal: KASEY PORCHIA
LEA: 6044702	Grades: 06-08
Address: 8300 GEYER SPRINGS	Enrollment: 124
LITTLE ROCK, AR 72209	Attendance (3 QTR AVG): 95.92
Phone: 501-682-7550	Poverty Rate: 87.10

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	117	119	98.32	133	140	95.00
Targeted Achievement Gap Group	111	113	98.23	125	131	95.42
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	67	67	100.00	79	83	95.18
Hispanic	49	51	96.08	53	56	94.64
White						
Economically Disadvantaged	111	113	98.23	125	131	95.42
English Language Learners	41	41	100.00	44	45	97.78
Students with Disabilities						

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:		NEEDS IMPROVEMENT								
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	53	96	55.21	63.39	91.00	42	71	59.15	69.78	93.00
Targeted Achievement Gap Group	50	93	53.76	64.28	91.00	39	68	57.35	70.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	190	324	58.64	63.39	91.00	182	282	64.54	69.78	93.00
Targeted Achievement Gap Group	165	283	58.30	64.28	91.00	157	244	64.34	70.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	30	56	53.57	58.98		27	45	60.00	64.28	
Hispanic	23	40	57.50	69.51		15	26	57.69	78.07	
White				100.00					100.00	
Economically Disadvantaged	50	93	53.76	64.42		39	68	57.35	71.23	
English Language Learners	23	39	58.97	63.77		15	26	57.69	74.64	
Students with Disabilities				16.67					16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:		NEEDS IMPROVEMENT									
		STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	
All Students	44	111	39.64	43.31	92.00	25	71	35.21	41.99	81.00	
Targeted Achievement Gap Group	42	106	39.62	43.63	92.00	23	68	33.82	41.86	81.00	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	
All Students	135	368	36.68	43.31	92.00	96	282	34.04	41.99	81.00	
Targeted Achievement Gap Group	117	319	36.68	43.63	92.00	83	244	34.02	41.86	81.00	
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO		
African American	21	68	30.88	40.64		12	45	26.67	40.48		
Hispanic	23	43	53.49	47.92		13	26	50.00	45.18		
White				16.67					16.67		
Economically Disadvantaged	42	106	39.62	44.17		23	68	33.82	42.46		
English Language Learners	22	42	52.38	32.69		13	26	50.00	34.78		
Students with Disabilities				16.67					16.67		



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Covenant Keepers Collegiate Preparatory Charter

School: Covenant Keepers Charter Middle School

School Improvement Team Members: Roxie Browning, Dr. Richard Wilde, Tiah Frazier, Chantelle Williams, and Janie Hickman

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>The ADE Academic Distress Review Team interviewed Covenant Keepers' Leadership Team. The interviews identified that instructional teams are not systematically collecting and analyzing classroom data. Thus, the leadership team is not determining supports based on classroom level data during team meetings.</p> <p>During the onsite interview conducted with the leadership team and a representative sample of teachers, it was identified that staff members did not have a clear understanding of Arkansas' school improvement model. Leadership team members were unable to demonstrate a depth of knowledge as it relates to the school improvement process. However, it was noted that the leadership had contracted for additional support from the external provider to</p>	<ul style="list-style-type: none"><li>➤ District and building leadership should realign and clearly define the roles for the leadership team.</li><li>➤ District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.</li><li>➤ The Leadership Team should establish yearly learning goals utilizing student learning data; monitor and evaluate the school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement.</li><li>➤ Instructional Teams should develop a work plan for common units with pre- and post-unit</li></ul>

	<p>compensate for their knowledge gap.</p> <p>In addition, there is not a plan in place for the Leadership Team to monitor student progress through regular unit pre/post assessments.</p>	<p>assessments so that student progress could be monitored in 7 to 15 day increments</p> <ul style="list-style-type: none"> <li>➤ Instructional teams should review the data to identify re-teaching groups\ with an emphasis in planning for the next unit.</li> <li>➤ District and building leadership should provide PD needed in order to fully engage the students in pre- and post-unit assessments. Building Leadership should then monitor the post assessments to guide support efforts.</li> <li>➤ The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)</li> </ul>
	<p>Covenant Keepers has contracted their third External Provider (EP) in three school years. APSRC is the current EP and this will be the second school year that they have supported Covenant Keepers with their curriculum development. During the ADE Review Team visit, it was noted that APSRC consultants will be onsite weekly and provide significantly increased support. Covenant Keepers administrative team expressed optimism for increased student achievement based on the support being provided to the teachers and leadership team.</p>	<ul style="list-style-type: none"> <li>• Building &amp; District administration, External Provider should: <ul style="list-style-type: none"> <li>➤ Establish a means to track the progress of implementation of the curriculum.</li> <li>➤ Analyze the effectiveness of the curriculum on a quarterly basis based on student growth.</li> <li>➤ Analyze and develop a new Priority Improvement Plan or long term plan.</li> </ul> </li> </ul>
	<p>In separate interviews conducted by the ADE team, representative members from the school staff tended to discuss efforts based on aggregate performance of the student population as a whole. Declining student performance is reflected in Covenant Keepers' Targeted Assisted Growth Group (TAGG) sub groups of the student population. Large numbers of English</p>	<ul style="list-style-type: none"> <li>• District Leadership, Building Leadership Team &amp; Instructional Teams should: <ul style="list-style-type: none"> <li>➤ Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL &amp; African American students given the minimal success that has been made with</li> </ul> </li> </ul>

<p>Language Learners (ELL), Economically disadvantaged, African American in addition to the Students With Disabilities (SWD) are all low performing. Research-based practice suggests that these particular sub populations would be closely monitored for student sub group progress.</p> <p>Performance data indicates that the enrollment is steadily increasing within the sub population group of English Language Learners (ELL). Forty-one percent of these students are currently proficient.</p> <p>As it relates to Students With Disabilities (SWD), the most recent school-year trends indicate that literacy performance is steadily declining while math performance went from 0 out of 10 students achieving in 2013 to 1 out of 17 students achieving in 2014. The data also indicates that there has been an increase in the SWD population at Covenant Keepers in the past three years.</p> <p>The level of proficiency for African American students' is steadily declining in their Literacy performance, going from 59.76 percent in 2012 to 41.38 percent proficient. Their math proficiency scores identified that approximately 30 percent of the students are proficient.</p>	<p>these TAGG sub-groups.</p> <p>➤ Meet monthly to review the progress of the school related to the ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL &amp; African American populations.</p>
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## Academic Distress Pre-Evaluation Form

District: Covenant Keepers College Preparatory

School: Covenant Keepers Middle

School Improvement Specialist: Roxie Browning

Data Review Team: Steve Scoggins, Dr. Robert Toney, Chante'le Williams, Roxie Browning

Date: 08/15/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<ul style="list-style-type: none"> <li>• SWD – 10% proficient with 1/10 achieving in Literacy 2013.</li> <li>• SWD – 0% proficient with 0/10 students achieving in math 2013</li> </ul>	<ul style="list-style-type: none"> <li>• What types of disabilities?</li> <li>• How many students are portfolio tested?</li> <li>• SWD lit &amp; math courses are taught where and by whom?</li> <li>• Is there alignment of curriculum to standards if SWD are taught in classroom?</li> <li>• What are the modifications/accommodations provided?</li> <li>• What type of certifications or trainings has the faculty obtained related to Teaching to the specific needs of the Hispanic and African American student? Strategies implemented?</li> <li>• What type of math instructional coaching/facilitating has occurred with the staff?</li> <li>• What are the levels of expertise/credentials and experience of the math teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in SPED</li> <li>• Expertise in curriculum alignment for diverse student needs</li> <li>• Expertise in math</li> <li>• Expertise in instruction</li> </ul>
<ul style="list-style-type: none"> <li>• 100% minority students (65% Hispanics and 34.5% African American)</li> <li>• Three year average performance in Math for all students is 13% below the 49.5% cut off. TAGG is 14% below (2010-2013 SY)</li> <li>• African Americans scored 20% below in math</li> <li>• Hispanics scored 5% below in math</li> <li>• English Language Learners scored 3% below</li> <li>• TAGG all together</li> </ul>		

<p>underachieved in math by 17% for the past three years.</p> <ul style="list-style-type: none"> <li>2013 report card indicates the following teacher quality: 100% completely certified, 79%16% with a Masters degree and 5% with advanced</li> </ul>	<p>staff?</p> <ul style="list-style-type: none"> <li>Vertical alignment occurring with math team?</li> <li>Common math planning time?</li> <li>In what ways have faculty members used the math data to change instruction?</li> <li>What is the math curriculum and how CCSS used to support instruction?</li> <li>Are 100% teachers certified and how many are highly qualified?</li> <li>How many have advanced degrees pertaining to subject area or in education?</li> </ul>	
<ul style="list-style-type: none"> <li>No building administrator (principal) declared in the 2013-14 school-year.</li> </ul>	<ul style="list-style-type: none"> <li>What ways have persons designated as the principal supported student achievement in the past and currently?</li> <li>Why is there not a clear building principal/administrator?</li> <li>Who is the instructional leader over CK's campus?</li> <li>Is there any recent school perceptual data from the community, parents and other CK stakeholders that can be reviewed?</li> </ul>	<ul style="list-style-type: none"> <li>Expertise in building leadership</li> </ul>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	DOLLARWAY SCHOOL DISTRICT	School:	DOLLARWAY HIGH SCHOOL
LEA:	3502	LEA:	3502010
Superintendent:	RUTH BOGY	Principal:	ARNOLD ROBERTSON
Address:	4900 DOLLARWAY ROAD	Address:	4900 DOLLARWAY ROAD
City:	PINE BLUFF, AR 71602	County:	JEFFERSON
Phone:	870-534-7003	Phone:	870-534-3878

## Overall School AYP Information

2011 AYP Status: State Directed (SD-6) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	SI_M

Prior Year AYP Status: Whole School Intensive Improvement (WSII-5-R)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	16.7%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(81.0%)	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	473.03	Number of Groups ≥ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	Yes		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	NA	YES	NA	NO
MATH	YES	YES	NO(89%)	YES	YES	NA	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT  
DOLLARWAY HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	25	15	38	45	43	40	106	100
# Attempted	219	106	191	128	166	110	576	344
% Proficient	11.4	14.2	19.9	35.2	25.9	36.4	18.4	29.1
AYP Status	SI_5	SI_3	SI_6	SI_4	SI_7	SI_5	SI_7	SI_5
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	24	13	35	41	39	38	98	92
# Attempted	208	100	178	120	156	108	542	328
% Proficient	11.5	13	19.7	34.2	25	35.2	18.1	28
AYP Status	SI_5	SI_5	SI_6	SI_6	SI_7	SI_7	SI_7	SI_7
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	1	0	1	0
# Attempted	2	2	2	1	1	0	5	3
% Proficient	0	0	0	0	100	NA	20	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	1	2	3	3	3	2	7	7
# Attempted	9	4	11	5	8	2	28	11
% Proficient	11.1	50	27.3	60	37.5	100	25	63.6
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	22	11	35	32	37	35	94	78
# Attempted	207	96	173	110	147	96	527	302
% Proficient	10.6	11.5	20.2	29.1	25.2	36.5	17.8	25.8
AYP Status	SI_5	SI_3	SI_6	SI_4	SI_7	SI_M	SI_7	SI_M
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	10	1	5	6	17	6	32	13
# Attempted	23	9	12	18	23	16	58	43
% Proficient	43.5	11.1	41.7	33.3	73.9	37.5	55.2	30.2
AYP Status	NA	NA	NA	NA	NA	NA	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT    Report Completed: 11/03/2011  
DOLLARWAY HIGH SCHOOL    AYP Status: State Directed (SD-6)  
Math AMO: 73.45    Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

### Math Eligible?

### Literacy Eligible?

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 6.0)	NO( 1.2)
2010-2011 AYP STATUS	SI_7	SI_5

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.3)	NO( 1.0)
2010-2011 AYP STATUS	SI_7	SI_7

## HISPANIC POPULATION

Percent Tested	YES	NA
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NA
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	NO(89%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 4.9)	YES
2010-2011 AYP STATUS	SI_7	SI_M(SH)

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(85%)	NO(90%)
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 4.2)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT  
DOLLARWAY HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	166	43	25.9	NA	25.9	No
Af.Amer.	156	39	25	NA	25	No
Hispanic	1	1	100	NA	100	NA
Caucasian	8	3	37.5	NA	37.5	NA
Econ.Dis.	147	37	25.2	NA	25.2	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	23	17	73.9	NA	73.9	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	110	40	36.4	NA	36.4	No
Af.Amer.	108	38	35.2	NA	35.2	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	2	2	100	NA	100	NA
Econ.Dis.	96	35	36.5	NA	36.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	16	6	37.5	NA	37.5	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	449.98	429.58	405.97	428.51
Average Daily Membership:	476.88	476.30	465.91	473.03

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: DOLLARWAY SCHOOL DISTRICT	Superintendent: BETTYE WRIGHT
School: <b>DOLLARWAY HIGH SCHOOL</b>	Principal: ARNOLD ROBERTSON
LEA: 3502010	Grades: 09 - 12
Address: 4900 DOLLARWAY ROAD	Enrollment: 473
PINE BLUFF, AR 71602	Attendance Rate: 91.03% (3 QTR AVG)
Phone: 870-534-3878	Poverty Rate: 83.51%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	97	YES	205	NO(94%)
Targeted Achievement Gap Group	87	YES	182	NO(93%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	90	YES	198	NO(93%)
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	86	YES	180	NO(93%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	21	NO(91%)

#### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	160	73.13	73.54
Targeted Achievement Gap Group	140	69.29	71.63
Two Year Graduation Rate			
All Students	302	72.19	73.54
Targeted Achievement Gap Group	266	69.17	71.63
ESEA Subgroups	2011 Graduation Rate		
African Americans	152	73.68	74.00
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	137	69.34	70.93
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	25	72.00	56.58

#### Needs Improvement School in Literacy

#### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	87	37.93	41.66	170	23.53	32.08
Targeted Achievement Gap Group	78	38.46	41.41	149	23.49	31.41
	Three Year Literacy			Three Year Math		
All Students	325	36.31	41.66	527	22.96	32.08
Targeted Achievement Gap Group	285	34.04	41.41	469	22.81	31.41
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	81	38.27	40.59	165	22.42	31.25
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	78	38.46	41.76	147	23.13	31.41
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	18	44.44	76.08

<b>District:</b> DOLLARWAY SCHOOL DISTRICT	<b>Superintendent:</b> FRANK ANTHONY
School:DOLLARWAY HIGH SCHOOL	Principal:ARNOLD ROBERTSON
LEA:3502010	Grades:09-12
Address:4900 DOLLARWAY ROAD	Enrollment:406
PINE BLUFF, AR 71602	Attendance (3 QTR AVG):93.52
Phone:870-534-3878	Poverty Rate:89.90

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	98	103	95.15	184	199	92.46
Targeted Achievement Gap Group	88	93	94.62	167	180	92.78
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	91	96	94.79	174	187	93.05
Hispanic						
White						
Economically Disadvantaged	86	91	94.51	166	178	93.26
English Language Learners						
Students with Disabilities	20	21	95.24	9	13	69.23

**STUDENT PERFORMANCE -- LITERACY**

<b>LITERACY STATUS:</b>	<b>NEEDS IMPROVEMENT</b>				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	25	92	27.17	46.97	91.00
Targeted Achievement Gap Group	20	83	24.10	46.73	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	98	289	33.91	46.97	91.00
Targeted Achievement Gap Group	85	258	32.95	46.73	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	22	86	25.58	45.99	
Hispanic				16.67	
White				100.00	
Economically Disadvantaged	19	81	23.46	47.05	
English Language Learners					
Students with Disabilities	5	20	25.00	47.92	

**STUDENT PERFORMANCE -- MATHEMATICS**

<b>MATHEMATICS STATUS:</b>	<b>NEEDS IMPROVEMENT</b>				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	165	26.67	38.25	92.00
Targeted Achievement Gap Group	41	150	27.33	37.64	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	501	25.35	38.25	92.00
Targeted Achievement Gap Group	113	446	25.34	37.64	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	42	158	26.58	37.50	
Hispanic				100.00	
White				47.92	
Economically Disadvantaged	41	149	27.52	37.64	
English Language Learners					
Students with Disabilities				78.26	

**2012 SCHOOL GRADUATION RATE**

<b>GRADUATION RATE STATUS:</b>	<b>NEEDS IMPROVEMENT</b>				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	96	136	70.59	75.94	94.00
Targeted Achievement Gap Group	80	110	72.73	74.21	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	314	438	71.69	75.94	94.00
Targeted Achievement Gap Group	264	376	70.21	74.21	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	94	131	71.76	76.37	
Hispanic				100.00	
White				58.33	
Economically Disadvantaged	79	107	73.83	73.58	
English Language Learners					
Students with Disabilities	14	21	66.67	60.53	





ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Dollarway School District  
School: Dollarway High School  
School Improvement Team Members: Jeff Dyer and Kerri Jackson

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations												
<p>Staff interviews revealed that content area teams seldom analyze student achievement data from classroom assessment results.</p> <p>A review of the master schedule and staff interviews indicated that time for content area teams to meet is not included in the master schedule.</p> <p>ESEA Accountability Report Results are listed below: <u>Literacy</u> - percentage of students who scored proficient or advanced:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>37.93%</td><td>38.46%</td></tr><tr><td>2013</td><td>27.17%</td><td>24.10%</td></tr><tr><td>2014</td><td>46.36%</td><td>46.36%</td></tr></table>		<u>All Students</u>	<u>TAGG</u>	2012	37.93%	38.46%	2013	27.17%	24.10%	2014	46.36%	46.36%	<ul style="list-style-type: none"><li>• Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met.</li><li>• School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.</li></ul>
	<u>All Students</u>	<u>TAGG</u>											
2012	37.93%	38.46%											
2013	27.17%	24.10%											
2014	46.36%	46.36%											

	<p><u>Math</u> - percentage of students who scored proficient or advanced:</p> <table> <tr> <th></th><th><u>All Students</u></th><th><u>TAGG</u></th></tr> <tr> <td>2012</td><td>23.53%</td><td>23.49%</td></tr> <tr> <td>2013</td><td>26.67%</td><td>27.33%</td></tr> <tr> <td>2014</td><td>36.90%</td><td>36.41%</td></tr> </table>		<u>All Students</u>	<u>TAGG</u>	2012	23.53%	23.49%	2013	26.67%	27.33%	2014	36.90%	36.41%	
	<u>All Students</u>	<u>TAGG</u>												
2012	23.53%	23.49%												
2013	26.67%	27.33%												
2014	36.90%	36.41%												
	<p>The district has had two curriculum coordinators in the past two years.</p> <p>The district has had three superintendents in the past three years.</p>	<ul style="list-style-type: none"> <li>District leadership should develop and implement a comprehensive plan to retain highly-qualified administrators to ensure continuity of instructional leadership.</li> </ul>												
	<p>The school leadership team (SLT) membership is not representative of content and specialty areas of the school.</p>	<ul style="list-style-type: none"> <li>School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.</li> </ul>												
	<p>Interviews revealed that while discipline referrals decreased from 2013 to 2014, loss of instructional time for students referred to the office for classroom infractions remains a concern.</p> <p>A concern regarding the lack of consistent implementation of the district/school discipline policies was identified through staff and student interviews.</p>	<ul style="list-style-type: none"> <li>In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:             <ul style="list-style-type: none"> <li>➤ facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms</li> <li>➤ ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices</li> <li>➤ closely monitor implementation levels of the school's discipline policy to ensure consistency.</li> </ul> </li> </ul>												

	<p>School leadership facilitated the re-establishment of the Parent Teacher Organization (PTO) during the 2013-2014 school year.</p> <p>School leadership indicated a need for meaningful parental engagement during interviews with the ADE Review Team.</p>	<ul style="list-style-type: none"> <li>• School leadership should continue to support the PTO in its efforts to assist the school in meeting student needs.</li> <li>• School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.</li> </ul>
	<p>Conversations with staff members during the ADE Review Team's on-site visit revealed that most professional development activities are designed to address district initiatives and teacher requests.</p>	<ul style="list-style-type: none"> <li>• District and building leadership should analyze a variety of student achievement data sets to determine professional development activities to improve teachers' instructional practice to better meet the individual learning needs of all students.</li> <li>• District and building leadership should analyze a variety of classroom observation data to determine professional development activities to meet the needs of individual teachers.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Dollarway

School: Dollarway High School

SIS: Jeff Dyer

Data Review Team: LaDonna Spain, Lisa Knoedl, Mitzi Smith, Richard Wilde, Susan Ridings, Teena Bell, Zrano Bowles

Date: 08/18/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>*Three year(2012-2014) trend data for End of Course testing in Algebra I, Geometry and Literacy indicate that the all students group are not scoring at least 49.5%(Algebra I 29%, Geometry 24%, Literacy 34%) at the proficient/advanced level</b></p> <p><b>*Approximately 90% of all students assessed were identified in a Targeted Achievement Gap Group (TAGG) for years 2012-2014</b></p> <p><b>*Graduation rate improved to 80% in 2013 from 2012. However, the college remediation for 2013 rate was 84.6%.</b></p>	<p><b>*What actions have been taken to ensure alignment between curriculum, lesson plans and classroom instruction to provide the best environment for increased student achievement?</b></p> <p><b>*What actions are being utilized to ensure positive opportunities for students identified as economically disadvantaged and with disabilities?</b></p> <p><b>*Considering the low performance on End of Course exams, what is the school and district doing to evaluate the readiness of high school graduates for post high school education and work.</b></p>	<p><b>Request for additional school improvement specialist, specifically one with high school experience and has worked with priority or SIG high schools.</b></p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	FORREST CITY SCHOOL DISTRICT	School:	FORREST CITY HIGH SCHOOL
LEA:	6201	LEA:	6201011
Superintendent:	JERRY WOODS	Principal:	CHARLES EARLE
Address:	845 NORTH ROSSER	Address:	467 VICTORIA
City:	FORREST CITY, AR 72335	County:	ST. FRANCIS
Phone:	870-633-1485	Phone:	870-633-1464

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	14.3%
Grade Range:	9 - 12	Met Graduation Goal of 85%:	NO(79.3%)	Number of Groups Met AYP:	1
Minimum N*:	48	Qtrs. 1-3 Average ADM:	951.05	Number of Groups $\geq$ 40:	7

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	Yes	No	NA	NA		Yes	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	YES	YES	YES	NO
MATH	NO(93%)	NO(93%)	NO(91%)	YES	NO(93%)	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	204	80	170	71	200	71	574	222
# Attempted	596	195	380	205	393	219	1369	619
% Proficient	34.2	41	44.7	34.6	50.9	32.4	41.9	35.9
AYP Status	SI_5	SI_6	SI_M	SI_7	SI_6	SI_8	SI_6	SI_8
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	150	42	133	57	147	47	430	146
# Attempted	510	149	320	176	319	178	1149	503
% Proficient	29.4	28.2	41.6	32.4	46.1	26.4	37.4	29
AYP Status	SI_5	SI_6	SI_M	SI_7	SI_6	SI_8	SI_6	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	1	1	5	0	2	2	8	3
# Attempted	5	1	6	1	4	3	15	5
% Proficient	20	100	83.3	0	50	66.7	53.3	60
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	53	37	31	13	50	22	134	72
# Attempted	80	44	52	24	68	37	200	105
% Proficient	66.3	84.1	59.6	54.2	73.5	59.5	67	68.6
AYP Status	MS	NA	A	NA	MS	NA	SI_1	MS
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	203	79	170	71	199	71	572	221
# Attempted	595	188	380	205	392	219	1367	612
% Proficient	34.1	42	44.7	34.6	50.8	32.4	41.8	36.1
AYP Status	SI_1	SI_6	SI_M	SI_7	SI_2	SI_8	SI_2	SI_8
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	2	1	2	0	4	1
# Attempted	2	0	2	2	3	1	7	3
% Proficient	0	NA	100	50	66.7	0	57.1	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	25	4	23	3	18	1	66	8
# Attempted	75	21	51	24	40	26	166	71
% Proficient	33.3	19	45.1	12.5	45	3.8	39.8	11.3
AYP Status	SI_1	NA	SI_M	NA	NA	NA	SI_2	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(93%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -2.2)
2010-2011 AYP STATUS	SI_6	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(93%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 4.5)	NO( -6.0)
2010-2011 AYP STATUS	SI_6	SI_8

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-33.3)	YES
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	NO(93%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -2.2)
2010-2011 AYP STATUS	SI_2	SI_8

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-33.3)	NO(-50.0)
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(91%)	NO(88%)
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -0.1)	NO( -8.7)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	393	200	50.9	NA	50.9	No
Af.Amer.	319	147	46.1	NA	46.1	No
Hispanic	4	2	50	NA	50	NA
Caucasian	68	50	73.5	NA	73.5	Yes
Econ.Dis.	392	199	50.8	NA	50.8	No
LEP	3	2	66.7	NA	66.7	NA
Stud.Dis.	40	18	45	NA	45	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	219	71	32.4	NA	32.4	No
Af.Amer.	178	47	26.4	NA	26.4	No
Hispanic	3	2	66.7	NA	66.7	NA
Caucasian	37	22	59.5	NA	59.5	NA
Econ.Dis.	219	71	32.4	NA	32.4	No
LEP	1	0	0	NA	0	NA
Stud.Dis.	26	1	3.8	NA	3.8	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	921.89	877.13	846.48	881.83
Average Daily Membership:	968.35	950.98	933.82	951.05



## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: FORREST CITY SCHOOL DISTRICT	Superintendent: JERRY WOODS
School: <b>FORREST CITY HIGH SCHOOL</b>	Principal: CHARLES EARLE
LEA: 6201011	Grades: 09 - 12
Address: 467 VICTORIA	Enrollment: 934
FORREST CITY, AR 72335	Attendance Rate: 92.65% (3 QTR AVG)
Phone: 870-633-1464	Poverty Rate: 73.23%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	178	YES	433	YES
Targeted Achievement Gap Group	143	YES	357	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	157	YES	360	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	17	YES	64	YES
Economically Disadvantaged	141	YES	354	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	30	YES	47	YES

### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	263	71.48	92.08
Targeted Achievement Gap Group	259	71.81	92.36
Two Year Graduation Rate			
All Students	506	81.03	92.08
Targeted Achievement Gap Group	499	81.36	92.36
ESEA Subgroups	2011 Graduation Rate		
African Americans	224	73.21	92.48
Hispanic	n < 10	n < 10	n < 10
White	36	58.33	90.18
Economically Disadvantaged	258	72.09	92.36
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	42	64.29	86.90

### Needs Improvement School in Literacy

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	171	37.43	38.05	394	58.12	54.98
Targeted Achievement Gap Group	137	29.20	38.05	324	55.56	54.98
Three Year Literacy			Three Year Math			
All Students	595	34.62	38.05	1167	51.33	54.98
Targeted Achievement Gap Group	561	32.44	38.05	1097	50.14	54.98
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	151	33.11	32.53	329	54.41	50.57
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	16	68.75	62.84	59	79.66	75.74
Economically Disadvantaged	135	28.89	38.05	321	55.45	54.87
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	27	11.11	11.86	44	61.36	49.58

<b>District:FORREST CITY SCHOOL DISTRICT</b>	<b>Superintendent:JOYE HUGHES</b>
School:FORREST CITY HIGH SCHOOL	Principal:PATTI LONG
LEA:6201011	Grades:09-12
Address:467 VICTORIA	Enrollment:915
FORREST CITY, AR 72335	Attendance (3 QTR AVG):95.25
Phone:870-633-1464	Poverty Rate:100.00

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	233	237	98.31	347	353	98.30
Targeted Achievement Gap Group	233	237	98.31	347	353	98.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	188	191	98.43	275	280	98.21
Hispanic						
White	42	43	97.67	52	53	98.11
Economically Disadvantaged	233	237	98.31	347	353	98.30
English Language Learners						
Students with Disabilities	27	27	100.00	41	43	95.35

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	86	228	37.72	43.68	91.00
Targeted Achievement Gap Group	86	228	37.72	43.68	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	221	618	35.76	43.68	91.00
Targeted Achievement Gap Group	197	584	33.73	43.68	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	55	185	29.73	38.67	
Hispanic				72.23	
White	31	40	77.50	66.22	
Economically Disadvantaged	86	228	37.72	43.68	
English Language Learners				16.67	
Students with Disabilities	2	25	8.00	19.88	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	122	321	38.01	59.08	92.00
Targeted Achievement Gap Group	122	321	38.01	59.08	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	551	1108	49.73	59.08	92.00
Targeted Achievement Gap Group	502	1038	48.36	59.08	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	90	257	35.02	55.07	
Hispanic				58.33	
White	23	47	48.94	77.94	
Economically Disadvantaged	122	321	38.01	58.98	
English Language Learners				72.23	
Students with Disabilities	14	38	36.84	54.17	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	190	250	76.00	92.80	94.00
Targeted Achievement Gap Group	130	184	70.65	93.06	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	600	756	79.37	92.80	94.00
Targeted Achievement Gap Group	536	683	78.48	93.06	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	158	207	76.33	93.17	
Hispanic				100.00	
White	29	40	72.50	91.08	
Economically Disadvantaged	122	175	69.71	93.06	
English Language Learners					
Students with Disabilities	26	35	74.29	88.09	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Forrest City

School: Forrest City High School

School Improvement Team Members: Kerri Jackson, Zrano Bowles, and Teena Bell

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations												
<p>The most-recent trend data from state-mandated assessments indicate All Students and TAGG failed to meet Annual Measurable Objectives (AMO) in literacy all three years; All Students and TAGG met AMO in math in 2012, but failed to meet math AMOs in 2013 and 2014.</p> <p>Trend data indicates that even though AMOs have not been met, the percentage of students scoring at proficient or advanced performance levels in literacy has increased over the last three years:</p> <table><tr><th></th><th>All Students</th><th>TAGG</th></tr><tr><td>2012</td><td>37.43%</td><td>29.20%</td></tr><tr><td>2013</td><td>37.72%</td><td>37.72%</td></tr><tr><td>2014</td><td>43.72%</td><td>43.72%</td></tr></table>		All Students	TAGG	2012	37.43%	29.20%	2013	37.72%	37.72%	2014	43.72%	43.72%	<ul style="list-style-type: none"><li>Interim assessments should be administered in a scheduled basis.</li><li>Analyses of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.</li><li>District leadership should conduct a comprehensive needs assessment to determine the need for on-site instructional facilitators.</li></ul>
	All Students	TAGG											
2012	37.43%	29.20%											
2013	37.72%	37.72%											
2014	43.72%	43.72%											

	<p>Trend data for math varies from year to year.</p> <table border="1"> <thead> <tr> <th></th><th>All Students</th><th>TAGG</th></tr> </thead> <tbody> <tr> <td>2012</td><td>58.12%</td><td>55.56%</td></tr> <tr> <td>2013</td><td>38.01%</td><td>38.01%</td></tr> <tr> <td>2014</td><td>41.38%</td><td>41.48%</td></tr> </tbody> </table> <p>It was identified the school does not consistently administer common interim assessments and use results to inform instruction. Research indicates interim and classroom assessments provide teachers with valuable information to answer three important questions:</p> <ol style="list-style-type: none"> <li>1. Which students are not learning?</li> <li>2. How do you know?</li> <li>3. What are going to do about it?</li> </ol> <p>According to staff members and a review of the master schedule, common planning times for teacher collaboration are not provided.</p>		All Students	TAGG	2012	58.12%	55.56%	2013	38.01%	38.01%	2014	41.38%	41.48%	<ul style="list-style-type: none"> <li>School leadership should provide common planning time for instructional teams to plan instructional units that include pre- and post-unit assessments, analyze these and other student achievement data sets, and share successful implementation of best practices.</li> </ul>
	All Students	TAGG												
2012	58.12%	55.56%												
2013	38.01%	38.01%												
2014	41.38%	41.48%												
	<p>Based on interviews with school staff, it is evident the principal serves as the sole instructional leader for the building. This was confirmed by review of discipline referrals and noting that only assistant principals are addressing discipline needs.</p> <p>Numerous changes in leadership have occurred over the past three years, including changes in principals and superintendents.</p>	<ul style="list-style-type: none"> <li>District/school leadership should provide training and follow-up support for assistant principals, department chairs, and other school leadership team members to build instructional leadership capacity.</li> <li>District leadership should develop and implement a plan for retaining high-quality instructional leaders and teachers.</li> </ul>												
	<p>The district has hired an internal school improvement specialist (SIS) to support school improvement initiatives.</p>	<ul style="list-style-type: none"> <li>District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative, Math Design Collaborative, Understanding by Design, and Arkansas's school improvement model.</li> </ul>												

## Academic Distress Pre-Evaluation Form

**District:** Forrest City School District

**School:** Forrest City High School

**School Improvement Specialist:** Zrano W. Bowles Jr.

**Data Review Team:** Kerri Jackson, Tina Bell, Pam Clark, Zrano Bowles

**Date:** August 12, 2014

<b>Data Findings</b>	<b>Additional Information Needed</b>	<b>Proposed On-Site Team</b>
<p><b><u>Literacy</u></b> Slight upward trend with a significant drop in 2013 to 37%</p> <ul style="list-style-type: none"> <li>• 2014 – 38.8%</li> <li>• 2013 – 37%</li> <li>• 2012 – 58.12%</li> <li>• 2011 – 50.9%</li> </ul>	<p>What changes would explain the upward trend in literacy and not in math?</p> <p>Is this reflective of staffing decisions?</p>	<p>No additional staff needed at this time.</p>
<p><b><u>Algebra</u></b> Algebra scores have shown a steady decline since the 2012 school year.</p> <ul style="list-style-type: none"> <li>• 2014 – 36%</li> <li>• 2013 – 40%</li> <li>• 2012 – 60%</li> <li>• 2011 – 54%</li> </ul>	<p>What changed between the years 2012 and 2014?</p> <p>What percent of freshmen were proficient on the 8<sup>th</sup> grade math benchmark exam?</p>	<p>No additional staff needed at this time.</p>
<p><b><u>Geometry</u></b> Geometry scores show an increase of 8% in 2014. Scores have not recovered from the 19% drop in from 2012 to 2013.</p> <ul style="list-style-type: none"> <li>• 2014 – 40%</li> <li>• 2013 – 32%</li> </ul>	<p>What strategies/practices are in place that supports the increase in student achievement and can these be replicated?</p>	<p>No additional staff needed at this time.</p>

<ul style="list-style-type: none"> <li>• 2012 – 51%</li> <li>• 2011 – 40%</li> </ul> <p><b><u>Special Education</u></b></p> <p>In Literacy, students with disabilities scoring proficient has shown a slight increase over the last two years.</p> <ul style="list-style-type: none"> <li>• 2014 – 7%</li> <li>• 2013 – 4%</li> <li>• 2012 – 0%</li> </ul>	<p>How many students are assessed using portfolios?</p> <p>What type of disabilities do the students have?</p> <p>Where do the majority of students with disabilities receive their instruction in math and literacy?</p>	<p>Expertise in special education</p>
<p><b><u>School Leadership</u></b></p> <p>There have been changes in leadership over the past several years</p> <ul style="list-style-type: none"> <li>• 2014 – New principal</li> <li>• 2013 - 2nd Year principal</li> <li>• 2012 - New principal</li> </ul>	<p>Why have there been so many changes in leadership?</p> <p>If there are changes in school leadership, how has this affected the retention and recruitment of the teaching staff?</p>	<p>Expertise in recruitment and retention of teachers and administrators.</p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	FORREST CITY SCHOOL DISTRICT	School:	FORREST CITY JR. HIGH
LEA:	6201	LEA:	6201010
Superintendent:	JERRY WOODS	Principal:	JAMIE ROUGEAU
Address:	845 NORTH ROSSER	Address:	1133 N DIVISION
City:	FORREST CITY, AR 72335	County:	ST. FRANCIS
Phone:	870-633-1485	Phone:	870-633-3230

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	7 - 8	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	497.23	Number of Groups $\geq$ 40:	10

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	No	No	No	No		No	No	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	No	No	No	No		No	No	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY JR. HIGH  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	225	190	217	213	186	181	628	584
# Attempted	535	499	522	481	495	457	1552	1437
% Proficient	42.1	38.1	41.6	44.3	37.6	39.6	40.5	40.6
AYP Status	SI_M	SI_5	SI_2	SI_M	SI_3	SI_6	SI_3	SI_6
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	152	128	142	153	130	138	424	419
# Attempted	422	398	407	384	398	372	1227	1154
% Proficient	36	32.2	34.9	39.8	32.7	37.1	34.6	36.3
AYP Status	SI_M	SI_6	SI_6	SI_M	SI_7	SI_7	SI_7	SI_7
<b>HISPANIC POPULATION</b>								
# Proficient	2	3	2	2	4	3	8	8
# Attempted	5	4	4	4	7	6	16	14
% Proficient	40	75	50	50	57.1	50	50	57.1
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	70	58	73	57	52	39	195	154
# Attempted	107	96	110	92	86	75	303	263
% Proficient	65.4	60.4	66.4	62	60.5	52	64.4	58.6
AYP Status	MS	MS	MS	A	A	SI_1	A	SI_1
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	225	190	217	213	186	181	628	584
# Attempted	535	499	522	481	495	457	1552	1437
% Proficient	42.1	38.1	41.6	44.3	37.6	39.6	40.5	40.6
AYP Status	MS	SI_6	A	SI_M	SI_1	SI_7	SI_1	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	1	1	1	1
# Attempted	1	1	2	2	5	5	8	8
% Proficient	0	0	0	0	20	20	12.5	12.5
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	8	4	9	9	9	10	26	23
# Attempted	64	64	66	65	68	70	198	199
% Proficient	12.5	6.3	13.6	13.8	13.2	14.3	13.1	11.6
AYP Status	SI_2	SI_3	SI_3	SI_4	SI_4	SI_5	SI_4	SI_5



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY JR. HIGH  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -4.0)	NO( -4.7)
2010-2011 AYP STATUS	SI_3	SI_6

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -2.2)	NO( -2.7)
2010-2011 AYP STATUS	SI_7	SI_7

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## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -5.9)	NO(-10.0)
2010-2011 AYP STATUS	A	SI_1

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -4.0)	NO( -4.7)
2010-2011 AYP STATUS	SI_1	SI_7

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -0.4)	NO( 0.4)
2010-2011 AYP STATUS	SI_4	SI_5

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
FORREST CITY JR. HIGH  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	495	186	37.6	2	38	No
Af.Amer.	398	130	32.7	1	32.9	No
Hispanic	7	4	57.1	NA	57.1	NA
Caucasian	86	52	60.5	NA	60.5	No
Econ.Dis.	495	186	37.6	2	38	No
LEP	5	1	20	1	40	NA
Stud.Dis.	68	9	13.2	NA	13.2	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	457	181	39.6	5	40.7	No
Af.Amer.	372	138	37.1	4	38.2	No
Hispanic	6	3	50	NA	50	NA
Caucasian	75	39	52	1	53.3	No
Econ.Dis.	457	181	39.6	5	40.7	No
LEP	5	1	20	NA	20	NA
Stud.Dis.	70	10	14.3	NA	14.3	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	469.86	462.56	456.10	462.84
Average Daily Membership:	498.38	497.20	496.10	497.23

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: FORREST CITY SCHOOL DISTRICT	Superintendent: JERRY WOODS
School: <b>FORREST CITY JR. HIGH</b>	Principal: REGINALD MURPHY
LEA: 6201010	Grades: 07 - 08
Address: 1133 N DIVISION	Enrollment: 496
FORREST CITY, AR 72335	Attendance Rate: 94.92% (3 QTR AVG)
Phone: 870-633-3230	Poverty Rate: 79.64%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	485	YES	516	YES
Targeted Achievement Gap Group	419	YES	436	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	392	YES	415	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	84	YES	90	YES
Economically Disadvantaged	411	YES	428	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	66	YES	66	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	441	56.69	44.64	410	56.83	44.22
Targeted Achievement Gap Group	381	52.49	44.64	351	52.14	44.22
	Three Year Performance			Three Year Growth		
All Students	1379	46.70	44.64	1297	46.80	44.22
Targeted Achievement Gap Group	1319	45.03	44.64	1238	44.99	44.22
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	364	53.85	42.34	338	53.85	41.81
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	70	70.00	56.00	65	70.77	54.81
Economically Disadvantaged	373	53.08	44.64	344	52.91	44.22
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	59	15.25	21.43	47	2.13	10.07

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	473	43.97	42.78	411	37.47	36.44
Targeted Achievement Gap Group	399	40.35	42.78	352	34.09	36.44
	Three Year Performance			Three Year Growth		
All Students	1490	41.01	42.78	1299	34.64	36.44
Targeted Achievement Gap Group	1416	39.83	42.78	1240	33.55	36.44
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	387	38.76	38.27	338	32.84	31.98
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	77	68.83	63.76	66	62.12	56.10
Economically Disadvantaged	391	40.92	42.78	345	34.49	36.44
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	59	18.64	20.47	47	10.64	8.33

<b>District:FORREST CITY SCHOOL DISTRICT</b>	<b>Superintendent:JOYE HUGHES</b>
School:FORREST CITY JR. HIGH	Principal:REGINALD MURPHY
LEA:6201010	Grades:07-08
Address:1133 N DIVISION	Enrollment:451
FORREST CITY, AR 72335	Attendance (3 QTR AVG):96.14
Phone:870-633-3230	Poverty Rate:100.00

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	454	456	99.56	498	500	99.60
Targeted Achievement Gap Group	454	456	99.56	498	500	99.60
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	370	372	99.46	399	401	99.50
Hispanic				10	10	100.00
White	75	75	100.00	86	86	100.00
Economically Disadvantaged	454	456	99.56	498	500	99.60
English Language Learners						
Students with Disabilities	58	59	98.31	58	59	98.31

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	221	430	51.40	49.68	91.00	205	403	50.87	49.29	93.00
Targeted Achievement Gap Group	221	430	51.40	49.68	91.00	205	403	50.87	49.29	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	652	1328	49.10	49.68	91.00	604	1237	48.83	49.29	93.00
Targeted Achievement Gap Group	602	1268	47.48	49.68	91.00	554	1178	47.03	49.29	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	163	352	46.31	47.58		157	337	46.59	47.10	
Hispanic				58.33					58.33	
White	52	70	74.29	60.00		43	59	72.88	58.92	
Economically Disadvantaged	221	430	51.40	49.68		205	403	50.87	49.29	
English Language Learners				33.33					37.50	
Students with Disabilities	6	53	11.32	28.58		1	45	2.22	18.24	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	232	473	49.05	47.98	92.00	172	403	42.68	42.22	81.00
Targeted Achievement Gap Group	232	473	49.05	47.98	92.00	172	403	42.68	42.22	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	626	1441	43.44	47.98	92.00	456	1238	36.83	42.22	81.00
Targeted Achievement Gap Group	579	1367	42.36	47.98	92.00	422	1179	35.79	42.22	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	167	380	43.95	43.88		130	337	38.58	38.17	
Hispanic				64.28					58.33	
White	56	81	69.14	67.06		38	59	64.41	60.09	
Economically Disadvantaged	232	473	49.05	47.98		172	403	42.68	42.22	
English Language Learners				33.33					58.33	
Students with Disabilities	12	53	22.64	27.70		6	45	13.33	16.67	

## Academic Distress Pre-Evaluation Form

District: Forrest City

School: Forrest City Jr. High School

School Improvement Specialist: Kerri Jackson

Data Review Team: Pam Clark, Teena Bell, and Kerri Jackson

Date: 8 / 8 / 2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<ol style="list-style-type: none"> <li>1. According to testing data, males are scoring significantly less than females</li> <li>2. Benchmark data revealed that the subpopulations of African American students are performing at lower levels of proficiency than the white subpopulation in literacy and math.</li> <li>3. According to performance data, students with disabilities fall far below expectations in all tested subjects of the Benchmark Exam.</li> <li>4. According to performance data, test scores are decreasing when students move from 7th grade to 8th grade.</li> <li>5. Based on performance data in reading, the white students scored</li> </ol>	<ol style="list-style-type: none"> <li>1. Are there any remediation programs for male students?</li> <li>2. a. Are there any remediation programs for African American students?</li> <li>2. b. Do you offer any reading intervention programs? What is FFR?</li> <li>3. Are there any remediation programs for students with disabilities?</li> <li>4. a. Test scores have decreased when 7th graders move to 8th grade; do you have an idea why this is occurring?</li> <li>4. b. Are teachers participating in vertical teaming?</li> <li>5. Are there any after school programs for students who are not scoring proficient in reading/literacy?</li> </ol>	<p>Request for individuals who reviewed the data.</p> <p>Request for SIG specialist</p>

<p><b>non proficient</b> in 2011 - 48%, 2012 - 30%, and 36% in 2013. Black students 2011 – 62.9%, 2012 – 46.2%, and 56% in 2013. SWD students 2011- 85.7%, 2012 - 84.75%, and 96% in 2013.</p> <p>6. Based on performance data in math; white students scored <b>non proficient</b> in 2011 – 39.5%, 2012- 31.17%, and 33% in 2013. Black students in 2011 63.7%, 2012 - 61.24%, and 60% in 2013. SWD in 2011 – 86.8%, 2012 – 81.36%, and 96% in 2013.</p> <p>7. Based on the Report Card for 2013, there are no students in advanced classes.</p> <p>8. Based on the SIS Quarterly report, lesson plans are not being turned in as required prior to starting the unit in order for feedback to be given.</p> <p>9. Based on the ESEA Quarterly Report, IMO's for administration and teachers are being met while student achievement IMO's are not being met.</p>	<p>6. Are there any after school programs for students who are not scoring proficient in math?</p> <p>7.a. How many teachers is AP trained?</p> <p>7.b. Why are there no offerings of Advanced Placement classes?</p> <p>8. a. How many teachers have curriculum maps?</p> <p>8.b. Do you have a template for lesson plans?</p> <p>8.c. What are the procedures for lesson plans?</p> <p>9.a. Are student centered IMO's structured around the student needs based on needs assessment/data?</p> <p>9.b. Are adult behavior IMO's written based on needs assessment/data?</p> <p>10. What implementations will be made to increase student achievement?</p> <p>11.a. What types of parental support are offered?</p>	
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<p>10. School received 1003(g) SIG grant this year.</p> <p>11. According to the SIG application, the demographics on the family structure consist of 27.8% married couples living together, 30.2% had female adult only, and 36.4% were non families</p> <p>12. According to SIS bi-weekly report, students are more compliant than engaged in classroom instruction.</p> <p>13. According to the SIS Quarter Report, there is a concern for teacher ownership in classroom data, teacher morale, teacher absenteeism, and classroom differentiation</p>	<p>12. Is anyone doing CWT's to look for rigor?</p> <p>13. a. What is the absenteeism rate of staff?</p> <p>13.b. What instrument is being used to disaggregate the data?</p> <p>13.c. What type of current professional learning are the teachers involved in? Is the Co-Op involved? LDC? MDC? Differentiation? Student engagement?</p>	
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ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Forrest City School District

School: Lincoln Academy of Excellence

School Improvement Team Members: Kerri Jackson, Zrano Bowles, and Teena Bell

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations																								
<p>The school has not met Annual Measurable Objectives for literacy or math in any ESEA subgroups in the last three years.</p> <p>ESEA Accountability Report Results are listed below:</p> <p>The percentage of students who scored proficient or advanced in literacy are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>46.70%</td><td>44.77%</td></tr><tr><td>2013</td><td>46.71%</td><td>46.71%</td></tr><tr><td>2014</td><td>46.46%</td><td>46.46%</td></tr></table> <p>The percentage of students who scored proficient or advanced in math are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>48.46%</td><td>45.01%</td></tr><tr><td>2013</td><td>42.63%</td><td>42.63%</td></tr><tr><td>2014</td><td>48.29%</td><td>48.29%</td></tr></table>		<u>All Students</u>	<u>TAGG</u>	2012	46.70%	44.77%	2013	46.71%	46.71%	2014	46.46%	46.46%		<u>All Students</u>	<u>TAGG</u>	2012	48.46%	45.01%	2013	42.63%	42.63%	2014	48.29%	48.29%	<ul style="list-style-type: none"><li>• School leadership should facilitate a school-wide evaluation of interventions and action steps recently implemented to improve student achievement.</li></ul>
	<u>All Students</u>	<u>TAGG</u>																							
2012	46.70%	44.77%																							
2013	46.71%	46.71%																							
2014	46.46%	46.46%																							
	<u>All Students</u>	<u>TAGG</u>																							
2012	48.46%	45.01%																							
2013	42.63%	42.63%																							
2014	48.29%	48.29%																							



<p>Based on interviews with school staff and absence of interim assessment data and team meeting minutes, it is evident the school does not analyze common interim assessment results to inform instruction.</p>	<ul style="list-style-type: none"> <li>• District/school leadership should facilitate the analyses of data from interim assessments to determine students' progress towards mastery of standards and to inform instructional decisions.</li> <li>• Instructional teams should collaboratively develop units of instruction that include pre- and post- unit assessments.</li> <li>• Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to improve student performance.</li> </ul>
<p>School leadership has provided collaborative planning time for grade-level teams within the master schedule.</p> <p>A lack of PLC meeting agendas and minutes, as well as interviews with school staff, indicate collaborative planning time is seldom maximized.</p>	<ul style="list-style-type: none"> <li>• School leadership should establish and communicate expectations for collaborative planning time. These expectations should include the collaborative development of units of instruction that include pre-and post-unit assessments, collection and analyses of student performance data, and sharing of successful instructional innovations.</li> <li>• The principal should regularly participate in and monitor collaborative planning time meetings to ensure use of time is consistently aligned to leadership's expectations.</li> </ul>
<p>Based on interviews with school staff and a review of ACSIP, professional development is most often planned and conducted at the district level to address district initiatives.</p>	<ul style="list-style-type: none"> <li>• District/school leadership should provide differentiated, job-embedded professional development based on individual teachers' needs.</li> <li>• Teacher needs should be determined by analyses of various sets of student achievement data.</li> </ul>

	Interviews with staff and observations of hallways and classrooms reveal many teachers use instructional time for non-instructional activities such as restroom breaks and gathering materials and supplies.	<ul style="list-style-type: none"> <li>• School leadership should consider revising the master schedule to include transition time between classes.</li> <li>• Teachers should plan and implement bell-to-bell instruction.</li> </ul>
	The district has hired an internal school improvement specialist (SIS) to support school improvement initiatives.	<ul style="list-style-type: none"> <li>• District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative, Math Design Collaborative, Understanding by Design, and Arkansas's school improvement model.</li> </ul>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	FORDYCE SCHOOL DISTRICT	School:	FORDYCE HIGH SCHOOL
LEA:	2002	LEA:	2002007
Superintendent:	DONNY COLLINS	Principal:	BOBBY APPLGATE
Address:	P O BOX 706	Address:	100 REDBUG BLVD.
City:	FORDYCE, AR 71742	County:	DALLAS
Phone:	870-352-3005	Phone:	870-352-2126

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_6
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	0%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(82.1%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	281.47	Number of Groups $\geq$ 40:	5

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	NA	NA		No	NA	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	No	No	NA	NA		No	NA	
<b>Economically Disadvantaged</b>	No	No	NA	NA		No	NA	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	NA	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORDYCE SCHOOL DISTRICT  
 FORDYCE HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	90	34	28	31	42	26	160	91
# Attempted	186	77	41	67	133	59	360	203
% Proficient	48.4	44.2	68.3	46.3	31.6	44.1	44.4	44.8
AYP Status	A	SI_M	MS	SI_5	A	SI_6	A	SI_6
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	37	8	7	11	15	7	59	26
# Attempted	110	37	12	38	75	30	197	105
% Proficient	33.6	21.6	58.3	28.9	20	23.3	29.9	24.8
AYP Status	SI_5	NA	NA	NA	SI_6	NA	SI_6	A
<b>HISPANIC POPULATION</b>								
# Proficient	2	0	0	1	0	0	2	1
# Attempted	2	0	0	1	1	1	3	2
% Proficient	100	NA	NA	100	0	0	66.7	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	51	26	21	19	26	19	98	64
# Attempted	74	40	29	28	56	28	159	96
% Proficient	68.9	65	72.4	67.9	46.4	67.9	61.6	66.7
AYP Status	MS	MS	NA	NA	A	NA	A	A
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	43	6	11	11	23	10	77	27
# Attempted	113	32	17	38	83	34	213	104
% Proficient	38.1	18.8	64.7	28.9	27.7	29.4	36.2	26
AYP Status	SI_4	NA	NA	NA	SI_5	NA	SI_5	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	1	0	1	0
# Attempted	0	0	0	0	2	0	2	0
% Proficient	NA	NA	NA	NA	50	NA	50	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	5	0	0	0	3	1	8	1
# Attempted	37	10	5	11	25	11	67	32
% Proficient	13.5	0	0	0	12	9.1	11.9	3.1
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORDYCE SCHOOL DISTRICT  
 FORDYCE HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-36.7)	NO( -2.2)
2010-2011 AYP STATUS	A	SI_6

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-38.3)	NO( -5.6)
2010-2011 AYP STATUS	SI_6	NA

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NO( -100)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-26.0)	NO( 0.0)
2010-2011 AYP STATUS	A	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-37.0)	NO( 0.5)
2010-2011 AYP STATUS	SI_5	NA

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 9.1)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORDYCE SCHOOL DISTRICT  
 FORDYCE HIGH SCHOOL  
 Math AMO: 73.45

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-7)  
 Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	133	42	31.6	NA	31.6	No
Af.Amer.	75	15	20	NA	20	No
Hispanic	1	0	0	NA	0	NA
Caucasian	56	26	46.4	NA	46.4	No
Econ.Dis.	83	23	27.7	NA	27.7	No
LEP	2	1	50	NA	50	NA
Stud.Dis.	25	3	12	NA	12	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	59	26	44.1	NA	44.1	No
Af.Amer.	30	7	23.3	NA	23.3	NA
Hispanic	1	0	0	NA	0	NA
Caucasian	28	19	67.9	NA	67.9	NA
Econ.Dis.	34	10	29.4	NA	29.4	NA
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	11	1	9.1	NA	9.1	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	273.33	264.21	257.77	265.10
Average Daily Membership:	284.73	281.68	278.00	281.47

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: FORDYCE SCHOOL DISTRICT	Superintendent: DONNY COLLINS
School: <b>FORDYCE HIGH SCHOOL</b>	Principal: BOBBY APPLGATE
LEA: 2002007	Grades: 09 - 12
Address: 100 REDBUG BLVD. FORDYCE, AR 71742	Enrollment: 272
Phone: 870-352-2126	Attendance Rate: 95.37% (3 QTR AVG)
	Poverty Rate: 56.62%

### Needs Improvement Focus School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	70	YES	60	YES
Targeted Achievement Gap Group	38	YES	44	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	33	YES	41	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	36	YES	18	NO(94%)
Economically Disadvantaged	35	YES	43	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	81	88.89	85.06
Targeted Achievement Gap Group	56	87.50	82.54
Two Year Graduation Rate			
All Students	173	86.13	85.06
Targeted Achievement Gap Group	98	84.69	82.54
ESEA Subgroups	2011 Graduation Rate		
African Americans	48	87.50	84.72
Hispanic	n < 10	n < 10	n < 10
White	31	90.32	86.64
Economically Disadvantaged	53	86.79	83.12
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	17	94.12	85.90

Needs Improvement School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	68	48.53	48.73	55	49.09	37.28
Targeted Achievement Gap Group	37	35.14	34.52	41	43.90	33.62
Three Year Literacy			Three Year Math			
All Students	194	46.39	48.73	229	42.36	37.28
Targeted Achievement Gap Group	110	30.91	34.52	147	36.05	33.62
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	31	29.03	29.72	39	35.90	26.67
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	36	66.67	70.54	15	80.00	50.89
Economically Disadvantaged	35	37.14	35.29	40	45.00	33.73
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

**District: FORDYCE SCHOOL DISTRICT**    **Superintendent: DONNY COLLINS**  
 School: FORDYCE HIGH SCHOOL    Principal: MATHEW THORNTON  
 LEA: 2002007    Grades: 09-12  
 Address: 100 REDBUG BLVD.    Enrollment: 282  
 FORDYCE, AR 71742    Attendance (3 QTR AVG): 96.52  
 Phone: 870-352-2126    Poverty Rate: 60.64

OVERALL SCHOOL STATUS: **FOCUS**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	70	71	98.59	137	138	99.28
Targeted Achievement Gap Group	42	43	97.67	101	102	99.02
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	34	34	100.00	85	85	100.00
Hispanic						
White	36	37	97.30	48	49	97.96
Economically Disadvantaged	41	41	100.00	97	98	98.98
English Language Learners						
Students with Disabilities	9	10	90.00	15	15	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	35	67	52.24	53.39	91.00
Targeted Achievement Gap Group	12	40	30.00	40.48	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	94	194	48.45	53.39	91.00
Targeted Achievement Gap Group	35	112	31.25	40.48	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	7	31	22.58	36.11	
Hispanic				16.67	
White	28	36	77.78	73.22	
Economically Disadvantaged	12	39	30.77	41.18	
English Language Learners				79.17	
Students with Disabilities				24.24	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	60	129	46.51	42.98	92.00
Targeted Achievement Gap Group	34	95	35.79	39.66	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	129	317	40.69	42.98	92.00
Targeted Achievement Gap Group	76	223	34.08	39.66	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	27	79	34.18	33.33	
Hispanic				16.67	
White	32	48	66.67	55.36	
Economically Disadvantaged	34	92	36.96	39.76	
English Language Learners				58.33	
Students with Disabilities	0	13	0.00	26.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	68	72	94.44	86.42	94.00
Targeted Achievement Gap Group	40	44	90.91	84.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	217	245	88.57	86.42	94.00
Targeted Achievement Gap Group	123	142	86.62	84.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	33	35	94.29	86.11	
Hispanic				58.33	
White	34	36	94.44	87.85	
Economically Disadvantaged	36	40	90.00	84.65	
English Language Learners					
Students with Disabilities	13	13	100.00	87.18	





## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Fordyce

School: Fordyce High School

School Improvement Team Members: Roxie Browning, Janie Hickman, and Teena Bell

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The superintendent of Fordyce schools, who has superintendence experience from previous districts, is serving in his first year within the district. One of the first actions of the superintendent was to hire a new high school assistant principal. Shortly after the start of the 2014-15 school-year, the assistant principal has been named interim principal after the principal resigned.</p> <p>The interview conducted by the ADE Academic Distress review team with the superintendent, interim principal, and counselor indicated that there is a high turnover of the teaching staff and instructional leaders. They reported that the high turnover was due in part to the low salaries, lack of housing, the fact that Fordyce is a small town with limited attractions, and a lack of</p>	<ul style="list-style-type: none"> <li>• District and school create an incentivize plan for the retention of teachers, instructional leaders, as well as building and district level positions.</li> <li>• An essentials induction plan should be developed so that new staff can be rapidly "on-boarded" to the school and district.</li> </ul>

<p>teachers' family ties within the community.</p> <p>In addition, the high school math facilitator resigned days before students started the 2014-15 school - year. A high turnover rate results in a lack of stability in the school improvement process.</p>	
<p>The primary focus for the beginning of the school year was on discipline. According to an interview conducted with the superintendent and interim principal, the discipline focus was encouraged by the Fordyce community. Both administrators agreed that at the time of the interview in early September, the most problematic behavior had subsided within the high school and the next priority would be to focus on classroom instruction.</p>	<ul style="list-style-type: none"> <li>Principal should be visible and visit classrooms daily, providing feedback related to instruction and classroom management.</li> </ul>
<p>When observing the classrooms, the Review team noted that many of the classrooms visited had little to no rigor in instruction occurring. Additionally, students were displaying a lack of engagement with the lesson. Lessons were primarily teacher centered and student compliant.</p> <p>The review team observed a class period titled "Bug Time" where all students are scheduled for a 25 minute course designed to provide additional assistance to students in their academics. The "Bug Time" initiative was created by the former principal. The part time literacy facilitator/literacy teacher who worked to organize the "Bug Time" classes for the 2014-15 school-year described the course as an intervention class scheduled during the school day to support students with additional time to work on deficient academic areas.</p>	<ul style="list-style-type: none"> <li>Ongoing PD for teachers in effective strategies for implementing student centered learning including support for writing and teaching to objectives aligned with the required standards.</li> <li>The district should immediately provide support in developing a classroom environment that is more inviting and conducive to learning to include:             <ul style="list-style-type: none"> <li>*questioning and instructional techniques development in the sequence of units</li> <li>*Pre/Post unit development</li> <li>*Vertical alignment</li> <li>*Planning in math and literacy</li> </ul> </li> <li>*Support in identifying how to pace the Arkansas Frameworks by grade level or subject area.</li> <li>District and building leadership should analyze the effectiveness to identify whether the "Bug Time" class is needed or not. If an intervention course continues, the aim established for the revised course should be clearly communicated to</li> </ul>

	<p>The common sentiment of those interviewed indicated to the review team that the "Bug Time" classes have no clear delineation of a goal that was established. In one of the "Bug Time" courses observed, students were engaging in casual conversation and the teacher walked around the room and asked students if they had "work to do."</p> <p>During a regular classroom observation, one teacher in particular was highly skilled in maintaining student engagement and appropriate rigorous content. When observing this classroom, it was evident to the review team that the teacher used intrinsic student rewards, student motivation, high levels of questioning techniques, student centered instruction, communication skills, effective rapport building, rituals, routines, procedures, classroom management, and a classroom atmosphere that supported student learning.</p> <p>Many of the students interviewed from the student focus group spoke very highly of this same teacher and how much they feel they have grown academically because of "the way he takes time to help" them learn. Further, the type of instruction observed in this particular classroom was not evident in any of the other classrooms visited.</p>	<ul style="list-style-type: none"> <li>• parents, students and teachers.</li> <li>• With the intent to provide a replication of effective instructional methods, the principal should utilize resources within the district by identifying teachers with high student rapport and adequate levels of rigor and pair them with other teachers for lesson planning, instructional delivery support and co-observation opportunities.</li> </ul>
	<p>The superintendent stated that due to the lack of an internal math facilitator, a Dawson Cooperative Math Facilitator and Elbow-to-Elbow (E2E) Math Consultant will be utilized once a week to support math instruction. According to the 2012 Arkansas ESEA Accountability Reports' three year trend, the math performance was 46.39 percent proficient and dropped to a three year trend averaging 40.69 percent proficient in the 2013 report.</p>	<ul style="list-style-type: none"> <li>• Provide support to the math teachers for targeted support in             <ul style="list-style-type: none"> <li>*Math PLCs</li> <li>*Unit and lesson development</li> <li>*Unit pre post-test analyses</li> </ul> </li> <li>• The actions related to post-tests proficiency</li> <li>*The district leadership should monitor and evaluate the services provided by the external provider to ensure that teachers are receiving the support</li> </ul>

	<p>The ADE Academic Distress Review Team interviewed the school leadership team. Leadership team members did not demonstrate a clear understanding of their purpose inclusive of limited expressions of utilizing school improvement research to drive their work within the school. Individual efforts were communicated by several team members in an attempt to demonstrate how the team focuses on increasing student achievement.</p>	<p>necessary to increase student achievement.</p> <ul style="list-style-type: none"> <li>• District and building leadership should establish clearly defined roles and purpose for the leadership team</li> <li>• Leadership Team should <ul style="list-style-type: none"> <li>*Establish goals and expected outcomes promoting an increase in student achievement</li> <li>*Communicate a timeline for achieving benchmarks with staff and students</li> <li>*Plan for and provide support through the process</li> <li>*Develop a method of evaluating the level of effectiveness</li> </ul> </li> <li>• The principal should aggregate data from classroom observations/feedback given to teachers for the leadership team for the purpose of identifying needed professional development or other supports.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Fordyce School District  
 School: Fordyce High School  
 School Improvement Specialist: Roxie Browning  
 Data Review Team: Teena Bell & Roxie Browning  
 Date: 08/15/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<ul style="list-style-type: none"> <li>2012-13 Literacy 64.74 Females P/A 41.18% Males P/A</li> <li>19% of teachers with an advanced degree and 81% have a bachelors</li> <li>18% increase in 8<sup>th</sup> grade literacy from 13-14 SY.</li> </ul>	<ul style="list-style-type: none"> <li>Is there an explanation for the 23% gap between the males and females? Any interventions or support in place to support the needs?</li> <li>Are there incentives in place for teachers to obtain an advanced degree?</li> <li>What is the pay for a beginning teacher? Are there yearly step increases or additional pay for an advanced degree?</li> <li>Partnerships with nearby colleges/universities? Online programs (lunch &amp; learn info shared??)</li> <li>What is the skill set of the 8<sup>th</sup> grade literacy teacher? Any recent changes in the 7<sup>th</sup> or 8<sup>th</sup> grade literacy teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership expertise</li> <li>Literacy expertise</li> </ul>

<ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade literacy at 58% in 2014. 8<sup>th</sup> grade literacy at 80%. 7<sup>th</sup> grade has been on a downward trend since 2012 76%, 2013 62%</li> <li>• Downward trend in <u>math</u> since 2012. Major jump between SY 12 &amp; SY 13 in Algebra I for High School.</li> <li>• 19% increase in geometry EOC from SY 12 to 13 then a 14% decline from SY13 to SY14.</li> <li>• <u>African American TAGG</u> 14% below expected AMO in Lit.</li> <li>• <u>Economically Disadvantaged</u> 11% below expected AMO in Lit</li> </ul>	<ul style="list-style-type: none"> <li>• in recent years.</li> <li>• What is going on in literacy for the elementary campus? Strengths &amp; weaknesses.</li> <li>• Are there transitional meetings in place for incoming 7<sup>th</sup> graders? Vertical meetings occurring at all between the grades in literacy?</li> <li>• What type of Instructional support teachers receive in literacy and math?</li> <li>• What changes in instruction occurred for both Algebra I and Geometry in recent years?</li> <li>• Evidence of data disaggregation in math &amp; lit</li> <li>• Any offerings of additional time dedicated to the AA and ED TAGG populations in Lit.?</li> </ul>	<ul style="list-style-type: none"> <li>• Math expertise</li> </ul>
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<ul style="list-style-type: none"> <li>• <u>Economically Disadvantaged</u> 3% away from AMO in Math.</li> <li>• SWD 0% met AMO in math. 13 students attempted</li> </ul>	<ul style="list-style-type: none"> <li>• What support has been offered for the ED in math?</li> <li>• What are the disabilities of the Math students in the SWD TAGG?</li> <li>• Where are they taking their math classes? Regular ed class or SPED room?</li> <li>• Is there common planning time between SPED &amp; math teacher if taught separate?</li> <li>• What math accommodations/modifications are provided?</li> <li>• Can documentation be provided on the accommodations/modifications implemented with the SWD TAGG during math instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• SWD/SPED expertise</li> </ul>
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ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: Hall High School

School Improvement Team Members: Kyron Jones, Chantelle Williams, Roxie Browning, Susan Ridings, and Dr. Richard Wilde

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>In the 2013-2014 school year, the district hired an experienced principal to lead Hall High School. This is one of four principals in the past six years. The new principal is in his second year as lead administrator. Staff members that have taught multiple years at Hall High report that a major obstacle to progress is the frequent change in building leadership, each bringing a new philosophy or set of innovations to the school. Interviews with representative groups of staff and students identified positive feelings related to improved safety in and about the school as a result of the new principal. This year, the principal, with direction from district leadership, has implemented new expectations in lesson planning, instructional feedback to teachers, and higher expectations for teachers' instructional practice. An internal school improvement specialist has been hired to support these new expectations. Nonetheless, there was a clear reluctance on the part</p>	<ul style="list-style-type: none"><li>• District leadership should draft a memorandum of understanding outlining specific expectations, a timeline for implementation of expectations, and measures for determining the continuation or replacement of the principal. The memorandum should be clear as to the latitude the principal is given by district leadership and/or any incentives for meeting expectations.</li></ul>



	of staff to invest in any principal or new ideas given the frequent turnover in leadership and the subsequent change in priorities.	
	<p>The principal has established a leadership team that is reflective of the various departments and components of the school. The school leadership team is comprehensive in representation and consists of 15 to 20 staff. In addition, interviews with teachers reveal that while all teachers seem to be aware of the leadership team, they are not able to identify specifics on how the school leadership team helps improve student outcomes.</p> <p>It was also noted in the school demographics and by interviews that there are substantial numbers of students with disabilities (SWD) and substantial numbers of English language learners (EL) were not meeting proficiency.</p>	<ul style="list-style-type: none"> <li>The principal should establish a school leadership team sub-committee to meet every two weeks and analyze math and literacy classroom performance data related to the progress of TAGG populations. Results of these analyses should be used to determine job-embedded professional development and/or to identify resources to specifically support teachers' ability to meet the individual learning needs of all students.</li> </ul>
	<p>Research indicates that instructional teams, consisting of grade-level or subject-area teachers, to develop units and lessons of instruction that include criteria for mastery of the unit (pre- and post-unit assessments). It is then essential for improving outcomes for those post unit assessments to be analyzed by the instructional team to identify students who are not performing at proficient levels and determine a course of action based on recent student learning. The ADE Review Team identified a similar structure developed this year for analyzing quarterly assessment data for progress monitoring and determining additional instructional programs for students. Further, the district's new lesson planning model requires the teacher to identify the lesson mastery criteria. Thus, with a change in focus from using data to determine programs for</p>	<ul style="list-style-type: none"> <li>The principal, instructional coaches and internal school improvement specialist should meet and identify the supports needed to implement an instructional "unit-based" progress monitoring and response system, especially in math and literacy courses.</li> </ul>

	<p>students to using data to improve classroom instruction the school could easily modify current efforts to better align with the research-based turnaround model.</p> <p>Analysis of student progress based on unit progress permits the teacher to use data to drive the next unit of instruction and associated lesson plans. Thus, data from the classroom is driving teacher PD and driving lesson development.</p>	
	<p>The ADE Review Team concluded from interviews with teachers, the Leadership Team, and Administration that the feeling tone of the school was not one of optimism related to becoming an achieving school. The teachers as a whole did not convey a culture of expectation that they could facilitate fifty percent of students to proficiency given all the demographic and historical variables that need to be overcome.</p> <p>Teachers expressed feeling “unheard” by the district. Interestingly, students verbalized a similar feeling that they have no meaningful voice with teachers and school leadership.</p>	<ul style="list-style-type: none"> <li>• The internal school improvement specialist (SIS) should collaborate with the principal to conduct deep data analyses of student progress over the past three years, and identify successes.</li> <li>• The internal SIS should collaborate with the principal to identify those student populations that are making academic gains (not reflected in the state assessments) so that staff can celebrate their successes and establish specific and doable goals for improvement in math and literacy that will reflect in the state assessments.</li> <li>• All students should be surveyed or interviewed regarding perceptions of the school and a plan developed to assist students in feeling empowered and as part of the team for school improvement.</li> </ul>

<p>It was noted that the district took action related to Academic Distress prior to any external review. The district has implemented requirements for:</p> <ul style="list-style-type: none"> <li>a. 30 day action plans at each school site;</li> <li>b. Lesson plan template with professional development and non-negotiable expectation that building administrators review the plans;</li> <li>c. Locally hired School Improvement Specialist at each school identified in Academic Distress;</li> <li>d. Implementation of additional classroom observations with same day electronic feedback provided to teachers.</li> </ul> <p>While these efforts are all researched based, and while it is noteworthy that the district has taken immediate action to address the Academic Distress concerns, there was concern by the ADE review team related to the number of supplemental innovations in contrast with the time for principals to actually work with instructional staff.</p>	<ul style="list-style-type: none"> <li>• The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.</li> <li>• School staff should focus on the three to four innovations most likely to yield meaningful improvement.</li> </ul>
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## Academic Distress Pre-Evaluation Form

District: Little Rock School District

School: Hall High School

School Improvement Specialist: Richard W Wilde

Data Review Team: John Harris, Richard Wilde, Janie Hickman, Chante'le Williams

Date: 8 \_\_ / 14 \_\_ / 14 \_\_

Data Findings	Additional Information Needed	Proposed On-Site Team
Less than 90 percent of the students participated in the state EOC math assessments.	Do students see relevance in the testing process? What is the school leadership doing to increase participation?	
Approximately 90 percent of the students assessed in the three year trend data were identified in a TAGG component group.	How are teachers supported in understanding, relating to, and engaging students identified as TAGG?	Team should include expertise in teacher evaluation and supervision or expertise in Professional Development. Team should include district level administrator for accountability or school improvement.
Three year trend data in math identified no significant difference in "all students" and "TAGG" students with both slightly below 40 percent proficient.	How was the alignment between written curriculum, teaching activities, and assessment evaluated? How is the level of student engagement in learning being evaluated? How does the staff PD plan ensure teachers will be skilled in various instructional strategies?	Team should include expertise in curriculum alignment.

<p>Preliminary 2014 math assessment data suggests no improvement on the trend data in algebra or geometry.</p>	<p>ADE has provided support for two years via SIS services. What improvement efforts have been implemented at the school level? Where improvement efforts in alignment with the PIP?</p>	<p>Team should include prior SIS.</p>
<p>Three year trend data in the state 11<sup>th</sup> grade literacy assessment identified that both “all students” and “TAGG” were approximately 40 percent proficient.</p>	<p>What specific actions have been implemented to improve outcomes with ELL and SWD?</p>	<p>Team should include expertise in teaching ELL or SWD or both.</p>
<p>English Language Learners and Students with Disabilities trend data reflected Literacy Proficiency below 30 percent.</p>	<p>What leadership actions have been implemented to create a sense of urgency?</p>	<p>Team should include expertise in professional development or school culture building.</p>
<p>2013-2014 IMO reports reflect concerns with instructional staff commitment for high expectations, urgency, and working as a team.</p>		

\*Trend data taken from ESEA reporting documents.


# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	HALL HIGH SCHOOL
LEA:	6001	LEA:	6001002
Superintendent:	MORRIS HOLMES	Principal:	MARCELLA BLAYLOCK
Address:	810 W. MARKHAM ST	Address:	6700 H ST.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-1900

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	25%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(84.1%)	Number of Groups Met AYP:	2
Minimum N*:	62	Qtrs. 1-3 Average ADM:	1239.28	Number of Groups $\geq$ 40:	8

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	No	Yes	NA	NA		No	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	No	Yes	NA	NA		No	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
HALL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	178	77	158	136	147	117	483	330
# Attempted	581	251	440	292	396	255	1417	798
% Proficient	30.6	30.7	35.9	46.6	37.1	45.9	34.1	41.4
AYP Status	SI_4	SI_5	SI_5	SI_M	SI_6	SI_6	SI_6	SI_6
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	136	67	131	109	109	92	376	268
# Attempted	468	212	338	235	307	193	1113	640
% Proficient	29.1	31.6	38.8	46.4	35.5	47.7	33.8	41.9
AYP Status	SI_5	SI_5	SI_M	SI_M	SI_6	SI_6	SI_6	SI_6
<b>HISPANIC POPULATION</b>								
# Proficient	24	5	16	7	23	9	63	21
# Attempted	79	25	75	29	66	33	220	87
% Proficient	30.4	20	21.3	24.1	34.8	27.3	28.6	24.1
AYP Status	SI_2	NA	SI_3	NA	SI_M	NA	SI_M	A
<b>CAUCASIAN POPULATION</b>								
# Proficient	15	4	10	16	11	13	36	33
# Attempted	24	9	23	23	18	22	65	54
% Proficient	62.5	44.4	43.5	69.6	61.1	59.1	55.4	61.1
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	127	47	122	81	119	79	368	207
# Attempted	424	161	366	185	323	198	1113	544
% Proficient	30	29.2	33.3	43.8	36.8	39.9	33.1	38.1
AYP Status	SI_2	SI_6	SI_3	SI_M	SI_4	SI_7	SI_4	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	18	1	17	4	22	6	57	11
# Attempted	72	21	79	22	64	35	215	78
% Proficient	25	4.8	21.5	18.2	34.4	17.1	26.5	14.1
AYP Status	A	NA	SI_1	NA	SI_M	NA	SI_M	A
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	19	1	16	2	19	7	54	10
# Attempted	61	22	37	24	39	26	137	72
% Proficient	31.1	4.5	43.2	8.3	48.7	26.9	39.4	13.9
AYP Status	NA	NA	NA	NA	NA	NA	A	MS



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
HALL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 1.2)	NO( -0.7)
2010-2011 AYP STATUS	SI_6	SI_6

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -3.3)	NO( 1.3)
2010-2011 AYP STATUS	SI_6	SI_6

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## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 3.1)
2010-2011 AYP STATUS	SI_M(SH)	NA

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-10.5)
2010-2011 AYP STATUS	NA	NA

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 3.5)	NO( -3.9)
2010-2011 AYP STATUS	SI_4	SI_7

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -1.0)
2010-2011 AYP STATUS	SI_M(SH)	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	NO(94%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.5)	YES
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
HALL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	396	147	37.1	NA	37.1	No
Af.Amer.	307	109	35.5	NA	35.5	No
Hispanic	66	23	34.8	NA	34.8	No
Caucasian	18	11	61.1	NA	61.1	NA
Econ.Dis.	323	119	36.8	NA	36.8	No
LEP	64	22	34.4	NA	34.4	No
Stud.Dis.	39	19	48.7	NA	48.7	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	255	117	45.9	NA	45.9	No
Af.Amer.	193	92	47.7	NA	47.7	No
Hispanic	33	9	27.3	NA	27.3	NA
Caucasian	22	13	59.1	NA	59.1	NA
Econ.Dis.	198	79	39.9	NA	39.9	No
LEP	35	6	17.1	NA	17.1	NA
Stud.Dis.	26	7	26.9	NA	26.9	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	1176.9	1125.4	1091.5	1131.25
Average Daily Membership:	1254.4	1238.0	1225.5	1239.28

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>HALL HIGH SCHOOL</b>	Principal: MARCELLA BLAYLOCK
LEA: 6001002	Grades: 09 - 12
Address: 6700 H ST. LITTLE ROCK, AR 72205	Enrollment: 1196
Phone: 501-447-1900	Attendance Rate: 91.41% (3 QTR AVG)
	Poverty Rate: 79.60%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	293	YES	414	NO(92%)
Targeted Achievement Gap Group	202	YES	363	NO(92%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	232	YES	302	NO(92%)
Hispanic	42	YES	78	YES
White	12	YES	25	NO(84%)
Economically Disadvantaged	188	YES	350	NO(93%)
English Learners	38	YES	75	YES
Students with Disabilities	29	YES	58	YES

#### Achieving School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	391	74.94	70.37
Targeted Achievement Gap Group	268	72.76	69.70
	Two Year Graduation Rate		
All Students	753	71.45	70.37
Targeted Achievement Gap Group	516	69.96	69.70
ESEA Subgroups	2011 Graduation Rate		
African Americans	297	77.78	79.14
Hispanic	43	67.44	44.35
White	41	65.85	47.12
Economically Disadvantaged	254	72.83	71.56
English Learners	20	70.00	45.00
Students with Disabilities	39	76.92	88.18

#### Needs Improvement School in Literacy

##### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	262	40.46	50.39	307	43.00	42.36
Targeted Achievement Gap Group	182	34.62	45.97	275	41.09	42.20
	Three Year Literacy			Three Year Math		
All Students	809	44.38	50.39	1143	38.23	42.36
Targeted Achievement Gap Group	584	39.38	45.97	982	36.76	42.20
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	209	43.06	52.03	224	43.30	40.88
Hispanic	37	27.03	33.33	67	35.82	40.28
White	n < 10	n < 10	n < 10	11	63.64	64.35
Economically Disadvantaged	168	36.90	44.91	266	40.23	42.10
English Learners	34	17.65	24.05	63	33.33	39.85
Students with Disabilities	27	0.00	33.01	51	50.98	52.99

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> MORRIS HOLMES
School: HALL HIGH SCHOOL	Principal: JOHN DANIELS
LEA: 6001002	Grades: 09-12
Address: 6700 H ST.	Enrollment: 1116
LITTLE ROCK, AR 72205	Attendance (3 QTR AVG): 91.14
Phone: 501-447-1900	Poverty Rate: 76.61

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	207	225	92.00	517	585	88.38
Targeted Achievement Gap Group	184	199	92.46	467	528	88.45
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	150	164	91.46	402	458	87.77
Hispanic	45	48	93.75	88	95	92.63
White				22	27	81.48
Economically Disadvantaged	177	190	93.16	455	515	88.35
English Language Learners	46	49	93.88	83	90	92.22
Students with Disabilities	25	26	96.15	60	67	89.55

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: **NEEDS IMPROVEMENT**

	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	79	191	41.36	54.90	91.00
Targeted Achievement Gap Group	66	171	38.60	50.88	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	302	710	42.54	54.90	91.00
Targeted Achievement Gap Group	214	561	38.15	50.88	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	62	136	45.59	56.39	
Hispanic	12	44	27.27	39.39	
White				65.91	
Economically Disadvantaged	65	165	39.39	49.92	
English Language Learners	10	45	22.22	30.95	
Students with Disabilities	5	24	20.83	39.10	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: **NEEDS IMPROVEMENT**

	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	166	423	39.24	47.60	92.00
Targeted Achievement Gap Group	150	385	38.96	47.45	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	445	1128	39.45	47.60	92.00
Targeted Achievement Gap Group	386	995	38.79	47.45	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	125	324	38.58	46.25	
Hispanic	30	79	37.97	45.71	
White	8	17	47.06	67.59	
Economically Disadvantaged	148	375	39.47	47.37	
English Language Learners	26	75	34.67	45.32	
Students with Disabilities	26	52	50.00	57.27	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: **ACHIEVING**

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	259	343	75.51	73.07	94.00
Targeted Achievement Gap Group	191	253	75.49	72.45	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	797	1096	72.72	73.07	94.00
Targeted Achievement Gap Group	552	769	71.78	72.45	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	195	259	75.29	81.03	
Hispanic	38	53	71.70	49.41	
White	20	24	83.33	51.93	
Economically Disadvantaged	179	238	75.21	74.14	
English Language Learners	24	30	80.00	50.00	
Students with Disabilities	24	30	80.00	89.25	

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PULASKI CO. SPEC. SCHOOL DIST.	School:	HARRIS ELEMENTARY SCHOOL
LEA:	6003	LEA:	6003102
Superintendent:	CHARLES HOPSON	Principal:	DONALD BOOTH
Address:	315 ROCK ST. APT 1201	Address:	2 LAVERNE CIRCLE
City:	LITTLE ROCK, AR 72202	County:	PULASKI
Phone:	501-490-2000	Phone:	501-955-3550

## Overall School AYP Information

2011 AYP Status: Whole School Improvement (WSI-3-CA)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_3
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_3
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: Whole School Improvement (WSI-2)

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	P - 5	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	225.01	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
HARRIS ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-3-CA)  
Literacy AMO: 78.40

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	37	34	33	30	42	38	112	102
# Attempted	77	77	69	68	89	89	235	234
% Proficient	48.1	44.2	47.8	44.1	47.2	42.7	47.7	43.6
AYP Status	SI_M	SI_M	SI_2	SI_2	SI_3	SI_3	SI_3	SI_3
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	31	30	25	23	31	29	87	82
# Attempted	68	68	57	57	69	69	194	194
% Proficient	45.6	44.1	43.9	40.4	44.9	42	44.8	42.3
AYP Status	SI_M	SI_M	SI_2	SI_2	SI_3	SI_3	SI_3	SI_3
<b>HISPANIC POPULATION</b>								
# Proficient	2	1	4	3	2	2	8	6
# Attempted	2	2	6	5	5	5	13	12
% Proficient	100	50	66.7	60	40	40	61.5	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	4	3	4	4	8	7	16	14
# Attempted	6	6	5	5	11	11	22	22
% Proficient	66.7	50	80	80	72.7	63.6	72.7	63.6
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	33	30	32	28	42	38	107	96
# Attempted	72	72	64	63	88	88	224	223
% Proficient	45.8	41.7	50	44.4	47.7	43.2	47.8	43
AYP Status	SI_M	SI_M	SI_2	SI_2	SI_3	SI_3	SI_3	SI_3
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	1	0	1	1	2	1
# Attempted	0	0	2	1	4	4	6	5
% Proficient	NA	NA	50	0	25	25	33.3	20
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	1	0	0	0	4	2	5	2
# Attempted	19	19	11	11	24	24	54	54
% Proficient	5.3	0	0	0	16.7	8.3	9.3	3.7
AYP Status	NA	NA	NA	NA	NA	NA	MS	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
HARRIS ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-3-CA)  
Literacy AMO: 78.40

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -0.6)	NO( -1.4)
2010-2011 AYP STATUS	SI_3	SI_3

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.1)	NO( 1.7)
2010-2011 AYP STATUS	SI_3	SI_3

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO(-26.7)	NO(-20.0)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -7.3)	NO(-16.4)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -2.3)	NO( -1.3)
2010-2011 AYP STATUS	SI_3	SI_3

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO(-25.0)	YES
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	NO( 8.3)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
HARRIS ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: Whole School Improvement (WSI-3-CA)  
Literacy AMO: 78.40

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	89	42	47.2	4	51.7	No
Af.Amer.	69	31	44.9	4	50.7	No
Hispanic	5	2	40	NA	40	NA
Caucasian	11	8	72.7	NA	72.7	NA
Econ.Dis.	88	42	47.7	4	52.3	No
LEP	4	1	25	NA	25	NA
Stud.Dis.	24	4	16.7	1	20.8	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	89	38	42.7	12	56.2	No
Af.Amer.	69	29	42	10	56.5	No
Hispanic	5	2	40	NA	40	NA
Caucasian	11	7	63.6	NA	63.6	NA
Econ.Dis.	88	38	43.2	11	55.7	No
LEP	4	1	25	NA	25	NA
Stud.Dis.	24	2	8.3	4	25	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	211.40	212.09	206.74	210.08
Average Daily Membership:	221.58	227.13	226.33	225.01



## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PULASKI CO. SPEC. SCHOOL DIST.	Superintendent: Jerry Guess
School: <b>HARRIS ELEMENTARY SCHOOL</b>	Principal: DONALD BOOTH
LEA: 6003102	Grades: P - 05
Address: 2 LAVERNE CIRCLE	Enrollment: 205
LITTLE ROCK, AR 72204	Attendance Rate: 93.10% (3 QTR AVG)
Phone: 501-955-3550	Poverty Rate: 83.41%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	94	YES	94	YES
Targeted Achievement Gap Group	91	YES	91	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	70	YES	70	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	12	YES	12	YES
Economically Disadvantaged	90	YES	90	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	YES	16	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	77	55.84	47.48	50	78.00	80.61
Targeted Achievement Gap Group	75	54.67	47.48	49	77.55	80.61
	Three Year Performance			Three Year Growth		
All Students	234	47.44	47.48	144	77.08	80.61
Targeted Achievement Gap Group	229	46.72	47.48	140	77.14	80.61
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	59	59.32	46.86	37	81.08	77.64
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	74	54.05	47.92	49	77.55	80.23
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	23.08	15.97	10	60.00	46.53

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	77	40.26	51.59	50	32.00	54.17
Targeted Achievement Gap Group	75	40.00	51.59	49	32.65	54.17
	Three Year Performance			Three Year Growth		
All Students	235	45.11	51.59	144	44.44	54.17
Targeted Achievement Gap Group	230	45.22	51.59	140	45.71	54.17
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	59	38.98	49.52	37	27.03	50.81
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	74	39.19	52.09	49	32.65	55.07
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	15.38	23.61	10	10.00	23.61

**District:**PULASKI CO. SPEC. SCHOOL DIST. **Superintendent:**JERRY GUESS  
**School:**HARRIS ELEMENTARY SCHOOL **Principal:**DARNELL BELL  
**LEA:**6003102 **Grades:**P-05  
**Address:**4424 Highy 161 North **Enrollment:**183  
**North Little Rock, AR 72117** **Attendance (3 QTR AVG):**93.21  
**Phone:**501-955-3550 **Poverty Rate:**97.27

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	111	112	99.11	111	112	99.11
Targeted Achievement Gap Group	108	109	99.08	108	109	99.08
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	94	95	98.95	94	95	98.95
Hispanic						
White						
Economically Disadvantaged	106	107	99.07	106	107	99.07
English Language Learners						
Students with Disabilities	19	19	100.00	19	19	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	47	81	58.02	52.25	91.00	37	52	71.15	82.38	93.00
Targeted Achievement Gap Group	46	80	57.50	52.25	91.00	37	52	71.15	82.38	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	128	248	51.61	52.25	91.00	117	154	75.97	82.38	93.00
Targeted Achievement Gap Group	125	245	51.02	52.25	91.00	116	153	75.82	82.38	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	40	69	57.97	51.69		31	44	70.45	79.68	
Hispanic				50.00					100.00	
White				69.70					88.09	
Economically Disadvantaged	46	80	57.50	52.65		37	52	71.15	82.03	
English Language Learners				37.50					100.00	
Students with Disabilities	3	15	20.00	23.61					51.39	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	41	81	50.62	55.99	92.00	19	52	36.54	58.33	81.00
Targeted Achievement Gap Group	40	80	50.00	55.99	92.00	19	52	36.54	58.33	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	114	248	45.97	55.99	92.00	61	154	39.61	58.33	81.00
Targeted Achievement Gap Group	112	245	45.71	55.99	92.00	61	153	39.87	58.33	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	33	69	47.83	54.11		15	44	34.09	55.28	
Hispanic				50.00					58.33	
White				77.28					88.09	
Economically Disadvantaged	40	80	50.00	56.44		19	52	36.54	59.15	
English Language Learners				37.50					16.67	
Students with Disabilities	3	15	20.00	30.56					30.56	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Pulaski County Special School District  
 School: Harris Elementary School  
 School Improvement Team Members: Tiah Frazier, Lisa Knoedl, and Renata Bryant

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Finding	Recommendations
	<p>The ADE Academic Distress Review Team interviewed the school leadership team, instructional teams and facilitators, and other key individuals. Individual efforts were communicated by several team members in an attempt to demonstrate how the teams focus on increasing student achievement; however, these teams did not demonstrate an in-depth knowledge of their purpose for operation or their plan for the year.</p>	<ul style="list-style-type: none"> <li>All teams should engage in a collaborative effort to develop a clearly-defined statement of purpose, bylaws for operation, determine plans of work for each school year, and maintain agendas and minutes of all meetings.</li> </ul>
	<p>School leadership team members were unable to articulate a plan for data analyses in order to make data-driven decisions.</p>	<ul style="list-style-type: none"> <li>School leadership should facilitate the development of a formal process for conducting analyses of various data sets to in order to make data-driven decisions regarding instruction to increase student performance, identification of professional development needs, and school improvement planning.</li> </ul>

	<p>The ADE Review Team identified the lack of common assessments and collaborative planning time as challenges the school faces in monitoring student achievement.</p>	<ul style="list-style-type: none"> <li>• School leadership should provide collaborative planning time within the master schedule.</li> <li>• Instructional facilitators should guide the development of common units of instruction that include pre- and post-assessments to determine levels of student achievement.</li> <li>• Instructional teams should analyze the results of pre/post-tests to inform curricular, instructional, and assessment decisions, such as planning intervention and enrichment for all students.</li> </ul>
	<p>Based on interviews with staff, the review team noted that the job title for instructional coaches changed to instructional facilitators; however, job descriptions for facilitators have not been clearly defined, nor has the system for evaluating instructional facilitators been implemented.</p> <p>It was noted that the Arkansas Leadership Academy is the external provider for the school. The Academy does training related to effective use of instructional coaches.</p>	<ul style="list-style-type: none"> <li>• District/school leadership, with guidance from the external provider, should develop job descriptions for instructional facilitators that clearly define duties and expectations.</li> <li>• Building administrators should review the performance of instructional facilitators and provide specific, meaningful feedback to improve professional practice.</li> </ul>

District: Pulaski County Special School District

School: Harris Elementary School

SIS: Tiah Frazier

Data Review Team: Renata Bryant, John Harris, Dr. Richard Wilde

Date: 8/12/14

Data Findings	Additional Information Needed	Proposed On-Site Team
ESEA Performance Report identified the 2011-2013 trend in Math proficiency to be 45.97 for all students and 45.71 for TAGG. Growth Performance in that same time period was below 40 percent. The 2014 State Assessment preliminary results indicates no improvement in the trend.	How has leadership ensured horizontal and vertical alignment of the math curriculum?  How is leadership ensuring a common and consistent assessment system to chart or monitor student preparedness and growth is in place?  How is the School Leadership Team monitoring and responding to student progress throughout the school year? -types of intervention/differentiation? -how is student growth monitored? -how are changes made to the curriculum based on student results? - response to Intervention (RTI)	Recommend prior SIS be included on the team.  Recommend team include expertise in math curriculum alignment to assist in the on-site visit
Data trends show inconsistency in math achievement when we follow the scores of the combined population from 3 <sup>rd</sup> grade in 2012 to 5 <sup>th</sup> grade in 2014  -2012 40.26% achieving -2013 50.62% achieving -2014 43.7% achieving	What hypotheses has the School Leadership Team identified to explain the inconsistent progress?  What efforts are made to sustain improvement for cohort groups?	

<p>Performance trends for students with disabilities identified by review of 2010-2013 ESEA Reports indicate less than 20 percent of this group meeting proficient.</p>	<p>How are SWDs being supported related to the IEP and the general education classrooms?</p>	<p>Recommend team include expertise in special education.</p>
<p>Arkansas Leadership Academy external provider reports indicate:</p> <ul style="list-style-type: none"> <li>- Lack of staff involvement of strategic planning</li> <li>- Limited communication of strategic plan to staff</li> <li>-Lack of long-range strategic plan to address priority areas</li> </ul>	<p>What steps were taken by the external provider to assist the school leadership in designing and implementing the systems not in place?</p>	<p>Recommend team include expertise in Indistar Effectiveness Indicators to assist in review of the School Leadership Team progress.</p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	HENDERSON MIDDLE SCHOOL
LEA:	6001	LEA:	6001013
Superintendent:	MORRIS HOLMES	Principal:	STEPHEN GEURIN
Address:	810 W. MARKHAM ST	Address:	401 JOHN BARROW RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2800

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	23.1%
Grade Range:	6 - 8	Met Attendance Goal:	YES	Number of Groups Met AYP:	3
Minimum N*:	40	Qtrs. 1-3 Average ADM:	702.58	Number of Groups $\geq$ 40:	13

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	No	No	No	Yes		No	No
<b>Caucasian</b>	No	No	NA	NA		No	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	No	Yes	No	Yes		No	No
<b>Students with a Disability</b>	No	No	No	No		No	No

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 HENDERSON MIDDLE SCHOOL  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-8)  
 Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	346	293	346	325	290	261	982	879
# Attempted	796	709	820	701	669	600	2285	2010
% Proficient	43.5	41.3	42.2	46.4	43.3	43.5	43	43.7
AYP Status	SI_M	SI_2	SI_5	SI_3	SI_6	SI_4	SI_6	SI_4
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	263	241	249	251	215	200	727	692
# Attempted	664	599	659	572	542	493	1865	1664
% Proficient	39.6	40.2	37.8	43.9	39.7	40.6	39	41.6
AYP Status	SI_M	SI_2	SI_5	SI_3	SI_6	SI_4	SI_6	SI_4
<b>HISPANIC POPULATION</b>								
# Proficient	38	24	58	39	38	34	134	97
# Attempted	71	62	95	76	64	55	230	193
% Proficient	53.5	38.7	61.1	51.3	59.4	61.8	58.3	50.3
AYP Status	SI_M	SI_M	MS	SI_M	A	MS	A	MS
<b>CAUCASIAN POPULATION</b>								
# Proficient	23	18	28	26	21	19	72	63
# Attempted	36	29	49	40	41	38	126	107
% Proficient	63.9	62.1	57.1	65	51.2	50	57.1	58.9
AYP Status	NA	NA	A	A	SI_1	NA	SI_1	SI_1
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	280	245	299	283	252	225	831	753
# Attempted	681	614	727	630	601	540	2009	1784
% Proficient	41.1	39.9	41.1	44.9	41.9	41.7	41.4	42.2
AYP Status	SI_M	SI_5	SI_5	SI_6	SI_6	SI_7	SI_6	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	27	11	40	27	42	32	109	70
# Attempted	58	52	76	66	71	60	205	178
% Proficient	46.6	21.2	52.6	40.9	59.2	53.3	53.2	39.3
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	4	3	8	2	10	7	22	12
# Attempted	93	93	89	89	78	76	260	258
% Proficient	4.3	3.2	9	2.2	12.8	9.2	8.5	4.7
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 HENDERSON MIDDLE SCHOOL  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-8)  
 Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.2)	NO( -2.9)
2010-2011 AYP STATUS	SI_6	SI_4

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 1.9)	NO( -3.3)
2010-2011 AYP STATUS	SI_6	SI_4

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -1.7)	YES
2010-2011 AYP STATUS	A	MS (SH)

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -5.9)	NO(-15.0)
2010-2011 AYP STATUS	SI_1	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 0.8)	NO( -3.3)
2010-2011 AYP STATUS	SI_6	SI_7

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS (SH)	MS (SH)

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 3.8)	NO( 7.0)
2010-2011 AYP STATUS	SI_8	SI_8

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
 HENDERSON MIDDLE SCHOOL  
 Math AMO: 73.41

Report Completed: 11/03/2011  
 AYP Status: State Directed (SD-8)  
 Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	669	290	43.3	14	45.4	No
Af.Amer.	542	215	39.7	10	41.5	No
Hispanic	64	38	59.4	1	60.9	No
Caucasian	41	21	51.2	3	58.5	No
Econ.Dis.	601	252	41.9	14	44.3	No
LEP	71	42	59.2	4	64.8	No
Stud.Dis.	78	10	12.8	NA	12.8	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	600	261	43.5	16	46.2	No
Af.Amer.	493	200	40.6	15	43.6	No
Hispanic	55	34	61.8	NA	61.8	No
Caucasian	38	19	50	1	52.6	NA
Econ.Dis.	540	225	41.7	15	44.4	No
LEP	60	32	53.3	1	55	No
Stud.Dis.	76	7	9.2	1	10.5	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	688.75	661.40	654.90	668.35
Average Daily Membership:	719.65	701.40	686.70	702.58

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>HENDERSON MIDDLE SCHOOL</b>	Principal: STEPHEN GEURIN
LEA: 6001013	Grades: 06 - 08
Address: 401 JOHN BARROW RD.	Enrollment: 676
LITTLE ROCK, AR 72205	Attendance Rate: 95.87% (3 QTR AVG)
Phone: 501-447-2800	Poverty Rate: 88.76%

Needs Improvement Priority School	Met Year 1 Exit Criteria
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Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	715	YES	789	YES
Targeted Achievement Gap Group	655	YES	719	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	598	YES	647	YES
Hispanic	62	YES	75	YES
White	40	YES	46	YES
Economically Disadvantaged	644	YES	706	YES
English Learners	53	YES	64	YES
Students with Disabilities	87	YES	88	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	576	57.12	48.21	535	60.75	50.67
Targeted Achievement Gap Group	519	55.11	46.62	480	58.75	49.41
	Three Year Performance			Three Year Growth		
All Students	1877	48.75	48.21	1760	51.76	50.67
Targeted Achievement Gap Group	1714	46.79	46.62	1605	49.97	49.41
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	478	55.23	45.52	445	58.43	47.90
Hispanic	52	69.23	65.00	48	72.92	65.41
White	33	63.64	54.17	30	73.33	61.56
Economically Disadvantaged	509	55.40	46.53	471	59.24	49.30
English Learners	49	61.22	57.22	46	65.22	61.40
Students with Disabilities	71	9.86	16.78	59	5.08	15.61

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	650	49.08	48.07	535	44.30	43.74
Targeted Achievement Gap Group	583	47.00	46.64	480	42.71	42.93
	Three Year Performance			Three Year Growth		
All Students	2139	44.65	48.07	1768	39.82	43.74
Targeted Achievement Gap Group	1938	42.98	46.64	1613	38.81	42.93
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	527	44.78	44.70	445	40.67	41.04
Hispanic	65	69.23	62.77	48	60.42	58.49
White	39	64.10	55.29	30	63.33	47.22
Economically Disadvantaged	571	46.94	46.77	471	42.68	43.02
English Learners	60	68.33	62.55	46	63.04	61.16
Students with Disabilities	72	8.33	20.09	59	10.17	17.06

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> MORRIS HOLMES
School: HENDERSON MIDDLE SCHOOL	Principal: STEPHEN GEURIN
LEA: 6001013	Grades: 06-08
Address: 401 JOHN BARROW RD.	Enrollment: 708
LITTLE ROCK, AR 72205	Attendance (3 QTR AVG): 96.25
Phone: 501-447-2800	Poverty Rate: 89.55

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	712	724	98.34	711	724	98.20
Targeted Achievement Gap Group	673	685	98.25	672	685	98.10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	601	612	98.20	601	612	98.20
Hispanic	64	64	100.00	63	64	98.44
White	31	32	96.88	31	32	96.88
Economically Disadvantaged	663	675	98.22	662	675	98.07
English Language Learners	62	62	100.00	61	62	98.39
Students with Disabilities	86	89	96.63	86	89	96.63

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	292	619	47.17	52.92	91.00	275	565	48.67	55.16	93.00
Targeted Achievement Gap Group	263	583	45.11	51.48	91.00	249	532	46.80	54.01	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	882	1795	49.14	52.92	91.00	861	1665	51.71	55.16	93.00
Targeted Achievement Gap Group	780	1655	47.13	51.48	91.00	764	1532	49.87	54.01	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	246	527	46.68	50.48		236	493	47.87	52.63	
Hispanic	30	54	55.56	68.18		28	47	59.57	68.55	
White	12	24	50.00	58.33		8	17	47.06	65.05	
Economically Disadvantaged	260	574	45.30	51.39		248	526	47.15	53.91	
English Language Learners	27	55	49.09	61.11		27	45	60.00	64.91	
Students with Disabilities	9	73	12.33	24.34		4	63	6.35	23.28	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	228	619	36.83	52.79	92.00	196	565	34.69	48.85	81.00
Targeted Achievement Gap Group	206	583	35.33	51.49	92.00	177	532	33.27	48.12	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	837	1938	43.19	52.79	92.00	652	1667	39.11	48.85	81.00
Targeted Achievement Gap Group	737	1781	41.38	51.49	92.00	579	1534	37.74	48.12	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	181	527	34.35	49.73		158	493	32.05	46.40	
Hispanic	31	54	57.41	66.15		27	47	57.45	62.27	
White	11	24	45.83	59.35		9	17	52.94	52.02	
Economically Disadvantaged	204	574	35.54	51.61		177	526	33.65	48.20	
English Language Learners	32	55	58.18	65.96		26	45	57.78	64.69	
Students with Disabilities	3	73	4.11	27.35		2	63	3.17	24.60	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock  
 School: Henderson Middle School  
 School Improvement Team Members: Lisa Knoedl, Richard Wilde, Susan Ridings, Tiah Frazier, Roxie Browning, and Chantelle Williams

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>The ADE Review Team interviewed the newly-appointed building principal for Henderson Middle School. The principal has been an assistant within the district for multiple years. He has established policies and procedures to manage student discipline and has in place an administrative team with defined roles and responsibilities related to student discipline and supervision. However, there is some confusion between the definition of the school leadership team and the school administration team.</p>	<ul style="list-style-type: none"> <li>• The principal should establish a true and effective leadership team consisting of the principal, assistant principals, and teachers who lead the instructional teams and other key professional staff.</li> <li>• The leadership team should have written statements of purpose and by-laws for operating and maintain meeting agendas and minutes.</li> <li>• The leadership team should clearly identify the two to three innovations expected to significantly improve student learning and include the goals and data needed for evaluation of those innovations.</li> </ul>

		<ul style="list-style-type: none"> <li>Plans for improving instructional practice and increasing student achievement should be implemented with the same enthusiasm and detail as the plan for improving discipline has been.</li> </ul>
	<p>Priority schools in Arkansas use the Indistar School Improvement Model as a guide for stellar learning. This model states that units of instruction should include pre/post tests to assess student mastery of standards-based objectives. The ADE Review Team noted a sense of enthusiasm for improvement in the school.</p>	<ul style="list-style-type: none"> <li>The school leadership team should regularly analyze classroom performance data and aggregated classroom observation data. These data should be used to make decisions concerning lesson planning and professional development for specific teachers.</li> <li>More focus is needed on improvement goals. The leadership team should set yearly learning goals based on student progress data and monitor progress towards these goals at least quarterly.</li> </ul>
	<p>Through faculty interviews and classroom walk-throughs, it was determined that a criterion for success has been established by the principal with objectives for standards-based learning clearly posted. Given that the criterion is established, it is important to monitor progress toward meeting the criterion.</p> <p>The ADE Review Team also noted from faculty interviews that some teachers perceive themselves as unable to overcome barriers to learning. In addition, some teachers reported feeling that the district treated them unfairly by assigning large numbers of high-needs students to the school.</p>	<ul style="list-style-type: none"> <li>School leadership should facilitate the development of a system for collecting, analyzing, and utilizing classroom performance data to improve and maintain student achievement.</li> <li>The principal, in collaboration with the Middle School Director, should develop and implement a plan to empower teachers, with the intent to build a school culture and climate of high academic and behavioral expectations for all students.</li> </ul>
	<p>An internal SIS is provided as a .4 FTE employee at the school. The review team noted that the internal SIS is not always included in instructional meetings, planning sessions, and educational decision-making. The internal SIS has been provided by the district to help</p>	<ul style="list-style-type: none"> <li>The internal SIS should be fully utilized to assist administrators to provide instructional leadership for teachers to improve professional practice and increase student achievement.</li> </ul>

	with customized services in meeting Priority Improvement Plan goals and providing guidance and feedback to academic coaches, the leadership team, and the principal.	
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## Academic Distress Pre-Evaluation Form

District: Little Rock School District  
 School: Henderson Middle School  
 School Improvement Specialist: Lisa Knoedl  
 Data Review Team: Lisa Knoedl, Richard Wilde, Susan Ridings, John Harris  
 Date: 08/ 18/ 2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>2013 ESEA Reports indicated that End of Course Math Proficiency fell to 36.83% and Literacy Proficiency fell to 47.17%.            Three-year trend data indicates no consistent improvement.</p> <p>Special Education Benchmark scores were well below the State average for the 2012-2013 school year. Only three 8<sup>th</sup>-grade students (18%), one 6<sup>th</sup> grade student and one 7<sup>th</sup> grade student (3-4%) scored Proficient in Literacy ; Only one 6<sup>th</sup>-grade student (1%) scored Proficient in Math while NO 7<sup>th</sup> or 8<sup>th</sup> grader scored Proficient (0%). State data from the 2012-2013 school year indicated an average of 19-24% of special education students scored Proficient/Advanced.</p>	<p>Given the high percentage of students scoring Basic and Below Basic, what is the level of curriculum alignment?</p> <ul style="list-style-type: none"> <li>• How many students are portfolio and how many are Benchmark assessed?</li> <li>• Are special education students self-contained for Math and Literacy courses or are they placed in the general classrooms?</li> <li>• What types of modifications are used and are they being implemented?</li> </ul>	<p>Include expertise in Curriculum Alignment.</p> <p>Include expertise in Special Education Curriculum.</p>



<p><b>2012-2013 Scholastic Audit Summary Report indicated 'Little or no development and implementation' in <i>Leadership support for a safe learning environment (4.1a)</i> and 'Little or no development and implementation' in <i>Leadership ensures that time is protected (7.1f)</i></b></p> <p><b>A new principal has been hired with a plan in place for additional Administration with new responsibilities to cover all areas of safety and discipline.</b></p> <p><b>ADE has provided support for two years via SIS services.</b></p>	<ul style="list-style-type: none"> <li>• <b>What systems are in place to ensure student safety?</b></li> <li>• <b>Have surveys been conducted and evaluated for students, parents, and staff on safety issues?</b></li> </ul> <p><b>What improvement efforts have been implemented at the school level?</b></p>	<p><b>No additional expertise in School Environment or Discipline is proposed at this time.</b></p> <p><b>Team should include prior SIS.</b></p>
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PULASKI CO. SPEC. SCHOOL DIST.	School:	JACKSONVILLE HIGH SCHOOL
LEA:	6003	LEA:	6003123
Superintendent:	CHARLES HOPSON	Principal:	BOBBY PRUITT
Address:	315 ROCK ST. APT 1201	Address:	608 W. CENTER
City:	LITTLE ROCK, AR 72202	County:	PULASKI
Phone:	501-490-2000	Phone:	501-982-2128

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	YES	Overall Grad Status:	SI_M

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	11.1%
Grade Range:	9 - 12	Met Graduation Goal of 85%:	NO(74.1%)	Number of Groups Met AYP:	1
Minimum N*:	45	Qtrs. 1-3 Average ADM:	901.36	Number of Groups ≥ 40:	9

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy	
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No		
<b>African American</b>	No	No	No	No		No	No		
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA		
<b>Caucasian</b>	No	No	No	Yes		No	No		
<b>Economically Disadvantaged</b>	No	No	No	No		No	No		
<b>LEP</b>	NA	NA	NA	NA		NA	NA		
<b>Students with a Disability</b>	No	No	NA	NA		No	NA		

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
JACKSONVILLE HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	158	66	145	78	147	77	450	221
# Attempted	407	175	326	212	384	197	1117	584
% Proficient	38.8	37.7	44.5	36.8	38.3	39.1	40.3	37.8
AYP Status	SI_5	SI_6	SI_6	SI_7	SI_7	SI_8	SI_7	SI_8
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	60	20	73	40	86	33	219	93
# Attempted	240	80	193	126	248	113	681	319
% Proficient	25	25	37.8	31.7	34.7	29.2	32.2	29.2
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	7	3	1	3	2	0	10	6
# Attempted	13	7	4	7	9	4	26	18
% Proficient	53.8	42.9	25	42.9	22.2	0	38.5	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	88	43	69	35	59	40	216	118
# Attempted	149	85	125	79	123	75	397	239
% Proficient	59.1	50.6	55.2	44.3	48	53.3	54.4	49.4
AYP Status	SI_M	SI_1	SI_2	SI_2	SI_3	SI_M	SI_3	SI_M
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	81	14	98	39	106	35	285	88
# Attempted	237	78	221	120	283	118	741	316
% Proficient	34.2	17.9	44.3	32.5	37.5	29.7	38.5	27.8
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	5	0	0	0	1	0	6	0
# Attempted	10	4	0	0	3	2	13	6
% Proficient	50	0	NA	NA	33.3	0	46.2	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	12	0	14	0	15	0	41	0
# Attempted	48	18	46	22	46	16	140	56
% Proficient	25	0	30.4	0	32.6	0	29.3	0
AYP Status	NA	NA	NA	NA	A	NA	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST. Report Completed: 11/03/2011  
 JACKSONVILLE HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -6.2)	NO( 2.3)
2010-2011 AYP STATUS	SI_7	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -3.1)	NO( -2.5)
2010-2011 AYP STATUS	SI_8	SI_8

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -2.8)	NO(-42.9)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -7.2)	YES
2010-2011 AYP STATUS	SI_3	SI_M(SH)

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -6.9)	NO( -2.8)
2010-2011 AYP STATUS	SI_8	SI_8

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(94%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 2.2)	NO( 0.0)
2010-2011 AYP STATUS	A	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
JACKSONVILLE HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	384	147	38.3	NA	38.3	No
Af.Amer.	248	86	34.7	NA	34.7	No
Hispanic	9	2	22.2	NA	22.2	NA
Caucasian	123	59	48	NA	48	No
Econ.Dis.	283	106	37.5	NA	37.5	No
LEP	3	1	33.3	NA	33.3	NA
Stud.Dis.	46	15	32.6	NA	32.6	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	197	77	39.1	NA	39.1	No
Af.Amer.	113	33	29.2	NA	29.2	No
Hispanic	4	0	0	NA	0	NA
Caucasian	75	40	53.3	NA	53.3	No
Econ.Dis.	118	35	29.7	NA	29.7	No
LEP	2	0	0	NA	0	NA
Stud.Dis.	16	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	885.49	835.40	764.78	828.56
Average Daily Membership:	950.40	912.53	841.16	901.36

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PULASKI CO. SPEC. SCHOOL DIST.	Superintendent: Jerry Guess
School: <b>JACKSONVILLE HIGH SCHOOL</b>	Principal: BOBBY PRUITT
LEA: 6003123	Grades: 09 - 12
Address: 608 W. CENTER	Enrollment: 880
BEEBE, AR 72012	Attendance Rate: 92.24% (3 QTR AVG)
Phone: 501-982-2128	Poverty Rate: 54.43%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	187	YES	377	NO(91%)
Targeted Achievement Gap Group	131	YES	276	NO(92%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	108	YES	243	NO(89%)
Hispanic	n < 10	n < 10	11	NO(91%)
White	73	YES	115	NO(92%)
Economically Disadvantaged	125	YES	260	NO(91%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	25	NO(88%)	49	NO(88%)

#### Achieving School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	316	54.11	50.08
Targeted Achievement Gap Group	172	51.16	43.89
	Two Year Graduation Rate		
All Students	619	49.92	50.08
Targeted Achievement Gap Group	337	45.10	43.89
ESEA Subgroups	2011 Graduation Rate		
African Americans	173	60.12	48.22
Hispanic	12	41.67	45.00
White	128	48.44	52.23
Economically Disadvantaged	162	50.62	42.86
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	35	42.86	34.52

#### Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	167	46.71	44.17	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	116	38.79	34.42	n < 10	n < 10	n < 10
	Three Year Performance			Three Year Growth		
All Students	576	40.45	44.17	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	368	32.34	34.42	n < 10	n < 10	n < 10
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	99	40.40	35.10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	63	58.73	57.22	n < 10	n < 10	n < 10
Economically Disadvantaged	112	40.18	35.52	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	21	33.33	8.33	n < 10	n < 10	n < 10

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PULASKI CO. SPEC. SCHOOL DIST.	Superintendent: Jerry Guess
School: <b>JACKSONVILLE HIGH SCHOOL</b>	Principal: BOBBY PRUITT
LEA: 6003123	Grades: 09 - 12
Address: 608 W. CENTER	Enrollment: 880
BEEBE, AR 72012	Attendance Rate: 92.24% (3 QTR AVG)
Phone: 501-982-2128	Poverty Rate: 54.43%

### Needs Improvement Priority School

#### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	294	46.60	43.42	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	220	41.36	42.31	n < 10	n < 10	n < 10
	Three Year Performance			Three Year Growth		
All Students	1004	42.73	43.42	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	746	40.35	42.31	n < 10	n < 10	n < 10
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	187	40.64	40.12	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	90	60.00	52.31	n < 10	n < 10	n < 10
Economically Disadvantaged	207	41.55	42.67	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	38	52.63	38.23	n < 10	n < 10	n < 10

**District:**PULASKI CO. SPEC. SCHOOL DIST. **Superintendent:**JERRY GUESS  
**School:**JACKSONVILLE HIGH SCHOOL **Principal:**HENRY ANDERSON  
**LEA:**6003123 **Grades:**09-12  
**Address:**2400 Linda LN **Enrollment:**810  
**Jacksonville, AR 72076** **Attendance (3 QTR AVG):**92.35  
**Phone:**501-982-2128 **Poverty Rate:**60.86

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>NEEDS IMPROVEMENT</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	161	167	96.41	348	375	92.80
Targeted Achievement Gap Group	112	117	95.73	239	262	91.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	114	118	96.61	225	244	92.21
Hispanic				14	15	93.33
White	37	39	94.87	93	100	93.00
Economically Disadvantaged	106	111	95.50	225	246	91.46
English Language Learners						
Students with Disabilities	22	22	100.00	32	41	78.05

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	66	146	45.21	49.24	91.00
Targeted Achievement Gap Group	39	101	38.61	40.38	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	222	512	43.36	49.24	91.00
Targeted Achievement Gap Group	119	341	34.90	40.38	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	39	104	37.50	41.00	
Hispanic				16.67	
White	21	33	63.64	61.11	
Economically Disadvantaged	39	95	41.05	41.38	
English Language Learners				16.67	
Students with Disabilities	0	21	0.00	16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>ACHIEVING</b>					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	192	298	64.43	48.57	92.00
Targeted Achievement Gap Group	128	212	60.38	47.56	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	476	977	48.72	48.57	92.00
Targeted Achievement Gap Group	328	727	45.12	47.56	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	114	190	60.00	45.57	
Hispanic	7	12	58.33	35.18	
White	63	82	76.83	56.64	
Economically Disadvantaged	119	199	59.80	47.88	
English Language Learners				44.44	
Students with Disabilities	18	27	66.67	43.84	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	164	276	59.42	54.62	94.00
Targeted Achievement Gap Group	81	153	52.94	48.99	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	473	895	52.85	54.62	94.00
Targeted Achievement Gap Group	233	490	47.55	48.99	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	98	160	61.25	52.93	
Hispanic				50.00	
White	61	103	59.22	56.58	
Economically Disadvantaged	73	137	53.28	48.05	
English Language Learners				58.33	
Students with Disabilities	15	29	51.72	40.48	





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**ACADEMIC DISTRESS ADE EVALUATION TEAM  
RECOMMENDATIONS**

District: Pulaski County Special School District  
School: Jacksonville High School  
School Improvement Team Members: Kyron Jones, Dr. Richard Wide, Roxie Browning, Chante'le Williams, Lisa Knoedl, Susan Ridings, and Tiah Frazier

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	The school has had four principals over the past five years. Most staff members voiced reluctance to support the vision of current administration given the frequent turnover. The turnover rate of administration has affected the teacher turnover rate as well. This is especially true in the math and literacy department.	<ul style="list-style-type: none"><li>• District leadership should develop and implement a plan to retain highly-qualified administrators, as well as math and literacy teachers.</li></ul>
	The principal has established a new leadership team that is reflective of various departments of the school. Members of the leadership team are not aware of school improvement plans that were made during the previous school year. This is also true of newly-hired personnel.	<ul style="list-style-type: none"><li>• The principal should develop an orientation program for newly-appointed leadership team members, as well as all new staff members. Previous leadership team members should be considered a resource in this endeavor.</li></ul>

	Analyses of student achievement data are often limited to results from annual state-mandated assessments. Data are not analyzed to the student level or used to make instructional decisions. The school is beginning to develop common formative assessments.	<ul style="list-style-type: none"> <li>• Instructional teams should analyze results of common formative assessments and use that data to inform instructional planning.</li> </ul>
	Professional development is most often based on district initiatives rather than the needs of individual teachers.	<ul style="list-style-type: none"> <li>• District/school leadership should plan and provide high-quality professional development based on teachers' individual needs identified through collaborative development of professional growth plans.</li> </ul>
	Instructional facilitators are new to their positions and are unsure of their roles and responsibilities.	<ul style="list-style-type: none"> <li>• District/school leadership should develop and clearly communicate roles, responsibilities, and expectations for instructional facilitators and provide training and follow-up support to maximize effectiveness.</li> </ul>
	During interviews with instructional staff, information was shared concerning the low levels of proficiency of students coming to the high school from the feeder middle school.	<ul style="list-style-type: none"> <li>• District leadership should develop a process to ensure smooth transitions between middle and high school and eliminate gaps and overlaps in curriculum.</li> </ul>

## Academic Distress Pre-Evaluation Form

**District:** Pulaski County Special School District

**School:** Jacksonville High School

**School Improvement Specialist:** Kyron V. Jones

**Data Review Team:** Richard Wilde, John Harris, Janie Hickman, Kyron Jones

**Date:** August 12, 2014

<b>Data Findings</b>	<b>Additional Information Needed</b>	<b>Proposed On-Site Team</b>
<p><b><u>Literacy</u></b> Slight upward trend with a significant jump in 2014 to 62%</p> <ul style="list-style-type: none"> <li>• 2014 – 62%</li> <li>• 2013 – 44%</li> <li>• 2012 – 45%</li> <li>• 2011 – 39%</li> </ul>	<p>What changes would explain the upward trend in literacy and not in math?</p> <p>Is this reflective of staffing decisions?</p>	<p>No additional staff needed at this time.</p>
<p><b><u>Algebra</u></b> Algebra scores have fluctuated from the years 2012 – 2014.</p> <ul style="list-style-type: none"> <li>• 2014 – 39%</li> <li>• 2013 – 71%</li> <li>• 2012 – 42%</li> <li>• 2011 – 39%</li> </ul>	<p>What changed between the years 2012 and 2014?</p> <p>What percent of freshmen were proficient on the 8<sup>th</sup> grade math benchmark exam?</p>	<p>No additional staff needed at this time.</p>
<p><b><u>Geometry</u></b> Geometry scores show an upward trend.</p> <ul style="list-style-type: none"> <li>• 2014 – 65%</li> <li>• 2013 – 52%</li> <li>• 2012 – 45%</li> <li>• 2011 – 40%</li> </ul>	<p>What strategies/practices are in place that supports the increase in student achievement and can these be replicated?</p>	<p>No additional staff needed at this time.</p>

<p><b><u>Students with Disabilities</u></b>  In Literacy, students with disabilities scoring proficient have dropped.</p> <ul style="list-style-type: none"> <li>• 2014 – 4%</li> <li>• 2013 – 0%</li> <li>• 2012 – 33%</li> <li>• 2011 – 0%</li> </ul> <p><b><u>School Leadership</u></b>  There have been changes in leadership over the past several years</p> <ul style="list-style-type: none"> <li>• 2014 – New principal</li> <li>• 2013 – New principal</li> <li>• 2012 – Second year principal</li> <li>• 2011 – New principal</li> <li>• 2010 – New principal</li> </ul>	<p>How many students are assessed using portfolios?</p> <p>What type of disabilities do the students have?</p> <p>Where do the majority of students with disabilities receive their instruction in math and literacy?</p> <p>Why have there been so many changes in leadership?</p> <p>If there are changes in school leadership, how has this affected the retention and recruitment of the teaching staff?</p>	<p>Expertise in special education</p> <p>Expertise in recruitment and retention of teachers and administrators.</p>
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	J.A. FAIR HIGH SCHOOL
LEA:	6001	LEA:	6001063
Superintendent:	MORRIS HOLMES	Principal:	CLAUSEY MYTON
Address:	810 W. MARKHAM ST	Address:	13420 DAVID O. DODD RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-1700

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	YES	Overall Math Status:	SI_M
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	50%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	3
Minimum N*:	42	Qtrs. 1-3 Average ADM:	832.29	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	Yes	No	No		No	No
<b>African American</b>	No	Yes	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	Yes	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	NO(92%)	YES	NO(88%)	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
J.A. FAIR HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009 Math Lit		2009-2010 Math Lit		2010-2011 Math Lit		3-year 2008-2011 Math Lit	
COMBINED POPULATION								
# Proficient	85	58	102	56	122	53	309	167
# Attempted	340	184	370	183	289	158	999	525
% Proficient	25	31.5	27.6	30.6	42.2	33.5	30.9	31.8
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_M	SI_8	SI_M	SI_8
AFRICAN-AMERICAN POPULATION								
# Proficient	68	53	87	44	104	45	259	142
# Attempted	295	173	325	155	258	144	878	472
% Proficient	23.1	30.6	26.8	28.4	40.3	31.3	29.5	30.1
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_M	SI_8	SI_M	SI_8
HISPANIC POPULATION								
# Proficient	4	1	4	3	11	4	19	8
# Attempted	19	3	15	14	16	7	50	24
% Proficient	21.1	33.3	26.7	21.4	68.8	57.1	38	33.3
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
CAUCASIAN POPULATION								
# Proficient	9	3	9	8	7	4	25	15
# Attempted	15	5	27	11	15	6	57	22
% Proficient	60	60	33.3	72.7	46.7	66.7	43.9	68.2
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	50	32	79	35	102	32	231	99
# Attempted	235	120	306	125	244	120	785	365
% Proficient	21.3	26.7	25.8	28	41.8	26.7	29.4	27.1
AYP Status	SI_6	SI_4	SI_7	SI_5	SI_M	SI_6	SI_M	SI_6
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	1	0	2	1	6	2	9	3
# Attempted	10	0	9	6	8	3	27	9
% Proficient	10	NA	22.2	16.7	75	66.7	33.3	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
STUDENTS WITH DISABILITIES								
# Proficient	17	3	23	7	23	6	63	16
# Attempted	64	17	60	24	41	32	165	73
% Proficient	26.6	17.6	38.3	29.2	56.1	18.8	38.2	21.9
AYP Status	A	NA	MS	NA	NA	NA	MS	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
J.A. FAIR HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 2.9)
2010-2011 AYP STATUS	SI_M(SH)	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 2.9)
2010-2011 AYP STATUS	SI_M(SH)	SI_8

## HISPANIC POPULATION

Percent Tested	NO(92%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -6.1)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( -1.3)
2010-2011 AYP STATUS	SI_M(SH)	SI_6

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NO(88%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-10.4)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
J.A. FAIR HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	289	122	42.2	NA	42.2	No
Af.Amer.	258	104	40.3	NA	40.3	No
Hispanic	16	11	68.8	NA	68.8	NA
Caucasian	15	7	46.7	NA	46.7	NA
Econ.Dis.	244	102	41.8	NA	41.8	No
LEP	8	6	75	NA	75	NA
Stud.Dis.	41	23	56.1	NA	56.1	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	158	53	33.5	NA	33.5	No
Af.Amer.	144	45	31.3	NA	31.3	No
Hispanic	7	4	57.1	NA	57.1	NA
Caucasian	6	4	66.7	NA	66.7	NA
Econ.Dis.	120	32	26.7	NA	26.7	No
LEP	3	2	66.7	NA	66.7	NA
Stud.Dis.	32	6	18.8	NA	18.8	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	833.93	792.68	754.70	793.77
Average Daily Membership:	863.45	842.28	791.15	832.29



## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>J.A. FAIR HIGH SCHOOL</b>	Principal: JEREMY OWOH
LEA: 6001063	Grades: 09 - 12
Address: 13420 DAVID O. DODD RD.	Enrollment: 872
LITTLE ROCK, AR 72210	Attendance Rate: 96.32% (3 QTR AVG)
Phone: 501-447-1700	Poverty Rate: 80.62%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	158	YES	363	YES
Targeted Achievement Gap Group	129	YES	322	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	142	YES	316	YES
Hispanic	n < 10	n < 10	29	NO(93%)
White	n < 10	n < 10	16	YES
Economically Disadvantaged	123	YES	313	YES
English Learners	n < 10	n < 10	19	YES
Students with Disabilities	36	YES	57	NO(91%)

### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	248	62.90	71.66
Targeted Achievement Gap Group	174	60.92	73.01
Two Year Graduation Rate			
All Students	510	66.08	71.66
Targeted Achievement Gap Group	354	65.82	73.01
ESEA Subgroups	2011 Graduation Rate		
African Americans	203	66.50	74.21
Hispanic	20	55.00	47.62
White	22	36.36	56.86
Economically Disadvantaged	161	61.49	72.82
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	34	58.82	64.13

Achieving School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	140	42.14	39.08	282	53.19	47.03
Targeted Achievement Gap Group	114	38.60	34.00	251	53.78	46.99
Three Year Literacy			Three Year Math			
All Students	481	34.93	39.08	941	39.74	47.03
Targeted Achievement Gap Group	371	31.27	34.00	814	39.56	46.99
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	127	39.37	36.98	243	52.26	45.28
Hispanic	n < 10	n < 10	n < 10	24	45.83	71.35
White	n < 10	n < 10	n < 10	13	76.92	51.11
Economically Disadvantaged	110	40.00	32.78	244	54.51	46.65
English Learners	n < 10	n < 10	n < 10	18	38.89	77.08
Students with Disabilities	32	21.88	25.52	47	61.70	59.76

<b>District: LITTLE ROCK SCHOOL DISTRICT</b>	<b>Superintendent: MORRIS HOLMES</b>
School: J.A. FAIR HIGH SCHOOL	Principal: JEREMY OWOH
LEA: 6001063	Grades: 09-12
Address: 13420 DAVID O. DODD RD.	Enrollment: 820
LITTLE ROCK, AR 72210	Attendance (3 QTR AVG): 96.01
Phone: 501-447-1700	Poverty Rate: 78.54

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	132	146	90.41	407	427	95.32
Targeted Achievement Gap Group	123	134	91.79	361	378	95.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	113	124	91.13	342	359	95.26
Hispanic	12	12	100.00	31	34	91.18
White				30	30	100.00
Economically Disadvantaged	119	128	92.97	349	365	95.62
English Language Learners	10	10	100.00	25	27	92.59
Students with Disabilities	21	28	75.00	62	66	93.94

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>STATUS PERFORMANCE -- LITERACY</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	42	118	35.59	44.62	91.00
Targeted Achievement Gap Group	37	110	33.64	40.00	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	154	416	37.02	44.62	91.00
Targeted Achievement Gap Group	116	349	33.24	40.00	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	39	103	37.86	42.71	
Hispanic				64.28	
White				72.23	
Economically Disadvantaged	37	108	34.26	38.89	
English Language Learners				72.23	
Students with Disabilities	2	20	10.00	32.29	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>STATUS PERFORMANCE -- MATHEMATICS</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	156	352	44.32	51.84	92.00
Targeted Achievement Gap Group	134	310	43.23	51.81	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	428	928	46.12	51.84	92.00
Targeted Achievement Gap Group	374	815	45.89	51.81	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	128	293	43.69	50.26	
Hispanic	11	29	37.93	73.96	
White	16	27	59.26	55.56	
Economically Disadvantaged	128	298	42.95	51.50	
English Language Learners	10	23	43.48	79.17	
Students with Disabilities	36	57	63.16	63.42	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>2012 SCHOOL GRADUATION RATE</b>				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	130	217	59.91	74.23	94.00
Targeted Achievement Gap Group	96	160	60.00	75.47	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	467	727	64.24	74.23	94.00
Targeted Achievement Gap Group	329	514	64.01	75.47	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	117	191	61.26	76.55	
Hispanic	5	14	35.71	52.38	
White	7	11	63.64	60.78	
Economically Disadvantaged	90	150	60.00	75.29	
English Language Learners				16.67	
Students with Disabilities	24	38	63.16	67.39	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock  
 School: J.A. Fair High School  
 School Improvement Team Members: Dr. Richard Wilde, Roxie Browning, Tiah Frazier, John Harris, Charlotte Earwood, Lisa Knoedl, and Kyron Jones

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The ADE Review Team interviewed J.A. Fair's leadership team. Leadership team members did not demonstrate a clear understanding of their purpose inclusive of limited expressions of utilizing research to drive school improvement efforts within the school. Individual efforts were communicated by several team members in an attempt to demonstrate how the team focuses on increasing student achievement. Leadership team members were unable to adequately communicate established goals or a clear plan to prepare the school to reach expected outcomes. School improvement research identifies that a school's leadership team should regularly analyze school performance data, aggregate classroom observation data, use that data to drive decision making about school improvement, and then communicate progress to all stakeholders.</p>	<ul style="list-style-type: none"> <li>• The internal SIS, principal, and district supervisor should collaborate to narrow the focus and accelerate the training and expansion on knowledge of the school improvement process with the school leadership team and faculty.</li> <li>• The leadership team should:               <ul style="list-style-type: none"> <li>➤ establish goals and expected outcomes for student achievement</li> <li>➤ clearly define interventions and actions for achieving established goals</li> <li>➤ develop a method of evaluating effectiveness of interventions</li> <li>➤ communicate a timeline for achieving benchmarks to staff and students</li> <li>➤ provide support through the process.</li> </ul> </li> </ul>

	<p>According to J.A. Fair's principal and other staff members, PLC's or instructional teams no longer meet as they have in the past (during planning time throughout the week) as it proved to be unproductive.</p> <p>Further, J.A. Fair's 2014-15 ACSIP states that, Teacher-Led/Student Centered Learning Environment is a nine-step process to be implemented in each classroom. Based on the representative sample of math and literacy teacher interviews conducted by the ADE review team, teachers were unable to adequately communicate the goal, effective implementation, expected outcome, or evaluation of the nine-step process in supporting students who are not achieving in math or literacy.</p> <p>Following the identification of academic distress schools, LRSD published a list of non-negotiables that include: "3. Teachers and other staff must support the vision for the school both intellectually and through their actions. 4. Teachers must plan collaboratively with support from the instructional facilitator, where possible (math and literacy)". The connection of this information was not evident through the communication shared by the leadership team or the teacher focus group interviewed during the visit.</p> <p>The ADE Review Team identified challenges in monitoring student gains and needs due to a lack of common assessments, and/or collaborative instructional planning time. The school improvement process heavily focuses on engaging teachers in ongoing opportunities to set goals, plan, monitor, and evaluate student outcomes based on their collaborative work together in an effort to support student achievement.</p>	<ul style="list-style-type: none"> <li>• The internal SIS, principal, assistant principals, and math &amp; literacy instructional facilitators should engage teachers in maintaining a "laser-like focus" on the following:             <ul style="list-style-type: none"> <li>➤ aligning instruction with standards and benchmarks</li> <li>➤ assessing and monitoring student mastery frequently (Unit Pre/Post Tests)</li> <li>➤ differentiating and aligning engaging activities that provide rigor for all learners</li> <li>➤ assessing student learning frequently with standards-based assessments (common formative assessments)</li> <li>➤ utilizing data to drive planning and instruction</li> <li>➤ developing student achievement goals that are communicated with students and parents</li> <li>➤ evaluating methods used to determine the success of goals set for student achievement.</li> </ul> </li> </ul>
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	<p>It was noted that the district took action related to Academic Distress prior to any external review. The district has implemented requirements for:</p> <ol style="list-style-type: none"> <li>30 day action plans at each school site;</li> <li>Lesson plan template with professional development and non-negotiable expectation that building administrators review the plans;</li> <li>Locally hired School Improvement Specialist at each school identified in Academic Distress;</li> <li>Implementation of additional classroom observations with same day electronic feedback provided to teachers.</li> </ol> <p>While these efforts are all researched based, and while it is noteworthy that the district has taken immediate action to address the Academic Distress concerns, there was concern by the ADE review team related to the number of supplemental innovations in contrast with the time for principals to actually work with instructional staff.</p>	<ul style="list-style-type: none"> <li>The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.</li> <li>School staff should focus on the three to four innovations most likely to yield meaningful improvement.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Little Rock School District

School: J.A. Fair High School

School Improvement Specialist: To Be Determined

Data Review Team: Richard Wilde, Susan Riding, John Harris, Kyron Jones, Robert Toney

Date: \_\_8\_\_/\_15\_\_/\_14\_\_

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>Ninety percent of the students tested in the state assessments are from a TAGG component group.</p> <p>Three year trend data for state Literacy assessments indicate less than 40 percent of the students are proficient. Preliminary 2014 state assessment scores are consistent with this trend. Ninth grade norm referenced testing placed reading comprehension average at the 30 percentile level.</p> <p>Students with Disabilities data indicated approximately 10 percent were proficient in Literacy. This is in contrast to SWD data indicating 60 percent proficient in Math.</p>	<p>Are teachers supported in understanding, relating to, and engaging students identified as TAGG? How is this accomplished?</p> <p>Given the limited progress identified, how is the alignment between written, taught, and assessed curriculum verified? This question applies to both math and literacy.</p> <p>Given entry skill levels in reading comprehension, what is the specific acceleration plan to address reading skills?</p> <p>What are the differences in the teaching of math and literacy to SWD that may explain the differences in achievement levels?</p>	<p>Team should include expertise in teaching high risk of failure students.</p> <p>Team should include expertise in curriculum alignment.</p> <p>Team should include expertise in teaching of reading at the secondary level.</p>

<p>Three year trend data for state Math assessments indicate approximately 45 percent of the students are proficient. Preliminary data for 2014 assessments suggest a slight decline in math performance. Ninth grade norm referenced testing indicated that the average math performance was also around the 40<sup>th</sup> percentile level.</p>	<ul style="list-style-type: none"> <li>• What grades are being awarded in Math and Literacy?</li> <li>• How are students doing in Math courses beyond geometry?</li> <li>• Is the algebra course supported by additional time or with a supplemental math requirement given entry skill levels.</li> </ul>	<p>Team should include expertise in vertical math alignment.</p>
<p>Reports to the State Board indicate all IMOs are being consistently attained, but there is no apparent increase in students proficient .</p>	<ul style="list-style-type: none"> <li>• Are the IMOs reflective of measurements that would indicate improvement in teacher/leader/student skills?</li> <li>• Are PIP actions rigorous and being implemented with fidelity?</li> <li>• Are PIP interventions reasonably calculated to result in improvement of student achievement?</li> <li>• What is the School Leadership hypothesis related to IMO attainment not reflected in student achievement testing?</li> </ul>	<p>Team should include 2013-2014 SIS.</p>




# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	FORREST CITY SCHOOL DISTRICT	School:	LINCOLN ACADEMY OF EXCELLENCE
LEA:	6201	LEA:	6201702
Superintendent:	JERRY WOODS	Principal:	SHIRLEY TAYLOR
Address:	845 NORTH ROSSER	Address:	616 W BROADWAY
City:	FORREST CITY, AR 72335	County:	ST. FRANCIS
Phone:	870-633-1485	Phone:	870-261-0310

## Overall School AYP Information

2011 AYP Status: Alert (A)

Met Standards for Mathematics:	NO	Overall Math Status:	A
Met Standards for Literacy:	NO	Overall Literacy Status:	A
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: ()

AYP Group:	6 - 8	Attendance Goal:	91.13%	Smart Accountability Index:	10%
Grade Range:	5 - 6	Met Attendance Goal:	YES	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	485.46	Number of Groups $\geq$ 40:	10

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	Yes	No	No	No		Yes	No	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	No	No	No	No		No	No	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
LINCOLN ACADEMY OF EXCELLENCE  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	0	0	0	0	233	224	233	224
# Attempted	0	0	0	0	455	455	455	455
% Proficient	NA	NA	NA	NA	51.2	49.2	51.2	49.2
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	0	0	0	0	166	167	166	167
# Attempted	0	0	0	0	366	366	366	366
% Proficient	NA	NA	NA	NA	45.4	45.6	45.4	45.6
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	4	3	4	3
# Attempted	0	0	0	0	5	5	5	5
% Proficient	NA	NA	NA	NA	80	60	80	60
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	0	0	62	53	62	53
# Attempted	0	0	0	0	82	82	82	82
% Proficient	NA	NA	NA	NA	75.6	64.6	75.6	64.6
AYP Status	NA	NA	NA	NA	MS	A	MS	A
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	0	0	0	0	233	224	233	224
# Attempted	0	0	0	0	455	455	455	455
% Proficient	NA	NA	NA	NA	51.2	49.2	51.2	49.2
AYP Status	NA	NA	NA	NA	A	A	A	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	1	1	1	1
# Attempted	0	0	0	0	3	3	3	3
% Proficient	NA	NA	NA	NA	33.3	33.3	33.3	33.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	16	7	16	7
# Attempted	0	0	0	0	58	58	58	58
% Proficient	NA	NA	NA	NA	27.6	12.1	27.6	12.1
AYP Status	NA	NA	NA	NA	A	A	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
LINCOLN ACADEMY OF EXCELLENCE  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	MS	A

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	A	A

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

FORREST CITY SCHOOL DISTRICT  
LINCOLN ACADEMY OF EXCELLENCE  
Math AMO: 73.41

Report Completed: 11/03/2011  
AYP Status: Alert (A)  
Literacy AMO: 75.70

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	455	233	51.2	15	54.5	No
Af.Amer.	366	166	45.4	11	48.4	No
Hispanic	5	4	80	NA	80	NA
Caucasian	82	62	75.6	4	80.5	Yes
Econ.Dis.	455	233	51.2	15	54.5	No
LEP	3	1	33.3	1	66.7	NA
Stud.Dis.	58	16	27.6	3	32.8	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	455	224	49.2	39	57.8	No
Af.Amer.	366	167	45.6	33	54.6	No
Hispanic	5	3	60	NA	60	NA
Caucasian	82	53	64.6	6	72	No
Econ.Dis.	455	224	49.2	39	57.8	No
LEP	3	1	33.3	NA	33.3	NA
Stud.Dis.	58	7	12.1	1	13.8	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	458.40	456.83	447.34	454.19
Average Daily Membership:	483.60	486.63	486.14	485.46

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: FORREST CITY SCHOOL DISTRICT	Superintendent: JERRY WOODS
School: <b>LINCOLN ACADEMY OF EXCELLENCE</b>	Principal: SHIRLEY TAYLOR
LEA: 6201702	Grades: 05 - 06
Address: 616 W BROADWAY	Enrollment: 497
FORREST CITY, AR 72335	Attendance Rate: 95.00% (3 QTR AVG)
Phone: 870-261-0310	Poverty Rate: 88.93%

### Needs Improvement Focus School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	483	YES	483	YES
Targeted Achievement Gap Group	435	YES	435	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	399	YES	399	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	73	YES	73	YES
Economically Disadvantaged	429	YES	429	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	66	YES	66	YES

### Needs Improvement School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	454	46.70	53.46	434	53.46	59.99
Targeted Achievement Gap Group	411	44.77	53.46	392	51.28	59.99
Three Year Performance			Three Year Growth			
All Students	909	47.96	53.46	867	54.90	59.99
Targeted Achievement Gap Group	866	47.11	53.46	825	53.94	59.99
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	377	46.68	50.16	361	53.19	57.85
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	67	47.76	67.58	65	55.38	69.45
Economically Disadvantaged	405	45.19	53.46	387	51.42	59.99
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	64	4.69	19.40	53	13.21	15.97

### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	454	48.46	55.28	434	40.32	49.19
Targeted Achievement Gap Group	411	45.01	55.28	392	36.73	49.19
Three Year Performance			Three Year Growth			
All Students	909	49.83	55.28	867	42.45	49.19
Targeted Achievement Gap Group	866	48.27	55.28	825	40.85	49.19
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	377	48.01	49.91	361	39.06	42.84
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	67	50.75	77.64	65	47.69	76.50
Economically Disadvantaged	405	45.43	55.28	387	36.95	49.19
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	64	7.81	33.62	53	7.55	29.34

**District: FORREST CITY SCHOOL DISTRICT**      **Superintendent: JOYE HUGHES**  
School: LINCOLN ACADEMY OF EXCELLENCE      Principal: SHIRLEY TAYLOR  
LEA: 6201702      Grades: 05-06  
Address: 149 WATER STREET      Enrollment: 468  
FORREST CITY, AR 72335      Attendance (3 QTR AVG): 95.27  
Phone: 870-633-0310      Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **FOCUS**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	463	466	99.36	463	466	99.36
Targeted Achievement Gap Group	463	466	99.36	463	466	99.36
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	389	392	99.23	389	392	99.23
Hispanic						
White	63	63	100.00	63	63	100.00
Economically Disadvantaged	463	466	99.36	463	466	99.36
English Language Learners						
Students with Disabilities	67	69	97.10	67	69	97.10

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	206	441	46.71	57.69	91.00	190	416	45.67	63.63	93.00
Targeted Achievement Gap Group	206	441	46.71	57.69	91.00	190	416	45.67	63.63	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	642	1350	47.56	57.69	91.00	666	1283	51.91	63.63	93.00
Targeted Achievement Gap Group	614	1307	46.98	57.69	91.00	635	1241	51.17	63.63	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	168	373	45.04	54.69		162	362	44.75	61.68	
Hispanic				66.67					66.67	
White	32	59	54.24	70.53		25	50	50.00	72.23	
Economically Disadvantaged	206	441	46.71	57.69		190	416	45.67	63.63	
English Language Learners				44.44					44.44	
Students with Disabilities	10	65	15.38	26.73		7	54	12.96	23.61	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	188	441	42.63	59.34	92.00	105	416	25.24	53.81	81.00
Targeted Achievement Gap Group	188	441	42.63	59.34	92.00	105	416	25.24	53.81	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	641	1350	47.48	59.34	92.00	473	1283	36.87	53.81	81.00
Targeted Achievement Gap Group	606	1307	46.37	59.34	92.00	442	1241	35.62	53.81	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	155	373	41.55	54.47		86	362	23.76	48.03	
Hispanic				83.33					66.67	
White	28	59	47.46	79.68		18	50	36.00	78.63	
Economically Disadvantaged	188	441	42.63	59.34		105	416	25.24	53.81	
English Language Learners				44.44					44.44	
Students with Disabilities	9	65	13.85	39.66		4	54	7.41	35.77	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Forrest City School District  
 School: Lincoln Academy of Excellence  
 School Improvement Team Members: Kerri Jackson, Zrano Bowles, and Teena Bell

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations																								
<p>The school has not met Annual Measurable Objectives for literacy or math in any ESEA subgroups in the last three years.</p> <p>ESEA Accountability Report Results are listed below: The percentage of students who scored proficient or advanced in literacy are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>46.70%</td><td>44.77%</td></tr><tr><td>2013</td><td>46.71%</td><td>46.71%</td></tr><tr><td>2014</td><td>46.46%</td><td>46.46%</td></tr></table> <p>The percentage of students who scored proficient or advanced in math are listed below:</p> <table><tr><td></td><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012</td><td>48.46%</td><td>45.01%</td></tr><tr><td>2013</td><td>42.63%</td><td>42.63%</td></tr><tr><td>2014</td><td>48.29%</td><td>48.29%</td></tr></table>		<u>All Students</u>	<u>TAGG</u>	2012	46.70%	44.77%	2013	46.71%	46.71%	2014	46.46%	46.46%		<u>All Students</u>	<u>TAGG</u>	2012	48.46%	45.01%	2013	42.63%	42.63%	2014	48.29%	48.29%	<ul style="list-style-type: none"><li>School leadership should facilitate a school-wide evaluation of interventions and action steps recently implemented to improve student achievement.</li></ul>
	<u>All Students</u>	<u>TAGG</u>																							
2012	46.70%	44.77%																							
2013	46.71%	46.71%																							
2014	46.46%	46.46%																							
	<u>All Students</u>	<u>TAGG</u>																							
2012	48.46%	45.01%																							
2013	42.63%	42.63%																							
2014	48.29%	48.29%																							

	<p>Based on interviews with school staff and absence of interim assessment data and team meeting minutes, it is evident the school does not analyze common interim assessment results to inform instruction.</p>	<ul style="list-style-type: none"> <li>District/school leadership should facilitate the analyses of data from interim assessments to determine students' progress towards mastery of standards and to inform instructional decisions.</li> <li>Instructional teams should collaboratively develop units of instruction that include pre- and post- unit assessments.</li> <li>Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to improve student performance.</li> </ul>
	<p>School leadership has provided collaborative planning time for grade-level teams within the master schedule.</p> <p>A lack of PLC meeting agendas and minutes, as well as interviews with school staff, indicate collaborative planning time is seldom maximized.</p>	<ul style="list-style-type: none"> <li>School leadership should establish and communicate expectations for collaborative planning time. These expectations should include the collaborative development of units of instruction that include pre-and post-unit assessments, collection and analyses of student performance data, and sharing of successful instructional innovations.</li> <li>The principal should regularly participate in and monitor collaborative planning time meetings to ensure use of time is consistently aligned to leadership's expectations.</li> </ul>
	<p>Based on interviews with school staff and a review of ACSIP, professional development is most often planned and conducted at the district level to address district initiatives.</p>	<ul style="list-style-type: none"> <li>District/school leadership should provide differentiated, job-embedded professional development based on individual teachers' needs.</li> <li>Teacher needs should be determined by analyses of various sets of student achievement data.</li> </ul>



	Interviews with staff and observations of hallways and classrooms reveal many teachers use instructional time for non-instructional activities such as restroom breaks and gathering materials and supplies.	<ul style="list-style-type: none"> <li>• School leadership should consider revising the master schedule to include transition time between classes.</li> <li>• Teachers should plan and implement bell-to-bell instruction.</li> </ul>
	The district has hired an internal school improvement specialist (SIS) to support school improvement initiatives.	<ul style="list-style-type: none"> <li>• District leadership should ensure the internal SIS is trained and supported in Arkansas initiatives such as Professional Learning Communities, Literacy Design Collaborative, Math Design Collaborative, Understanding by Design, and Arkansas's school improvement model.</li> </ul>

### Academic Distress Pre-Evaluation Form

District: Forrest City School District

School: Lincoln Academy of Excellence

School Improvement Specialist: Kerri Jackson

Data Review Team: Pam Clark, Teena Bell, and Kerri Jackson

Date: 8 / 12 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>1. According to the ESEA Quarter report, IMO's centered on adult actions are being met while student performance IMO's are not being met.</p> <p>2. According to the performance data, as students move from fifth grade to sixth grade their achievement scores are declining each year.</p> <p>3. According to performance data, there is a large performance gap in males and females.</p> <p>4. According to the School Report Card, 2011 5<sup>th</sup> grade 15% of the SWD population scored advanced in literacy. The same group of students did not score proficient or advanced in the 6<sup>th</sup> grade in 2012.</p>	<p>1.a. How are student centered IMO's structured around the student needs based on needs assessment/data?</p> <p>1.b. How is adult behavior IMO's written based on needs assessment/data?</p> <p>2.a. Test scores have decreased when 5th graders move to 6th grade; do you have an idea why this is occurring?</p> <p>2.b. Are teachers participating in vertical teaming?</p> <p>2.c. How is the curriculum transition handled between grade levels/buildings?</p> <p>3. Are there any remediation programs for male students?</p> <p>4.a. What contributed to the increase in literacy scores for SWD population from 0% to 15% and back to 0% for the following year?</p>	<p>Request for individuals who reviewed the data.</p> <p>Request for a curriculum specialist in math and literacy</p>

<p>5. According to ESEA Quarterly reports, there was an increase in ISS assignments by 74%</p> <p>6. According to School Report Card, the student attendance has decreased each year.</p> <p>7. According to the performance data, African American population is scoring significantly less than Caucasian students.</p>	<p>4.b. What types of professional development is offered for teachers who teach students with disabilities?</p> <p>4.c. What types of differentiation is occurring in classrooms?</p> <p>5. What factors contributed to the increase in student discipline during the months of April, May, and June?</p> <p>6. What contributed to the drop in attendance from 11-12 school year of 29 students?</p> <p>7.a. What is the process with curriculum alignment in Literacy?</p> <p>7.b. What is the process with curriculum alignment in math?</p> <p>7.c. What is the teacher turnover rate?</p> <p>7.d. Do you have any Teach For America teachers?</p> <p>7.e. Do you have any remediation programs for students who are scoring below proficient?</p>	
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	MARVELL SCHOOL DISTRICT	School:	MARVELL HIGH SCHOOL
LEA:	5404	LEA:	5404032
Superintendent:	RUTH DENSON	Principal:	ADRIAN WATKINS
Address:	P O BOX 1870	Address:	P O BOX 1870
City:	MARVELL, AR 72366	County:	PHILLIPS
Phone:	870-829-2101	Phone:	870-829-1351

## Overall School AYP Information

2011 AYP Status: State Directed (SD-9)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_9
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_9
Met Standards for Graduation:	NO	Overall Grad Status:	SI_5

Prior Year AYP Status: State Directed (SD-8)

AYP Group:	9 - 12	Met Graduation Target of 70%:	NO(62.0%)	Smart Accountability Index:	0%
Grade Range:	7 -12	Met Graduation Goal of 85%:	NO(62.0%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	226.54	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	No		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	NA	YES	NA	YES
MATH	NO(94%)	NO(94%)	NO(94%)	NA	YES	NA	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

MARVELL SCHOOL DISTRICT  
MARVELL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-9)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009 Math Lit		2009-2010 Math Lit		2010-2011 Math Lit		3-year 2008-2011 Math Lit	
COMBINED POPULATION								
# Proficient	53	38	42	43	52	34	147	115
# Attempted	136	109	133	125	135	92	404	326
% Proficient	39	34.9	31.6	34.4	38.5	37	36.4	35.3
AYP Status	SI_6	SI_5	SI_7	SI_6	SI_8	SI_7	SI_8	SI_7
AFRICAN-AMERICAN POPULATION								
# Proficient	49	32	38	38	44	29	131	99
# Attempted	125	100	119	115	122	84	366	299
% Proficient	39.2	32	31.9	33	36.1	34.5	35.8	33.1
AYP Status	SI_7	SI_7	SI_8	SI_8	SI_9	SI_9	SI_9	SI_9
HISPANIC POPULATION								
# Proficient	0	1	0	0	0	0	0	1
# Attempted	1	2	0	0	0	0	1	2
% Proficient	0	50	NA	NA	NA	NA	0	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
CAUCASIAN POPULATION								
# Proficient	4	5	4	5	8	5	16	15
# Attempted	10	7	14	10	13	8	37	25
% Proficient	40	71.4	28.6	50	61.5	62.5	43.2	60
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	51	32	37	39	47	33	135	104
# Attempted	132	102	122	119	127	87	381	308
% Proficient	38.6	31.4	30.3	32.8	37	37.9	35.4	33.8
AYP Status	SI_7	SI_4	SI_8	SI_5	SI_9	SI_6	SI_9	SI_6
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
STUDENTS WITH DISABILITIES								
# Proficient	3	0	2	0	4	0	9	0
# Attempted	12	15	17	18	18	13	47	46
% Proficient	25	0	11.8	0	22.2	0	19.1	0
AYP Status	NA	NA	NA	NA	NA	NA	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

MARVELL SCHOOL DISTRICT  
MARVELL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-9)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(94%)	YES
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	YES	NO( 2.6)
2010-2011 AYP STATUS	SI_8	SI_7

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## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(94%)	YES
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	NO( 4.1)	NO( 1.5)
2010-2011 AYP STATUS	SI_9	SI_9

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## HISPANIC POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## CAUCASIAN POPULATION

Percent Tested	NO(94%)	YES
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	NO( 6.7)	NO( 5.2)
2010-2011 AYP STATUS	SI_9	SI_6

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	NO(62.0%)	NO(62.0%)
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

MARVELL SCHOOL DISTRICT  
MARVELL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-9)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	135	52	38.5	NA	38.5	No
Af.Amer.	122	44	36.1	NA	36.1	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	13	8	61.5	NA	61.5	NA
Econ.Dis.	127	47	37	NA	37	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	18	4	22.2	NA	22.2	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	92	34	37	NA	37	No
Af.Amer.	84	29	34.5	NA	34.5	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	8	5	62.5	NA	62.5	NA
Econ.Dis.	87	33	37.9	NA	37.9	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	13	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	205.51	201.65	201.26	202.81
Average Daily Membership:	230.85	224.20	224.57	226.54



## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: MARVELL SCHOOL DISTRICT	Superintendent: RUTH DENSON
School: <b>MARVELL HIGH SCHOOL</b>	Principal: ADRIAN WATKINS
LEA: 5404032	Grades: 07 - 12
Address: P O BOX 1870	Enrollment: 188
MARVELL, AR 72366	Attendance Rate: 90.75% (3 QTR AVG)
Phone: 870-829-1351	Poverty Rate: 95.21%

### Needs Improvement Priority School      Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	92	YES	128	YES
Targeted Achievement Gap Group	91	YES	125	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	85	YES	115	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	12	YES
Economically Disadvantaged	91	YES	125	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	YES	13	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	57	78.95	60.36
Targeted Achievement Gap Group	49	77.55	58.34
Two Year Graduation Rate			
All Students	131	66.41	60.36
Targeted Achievement Gap Group	115	64.35	58.34
ESEA Subgroups	2011 Graduation Rate		
African Americans	56	80.36	62.55
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	49	77.55	58.34
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	77	48.05	42.21	45	55.56	42.34
Targeted Achievement Gap Group	76	47.37	43.10	45	55.56	43.10
Three Year Performance			Three Year Growth			
All Students	294	38.78	42.21	175	43.43	42.34
Targeted Achievement Gap Group	282	38.30	43.10	168	43.45	43.10
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	71	46.48	39.98	42	54.76	39.44
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	76	47.37	43.10	45	55.56	43.10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: MARVELL SCHOOL DISTRICT	Superintendent: RUTH DENSON
School: <b>MARVELL HIGH SCHOOL</b>	Principal: ADRIAN WATKINS
LEA: 5404032	Grades: 07 - 12
Address: P O BOX 1870	Enrollment: 188
MARVELL, AR 72366	Attendance Rate: 90.75% (3 QTR AVG)
Phone: 870-829-1351	Poverty Rate: 95.21%

Needs Improvement Priority School      Met Year 1 Exit Criteria
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Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	109	64.22	43.64	45	40.00	36.43
Targeted Achievement Gap Group	106	63.21	42.26	45	40.00	35.20
	Three Year Performance			Three Year Growth		
All Students	377	43.50	43.64	175	33.14	36.43
Targeted Achievement Gap Group	355	42.54	42.26	168	32.14	35.20
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	98	63.27	41.40	42	40.48	34.52
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	11	72.73	64.75	n < 10	n < 10	n < 10
Economically Disadvantaged	106	63.21	42.26	45	40.00	35.20
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	12	58.33	28.70	n < 10	n < 10	n < 10

**District: MARVELL-ELAINE SCHOOL DISTRICT**    **Superintendent: RUTH DENSON**  
 School: MARVELL-ELAINE HIGH SCHOOL    Principal: ADRIAN WATKINS  
 LEA: 5404032    Grades: 06-12  
 Address: PO BOX 1870    Enrollment: 236  
 MARVELL, AR 72366    Attendance (3 QTR AVG): 94.00  
 Phone: 870-829-1351    Poverty Rate: 96.19

OVERALL SCHOOL STATUS: **ACHIEVING**

PERCENT TESTED

PERCENT TESTED STATUS: **ACHIEVING**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	126	126	100.00	162	164	98.78
Targeted Achievement Gap Group	122	122	100.00	158	160	98.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	118	118	100.00	148	150	98.67
Hispanic						
White				10	10	100.00
Economically Disadvantaged	122	122	100.00	158	160	98.75
English Language Learners						
Students with Disabilities	22	22	100.00	26	27	96.30

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: **ACHIEVING**

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	65	118	55.08	47.47	91.00	48	85	56.47	47.58	93.00
Targeted Achievement Gap Group	61	114	53.51	48.28	91.00	47	84	55.95	48.28	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	136	287	47.39	47.47	91.00	96	192	50.00	47.58	93.00
Targeted Achievement Gap Group	130	277	46.93	48.28	91.00	94	187	50.27	48.28	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	62	110	56.36	45.43		47	80	58.75	44.94	
Hispanic				100.00						
White				68.75					72.23	
Economically Disadvantaged	61	114	53.51	48.28		47	84	55.95	48.28	
English Language Learners										
Students with Disabilities	3	19	15.79	16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: **ACHIEVING**

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	76	151	50.33	48.77	92.00	42	85	49.41	42.21	81.00
Targeted Achievement Gap Group	73	147	49.66	47.51	92.00	41	84	48.81	41.09	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	198	395	50.13	48.77	92.00	79	192	41.15	42.21	81.00
Targeted Achievement Gap Group	187	380	49.21	47.51	92.00	76	187	40.64	41.09	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	71	137	51.82	46.73		41	80	51.25	40.48	
Hispanic				100.00						
White	4	10	40.00	67.95					58.33	
Economically Disadvantaged	73	147	49.66	47.51		41	84	48.81	41.09	
English Language Learners										
Students with Disabilities	8	23	34.78	35.18					16.67	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: **ACHIEVING**

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	25	41	60.98	63.97	94.00
Targeted Achievement Gap Group	23	37	62.16	62.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	112	172	65.12	63.97	94.00
Targeted Achievement Gap Group	97	152	63.82	62.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	23	37	62.16	65.96	
Hispanic				16.67	
White				16.67	
Economically Disadvantaged	23	37	62.16	62.13	
English Language Learners				16.67	
Students with Disabilities				65.28	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Marvell-Elaine

School: Marvell-Elaine High School

School Improvement Team Members: David Tollett, Pam Clark, and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>Review of staffing rosters identified a high teacher turnover rate in both literacy and math. Currently, Marvell-Elaine High School is lacking one math teacher for algebra and geometry. These courses are currently provided through Virtual Arkansas. Students have been struggling with this transition from traditional classroom instruction to digital learning instruction.</p>	<ul style="list-style-type: none"> <li>• District leadership should develop recruitment and retention policies, practices, and advertisement avenues to build and maintain a highly-qualified instructional staff, especially in literacy and math.</li> <li>• School leadership should develop an accelerated, comprehensive, and sustainable new teacher induction program that effectively prepares and consistently supports new teachers for meeting the individual learning needs of all students.</li> </ul>
	<p>Since sixth-grade was moved to Marvell-Elaine High School two years ago, literacy and math scores have dropped an average of approximately 8% each year.</p>	<ul style="list-style-type: none"> <li>• School leadership should provide time for sixth-, seventh, and eighth-grade teachers to collaboratively develop standards-based, vertically-aligned units of instruction that include pre- and post-unit assessments. Teachers should</li> </ul>

	Staff members identified issues with alignment of curriculum, assessment, and instruction among sixth, seventh, and eighth grades during interviews with the ADE Review Team.	<p>collaboratively analyze results from these assessments to plan interventions for students who are not performing at proficient levels. Analysis of these results can also expose gaps and overlaps among grade-level curriculum, assessments, and instruction.</p> <ul style="list-style-type: none"> <li>District leadership should evaluate current grade configuration based on student performance and needs assessment results to align instructional practices throughout the district.</li> </ul>
	Marvell-Elaine High School has been cited for over identification for special education services.	<ul style="list-style-type: none"> <li>District and school leadership should facilitate the development of a Response to Intervention (RTI) structure and provide professional development for teachers on how to effectively implement the RTI process.</li> </ul>

## Academic Distress Pre-Evaluation Form

**District:** Marvell School District  
**School:** Marvell High School  
**School Improvement Specialist:** David Tollett  
**Data Review Team:** Pam Clark, David Tollett, Dr. Robert Toney  
**Date:** August 12, 2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b><u>11<sup>th</sup> Grade Literacy</u></b></p> <p>Slight upward trend over last 3 years</p> <ul style="list-style-type: none"> <li>• 2014 –59%</li> <li>• 2013 –57%</li> <li>• 2012 –37%</li> <li>• 2011 –43%</li> </ul>	<p>What is causing the fluctuation in Literacy Scores?</p> <p>What curriculum is being used in Literacy and how is it aligned to Common Core?</p>	<p>No additional staff needed at this time.</p>
<p><b><u>8<sup>th</sup> Grade Literacy</u></b></p> <p>Slight decrease and varying test scores</p> <ul style="list-style-type: none"> <li>• 2014 –64%</li> <li>• 2013 –72%</li> <li>• 2012 –48%</li> <li>• 2011 –44%</li> </ul>	<p>What strategies/practices are in place that supports the increase in student achievement in 11<sup>th</sup> grade Literacy and can these be replicated?</p> <p>What do you see as the biggest barrier to increasing student test scores?</p>	
<p><b><u>7<sup>th</sup> Grade Literacy</u></b></p> <p>Slight decrease with varying test scores</p> <ul style="list-style-type: none"> <li>• 2014 –48%</li> <li>• 2013 –49%</li> <li>• 2012 –78%</li> <li>• 2011 –28%</li> </ul>		

<p><b><u>6<sup>th</sup> Grade Literacy</u></b> Slight decrease trend</p> <ul style="list-style-type: none"> <li>• 2014 –38%</li> <li>• 2013 –46%</li> <li>• 2012 –54% *</li> <li>• 2011 –34% *</li> </ul> <p><b><u>Algebra</u></b> Decreasing trend in scores</p> <ul style="list-style-type: none"> <li>• 2014 –39%</li> <li>• 2013 –51%</li> <li>• 2012 –75%</li> <li>• 2011 –56%</li> </ul> <p><b><u>Geometry</u></b> Slight increase in scores</p> <ul style="list-style-type: none"> <li>• 2014 –45%</li> <li>• 2013 –36%</li> <li>• 2012 –75%</li> <li>• 2011 –27%</li> </ul> <p><b><u>8<sup>th</sup> Grade Math</u></b> Decreasing scores in 8<sup>th</sup> grade math</p> <ul style="list-style-type: none"> <li>• 2014 –33%</li> <li>• 2013 –46%</li> <li>• 2012 –27%</li> <li>• 2011 –35%</li> </ul>	<p>What is causing the fluctuation in test scores from one year to the next?</p> <p>Is this reflective of staffing decisions?</p> <p>Why have there been so many changes in core teachers?</p> <p>What is the district policy for the retention and recruitment of the teaching staff?</p> <p>What strategies/practices are in place that supports the increase in student achievement in math and can these be replicated?</p> <p>What is causing the fluctuation in Math Scores?</p> <p>What curriculum is being used in Math and how is it aligned to Common Core?</p>	<p>No additional staff needed at this time.</p> <p>Expertise in recruitment and retention of teachers and administrators</p>
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### 7th Grade Math

Slight increase in scores

- 2014 –52%
- 2013 –48%
- 2012 –64%
- 2011 –31%

### 6th Grade Math

Decreasing trend in scores

- 2014 –50%
- 2013 –62%
- 2012 –66% \*
- 2011 –86% \*

### Special Education Literacy

In Literacy, students with disabilities scoring proficient have dropped.

- 2014 – ?%
- 2013 –15.79%
- 2012 –N/A n<10

### Special Education Math

In Literacy, students with disabilities scoring proficient have dropped.

- 2014 – ?%
- 2013 –34.78%
- 2012 –58.33%

What strategies/practices are in place that supports the increase in student achievement and can these be replicated?

How many students are assessed using portfolios?

What type of disabilities do the students have?

Where do the majority of students with disabilities receive their instruction in math and literacy?

No additional staff needed at this time.

#### Marvell High School

	Literacy		Math	
	Exp AMO	Actual AMO	Exp AMO	Actual AMO
<b>2011</b>				
Combined	NA	36.96	NA	38.52
TAGG	NA	37.93	NA	37.01
<b>2012</b>				
Combined	42.21	48.05	43.64	64.22
TAGG	43.1	47.37	42.26	63.21
<b>2013</b>				
Combined	47.47	55.08	48.77	50.33
TAGG	48.28	53.51	47.51	49.66
<b>2014</b>				
Combined	52.72		53.89	
TAGG	53.45		52.76	





# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	LITTLE ROCK SCHOOL DISTRICT	School:	MCCLELLAN MAGNET HIGH SCHOOL
LEA:	6001	LEA:	6001064
Superintendent:	MORRIS HOLMES	Principal:	MARVIN BURTON
Address:	810 W. MARKHAM ST	Address:	9417 GEYER SPRINGS RD.
City:	LITTLE ROCK, AR 72201	County:	PULASKI
Phone:	501-447-1002	Phone:	501-447-2100

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-A-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	28.6%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	2
Minimum N*:	46	Qtrs. 1-3 Average ADM:	928.51	Number of Groups $\geq$ 40:	7

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	Yes	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	No	Yes	NA	NA		No	NA	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	NO(87%)	YES	NO(91%)	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
MCCLELLAN MAGNET HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	88	25	136	76	170	55	394	156
# Attempted	383	131	358	177	392	182	1133	490
% Proficient	23	19.1	38	42.9	43.4	30.2	34.8	31.8
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_7	SI_7	SI_7	SI_7
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	72	20	114	68	148	44	334	132
# Attempted	330	118	321	159	342	157	993	434
% Proficient	21.8	16.9	35.5	42.8	43.3	28	33.6	30.4
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_M	SI_7	SI_M	SI_7
<b>HISPANIC POPULATION</b>								
# Proficient	10	1	13	5	11	6	34	12
# Attempted	39	6	24	10	33	15	96	31
% Proficient	25.6	16.7	54.2	50	33.3	40	35.4	38.7
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	5	2	9	2	10	3	24	7
# Attempted	9	5	13	4	16	8	38	17
% Proficient	55.6	40	69.2	50	62.5	37.5	63.2	41.2
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	67	20	111	49	144	45	322	114
# Attempted	316	105	307	131	340	154	963	390
% Proficient	21.2	19	36.2	37.4	42.4	29.2	33.4	29.2
AYP Status	SI_6	SI_6	SI_M	SI_M	SI_7	SI_7	SI_7	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	4	0	0	2	8	1	12	3
# Attempted	18	3	5	4	19	6	42	13
% Proficient	22.2	0	0	50	42.1	16.7	28.6	23.1
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	6	4	20	5	33	4	59	13
# Attempted	57	19	65	18	57	35	179	72
% Proficient	10.5	21.1	30.8	27.8	57.9	11.4	33	18.1
AYP Status	SI_2	NA	SI_M	NA	SI_M	NA	SI_M	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
MCCLELLAN MAGNET HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.4)	NO(-12.7)
2010-2011 AYP STATUS	SI_7	SI_7

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-14.7)
2010-2011 AYP STATUS	SI_M(SH)	SI_7

## HISPANIC POPULATION

Percent Tested	NO(87%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-20.8)	NO(-10.0)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -6.7)	NO(-12.5)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 6.2)	NO( -8.2)
2010-2011 AYP STATUS	SI_7	SI_7

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NO(91%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-33.3)
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(-16.3)
2010-2011 AYP STATUS	SI_M(SH)	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

LITTLE ROCK SCHOOL DISTRICT  
MCCLELLAN MAGNET HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	392	170	43.4	NA	43.4	No
Af.Amer.	342	148	43.3	NA	43.3	No
Hispanic	33	11	33.3	NA	33.3	NA
Caucasian	16	10	62.5	NA	62.5	NA
Econ.Dis.	340	144	42.4	NA	42.4	No
LEP	19	8	42.1	NA	42.1	NA
Stud.Dis.	57	33	57.9	NA	57.9	No

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	182	55	30.2	NA	30.2	No
Af.Amer.	157	44	28	NA	28	No
Hispanic	15	6	40	NA	40	NA
Caucasian	8	3	37.5	NA	37.5	NA
Econ.Dis.	154	45	29.2	NA	29.2	No
LEP	6	1	16.7	NA	16.7	NA
Stud.Dis.	35	4	11.4	NA	11.4	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	856.80	837.55	792.35	828.90
Average Daily Membership:	940.30	937.15	908.08	928.51

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: MORRIS HOLMES
School: <b>MCCLELLAN MAGNET HIGH SCHOOL</b>	Principal: CLAUSEY MYTON
LEA: 6001064	Grades: 09 - 12
Address: 9417 GEYER SPRINGS RD. LITTLE ROCK, AR 72209	Enrollment: 921
Phone: 501-447-2100	Attendance Rate: 89.87% (3 QTR AVG)
	Poverty Rate: 85.67%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	206	YES	428	YES
Targeted Achievement Gap Group	171	YES	388	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	177	YES	388	YES
Hispanic	20	YES	27	NO(93%)
White	n < 10	n < 10	10	NO(90%)
Economically Disadvantaged	164	YES	385	YES
English Learners	n < 10	n < 10	20	NO(90%)
Students with Disabilities	35	YES	55	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	241	61.41	52.37
Targeted Achievement Gap Group	184	57.61	53.49
Two Year Graduation Rate			
All Students	420	55.71	52.37
Targeted Achievement Gap Group	320	54.06	53.49
ESEA Subgroups	2011 Graduation Rate		
African Americans	209	63.16	52.45
Hispanic	24	54.17	35.83
White	n < 10	n < 10	n < 10
Economically Disadvantaged	178	57.87	53.83
English Learners	12	41.67	8.33
Students with Disabilities	34	55.88	82.54

Needs Improvement School in Literacy						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	182	37.36	36.04	324	41.36	48.09
Targeted Achievement Gap Group	154	33.12	34.44	292	42.81	47.36
Three Year Literacy			Three Year Math			
All Students	541	36.78	36.04	1074	40.97	48.09
Targeted Achievement Gap Group	446	32.74	34.44	955	40.52	47.36
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	157	34.39	34.03	292	40.07	48.00
Hispanic	18	55.56	45.00	20	60.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	147	33.33	35.12	290	43.10	47.15
English Learners	n < 10	n < 10	n < 10	14	50.00	46.93
Students with Disabilities	32	15.63	18.81	43	65.12	61.40

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> MORRIS HOLMES
School: MCCLELLAN MAGNET HIGH SCHOOL	Principal: CLAUSEY MYTON
LEA: 6001064	Grades: 09-12
Address: 9417 GEYER SPRINGS RD.	Enrollment: 903
LITTLE ROCK, AR 72209	Attendance (3 QTR AVG): 91.91
Phone: 501-447-2100	Poverty Rate: 81.17

OVERALL SCHOOL STATUS: **PRIORITY**

#### PERCENT TESTED

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	210	219	95.89	398	426	93.43
Targeted Achievement Gap Group	188	195	96.41	360	384	93.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	191	197	96.95	355	378	93.92
Hispanic	11	13	84.62	25	28	89.29
White				15	17	88.24
Economically Disadvantaged	184	191	96.34	358	382	93.72
English Language Learners				16	19	84.21
Students with Disabilities	28	29	96.55	31	31	100.00

#### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: **ACHIEVING**

ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	82	187	43.85	41.85	91.00
Targeted Achievement Gap Group	72	167	43.11	40.40	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	205	551	37.21	41.85	91.00
Targeted Achievement Gap Group	168	479	35.07	40.40	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	74	168	44.05	40.03	
Hispanic	5	11	45.45	50.00	
White				47.92	
Economically Disadvantaged	71	163	43.56	41.02	
English Language Learners				30.56	
Students with Disabilities	7	22	31.82	26.19	

#### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: **NEEDS IMPROVEMENT**

ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	134	311	43.09	52.81	92.00
Targeted Achievement Gap Group	122	279	43.73	52.14	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	438	1027	42.65	52.81	92.00
Targeted Achievement Gap Group	396	921	43.00	52.14	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	118	276	42.75	52.73	
Hispanic	9	22	40.91	44.44	
White	5	10	50.00	68.75	
Economically Disadvantaged	121	278	43.53	51.96	
English Language Learners	4	14	28.57	51.76	
Students with Disabilities	22	25	88.00	64.91	

#### 2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: **ACHIEVING**

ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	165	224	73.66	56.70	94.00
Targeted Achievement Gap Group	133	175	76.00	57.72	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	399	644	61.96	56.70	94.00
Targeted Achievement Gap Group	306	495	61.82	57.72	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	144	188	76.60	56.78	
Hispanic	12	23	52.17	41.67	
White	8	12	66.67	72.23	
Economically Disadvantaged	129	167	77.25	58.03	
English Language Learners				16.67	
Students with Disabilities	22	30	73.33	84.13	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Little Rock School District

School: McClellan High School

School Improvement Team Members: Kyron Jones, Jeff Dyer, Triah Frazier, Chantelle Williams, and Lisa Knoedl

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The principal has established a school leadership team that is reflective of the various departments of the school. Members of the leadership team are not able to articulate the team's purpose or explain their role in the school improvement process. Interviews with teachers identified that while all teachers seemed to be aware of the school leadership team, they could not identify how the team had helped improve student outcomes.</p>	<ul style="list-style-type: none"> <li>The principal should clearly communicate the purpose of the school leadership team (SLT), as well as each member's role and responsibilities to all staff members. The SLT should meet twice or more monthly and operate with written statements of purpose and by-laws, establish work plans for the year, and analyze various data sets to determine school improvement interventions and actions.</li> </ul>
	<p>Analyses of student achievement data are often limited to results from annual state-mandated assessments. Data are not analyzed to the student level or used to make instructional decisions.</p>	<ul style="list-style-type: none"> <li>All school teams should regularly analyze and disaggregate school and/or classroom performance data and use that data to make decisions about lessons, units of instruction, and specific professional development needs.</li> </ul>



	Professional development does not appear to be driven by analyses of teacher needs based on student progress and/or lack of progress.	<ul style="list-style-type: none"> <li>Professional growth plans should be aligned with teacher needs as determined by the progress of students.</li> </ul>
	Instructional teams do not have a work plan inclusive of developing common units with pre/post tests. Student progress is not monitored in seven to 15 day increments, with instructional teams reviewing the data to identify re-teaching groups, emphasis for the next unit, and professional development needed in order to fully engage all students.	<ul style="list-style-type: none"> <li>District/school leadership should facilitate the development of curriculum documents that align curriculum, instruction, and assessments, including pre- and post- unit tests, to Arkansas Frameworks. Instructional teams should analyze classroom assessment data to plan interventions and enrichment for all students.</li> </ul>
	During interviews with instructional staff, information was shared concerning the level of proficiency of students coming to McClellan from various middle schools across the district. Students come to McClellan from four different middle schools. The achievement level of most students coming to the high school is low. Student achievement data has not been analyzed to determine if the issue is with the alignment of the curriculum or instructional delivery.	<ul style="list-style-type: none"> <li>District leadership should develop a process to ensure smooth transitions between middle and high school that identifies specific student needs and eliminates gaps/overlaps in curriculum and instruction.</li> </ul>

## Academic Distress Pre-Evaluation Form

**District:** Little Rock School District  
**School:** McClellan High School  
**School Improvement Specialist:** Kyron V. Jones  
**Data Review Team:** Richard Wilde, John Harris, Janie Hickman, Kyron Jones  
**Date:** August 12, 2014

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b><u>Literacy</u></b>                      Literacy scores have remained below 40% proficient over the past several years.</p> <ul style="list-style-type: none"> <li>• 2014 – 40%</li> <li>• 2013 – 39%</li> <li>• 2012 – 37%</li> <li>• 2011 – 30%</li> </ul> <p><b><u>Algebra</u></b>                      Algebra scores are consistently low.</p> <ul style="list-style-type: none"> <li>• 2014 – 45%</li> <li>• 2013 – 49%</li> <li>• 2012 – 39%</li> <li>• 2011 – 40%</li> </ul>	<p>Given the high number of non-proficient students, what is the level of curriculum alignment?</p> <p>Is this reflective of a staffing issue?</p> <p>Given the high number of non-proficient students, what is the level of curriculum alignment?</p> <p>Is this reflective of a staffing issue?</p> <p>What is the level of content knowledge of the Algebra teachers?</p> <p>What percent of freshmen were proficient on the 8<sup>th</sup> grade math benchmark exam?</p> <p>What teaching strategies are being used? (Differentiation?)</p>	<p>Expertise in curriculum alignment and assessment.</p> <p>Expertise in Algebra content knowledge, alignment, assessment, and teaching strategies</p>

<p><b><u>Geometry</u></b></p> <p>Geometry scores have fluctuated from the years 2011 – 2014.</p> <ul style="list-style-type: none"> <li>• 2014 – 42%</li> <li>• 2013 – 24%</li> <li>• 2012 – 33%</li> <li>• 2011 – 38%</li> </ul> <p><b><u>Students with Disabilities</u></b></p> <p>Over the past two years, students with disabilities have scored high in math but low in literacy.</p> <ul style="list-style-type: none"> <li>• Literacy <ul style="list-style-type: none"> <li>2012 – 15%</li> <li>2013 – 31%</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>2012 – 65%</li> <li>2013 – 88%</li> </ul> </li> </ul>	<p>Given the high number of non-proficient students, what is the level of curriculum alignment?</p> <p>Is this reflective of a staffing issue?</p> <p>What is the level of content knowledge of the Geometry teachers?</p> <p>What teaching strategies are being used? (Differentiation?)</p> <p>What would explain the upward trend in math and not literacy?</p> <p>Where do the majority of students with disabilities receive their instruction in math and literacy?</p> <p>What type of disabilities do the students have?</p> <p>How many students are assessed using portfolios?</p>	<p>Expertise in Geometry content knowledge, alignment, assessment, and teaching strategies</p> <p>Expertise in special education</p>
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PINE BLUFF SCHOOL DISTRICT	School:	OAK PARK ELEMENTARY SCHOOL
LEA:	3505	LEA:	3505034
Superintendent:	FRANK ANTHONY	Principal:	JANICE STREETER
Address:	512 SOUTH PINE	Address:	1404 DAKOTA
City:	PINE BLUFF, AR 71601	County:	JEFFERSON
Phone:	870-543-4203	Phone:	870-543-4384

## Overall School AYP Information

2011 AYP Status: State Directed (SD-6)

Met Standards for Mathematics:	NO	Overall Math Status:	A
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_6
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: Whole School Intensive Improvement (WSII-A-5)

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	0%
Grade Range:	K - 5	Met Attendance Goal:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	388.22	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	NO
MATH	YES	YES	YES	YES	YES	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
OAK PARK ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 78.40

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	69	59	84	72	68	76	221	207
# Attempted	177	177	176	176	167	167	520	520
% Proficient	39	33.3	47.7	40.9	40.7	45.5	42.5	39.8
AYP Status	MS	SI_6	MS	SI_M	A	SI_7	A	SI_7
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	68	59	81	70	62	71	211	200
# Attempted	175	175	171	171	158	158	504	504
% Proficient	38.9	33.7	47.4	40.9	39.2	44.9	41.9	39.7
AYP Status	MS	SI_6	MS	SI_M	A	SI_7	A	SI_7
<b>HISPANIC POPULATION</b>								
# Proficient	1	0	2	1	1	0	4	1
# Attempted	1	1	2	2	1	1	4	4
% Proficient	100	0	100	50	100	0	100	25
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	0	0	1	1	3	3	4	4
# Attempted	1	1	3	3	5	5	9	9
% Proficient	0	0	33.3	33.3	60	60	44.4	44.4
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	63	53	76	66	58	65	197	184
# Attempted	167	167	168	168	152	152	487	487
% Proficient	37.7	31.7	45.2	39.3	38.2	42.8	40.5	37.8
AYP Status	SI_M	SI_6	SI_M	SI_M	A	SI_7	A	SI_7
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	1	0	2	1	1	0	4	1
# Attempted	1	1	2	2	1	1	4	4
% Proficient	100	0	100	50	100	0	100	25
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	2	3	6	0	2	1	10	4
# Attempted	22	22	16	16	14	14	52	52
% Proficient	9.1	13.6	37.5	0	14.3	7.1	19.2	7.7
AYP Status	NA	NA	NA	NA	NA	NA	A	A

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
OAK PARK ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 78.40

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -7.0)	NO( 4.6)
2010-2011 AYP STATUS	A	SI_7

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -8.1)	NO( 4.0)
2010-2011 AYP STATUS	A	SI_7

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## HISPANIC POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 0.0)	NO(-50.0)
2010-2011 AYP STATUS	NA	NA

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

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## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( -7.1)	NO( 3.5)
2010-2011 AYP STATUS	A	SI_7

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 10-11	NO( 0.0)	NO(-50.0)
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	NO(94%)	NO(94%)
Attendance Rate	YES	YES
Prof. Change 10-11	NO(-23.2)	NO( 7.1)
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
OAK PARK ELEMENTARY SCHOOL  
Math AMO: 77.50

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 78.40

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	167	68	40.7	15	49.7	No
Af.Amer.	158	62	39.2	15	48.7	No
Hispanic	1	1	100	NA	100	NA
Caucasian	5	3	60	NA	60	NA
Econ.Dis.	152	58	38.2	15	48	No
LEP	1	1	100	NA	100	NA
Stud.Dis.	14	2	14.3	2	28.6	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	167	76	45.5	26	61.1	No
Af.Amer.	158	71	44.9	24	60.1	No
Hispanic	1	0	0	1	100	NA
Caucasian	5	3	60	1	80	NA
Econ.Dis.	152	65	42.8	26	59.9	No
LEP	1	0	0	1	100	NA
Stud.Dis.	14	1	7.1	3	28.6	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	368.98	361.62	363.26	364.62
Average Daily Membership:	388.95	386.00	389.70	388.22

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PINE BLUFF SCHOOL DISTRICT	Superintendent: JERRY PAYNE
School: <b>OAK PARK ELEMENTARY SCHOOL</b>	Principal: BEVERLY JONES
LEA: 3505034	Grades: K - 05
Address: 3010 SOUTH ORANGE	Enrollment: 413
PINE BLUFF, AR 71603	Attendance Rate: 94.36% (3 QTR AVG)
Phone: 870-543-4384	Poverty Rate: 94.19%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	175	YES	175	YES
Targeted Achievement Gap Group	165	YES	165	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	166	YES	166	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	165	YES	165	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	YES	16	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	162	52.47	50.05	107	75.70	73.55
Targeted Achievement Gap Group	153	50.33	47.03	100	74.00	71.35
	Three Year Performance			Three Year Growth		
All Students	505	46.14	50.05	329	71.43	73.55
Targeted Achievement Gap Group	476	43.70	47.03	309	69.58	71.35
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	156	51.92	49.53	102	75.49	72.88
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	153	50.33	47.53	100	74.00	71.35
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	6.67	14.88	n < 10	n < 10	n < 10

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	162	43.83	45.66	107	37.38	51.53
Targeted Achievement Gap Group	153	43.14	42.86	100	36.00	48.44
	Three Year Performance			Three Year Growth		
All Students	505	44.16	45.66	329	46.81	51.53
Targeted Achievement Gap Group	476	42.23	42.86	309	44.66	48.44
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	156	42.95	44.30	102	39.22	50.43
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	153	43.14	43.31	100	36.00	48.44
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	6.67	21.43	n < 10	n < 10	n < 10



<b>District:</b> PINE BLUFF SCHOOL DISTRICT	<b>Superintendent:</b> LINDA WATSON
School: OAK PARK ELEMENTARY SCHOOL	Principal: BEVERLY JONES
LEA: 3505034	Grades: K-05
Address: 3010 SOUTH ORANGE	Enrollment: 389
PINE BLUFF, AR 71603	Attendance (3 QTR AVG): 95.85
Phone: 870-543-4384	Poverty Rate: 95.89

OVERALL SCHOOL STATUS: **PRIORITY**

#### PERCENT TESTED

PERCENT TESTED STATUS:	<b>ACHIEVING</b>					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	169	169	100.00	169	169	100.00
Targeted Achievement Gap Group	164	164	100.00	164	164	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	166	166	100.00	166	166	100.00
Hispanic						
White						
Economically Disadvantaged	164	164	100.00	164	164	100.00
English Language Learners						
Students with Disabilities	25	25	100.00	25	25	100.00

#### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	<b>ACHIEVING</b>									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	88	161	54.66	54.59	91.00	76	102	74.51	75.96	93.00
Targeted Achievement Gap Group	85	156	54.49	51.84	91.00	73	97	75.26	73.96	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	249	490	50.82	54.59	91.00	231	313	73.80	75.96	93.00
Targeted Achievement Gap Group	227	463	49.03	51.84	91.00	213	293	72.70	73.96	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	86	158	54.43	54.12		73	99	73.74	75.34	
Hispanic				16.67					100.00	
White				66.67					100.00	
Economically Disadvantaged	85	156	54.49	52.30		73	97	75.26	73.96	
English Language Learners				16.67					100.00	
Students with Disabilities	3	23	13.04	22.62		4	11	36.36	58.33	

#### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	<b>NEEDS IMPROVEMENT</b>									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	67	161	41.61	50.60	92.00	40	102	39.22	55.93	81.00
Targeted Achievement Gap Group	64	156	41.03	48.05	92.00	39	97	40.21	53.13	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	206	490	42.04	50.60	92.00	129	313	41.21	55.93	81.00
Targeted Achievement Gap Group	188	463	40.60	48.05	92.00	117	293	39.93	53.13	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	65	158	41.14	49.37		39	99	39.39	54.93	
Hispanic				100.00					100.00	
White				66.67					58.33	
Economically Disadvantaged	64	156	41.03	48.47		39	97	40.21	53.13	
English Language Learners				100.00					100.00	
Students with Disabilities	3	23	13.04	28.58		0	11	0.00	58.33	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Pine Bluff

School: Oak Park Elementary School

School Improvement Team Members: Jeff Dyer and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>Staff interviews revealed that grade-level teams seldom analyze student achievement data from classroom assessment results.</p> <p>A review of the master schedule and staff interviews indicated that time for grade-levels teams to meet is not included in the master schedule.</p> <p>Three year (2011-2013) trend data for All Students in literacy indicated 54.16% scored at proficient or advanced levels.</p> <p>The preliminary ESEA Accountability Report for 2014 showed 55.29% of All Students scored at proficient or advanced levels in literacy.</p>	<ul style="list-style-type: none"><li>• Grade-level teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met.</li><li>• School leadership should include time in the master schedule for grade-level teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.</li></ul>

	<p>Three year (2011-2013) trend data for All Students in math indicated 42.39% scored at proficient or advanced.</p> <p>The preliminary ESEA Accountability Report for 2014 showed 41.76% of All Students scored at proficient or advanced levels in math.</p> <p>Approximately 95% of All Students assessed were identified in a Targeted Achievement Gap Group (TAGG) during the 2011-2012, 2012-2013, and 2013-2014 school years.</p>	
	The school has had two principals in three years.	<ul style="list-style-type: none"> <li>District leadership should develop and implement a comprehensive plan to recruit and retain highly-qualified principals who can provide effective instructional leadership.</li> </ul>
	<p>Interviews with school staff, observations, and review of school leadership team (SLT) meetings indicate these meetings were not always organized to maximize time and efforts to monitor progress toward school improvement goals.</p>	<ul style="list-style-type: none"> <li>The principal and instructional facilitators should collaboratively plan SLT meeting agendas, and then provide copies to all SLT team members prior to each meeting so that team members may prepare to address agenda items. Likewise, minutes should be distributed school-wide to keep all stakeholders informed.</li> <li>The school leadership team should establish norms to protect and use SLT meeting time to efficiently and effectively address agenda items, including regular monitoring of progress toward reaching school improvement goals.</li> </ul>
	<p>Interviews with staff members revealed the perception that curriculum, assessment, and instruction are not fully-aligned with Arkansas Frameworks nor between and among schools.</p>	<ul style="list-style-type: none"> <li>District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.</li> </ul>

	Interviews with staff members and students revealed a perception that district/school discipline policies are not consistently implemented.	<ul style="list-style-type: none"> <li>• School leadership should facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms. All teachers should display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices.</li> <li>• School leadership should closely monitor implementation levels of the school's discipline policy to ensure consistency.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Pine Bluff

School: Oak Park Elementary

SIS: Jeff Dyer

Data Review Team: LaDonna Spain, Miltzi Smith, Zrano Bowles, Susan Ridings, Teena Bell, Richard Wilde

Date: 08/18/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>*Three year (2011-2013) trend data for all students was 42% proficient/advanced. 2014 scores showed 37% proficient/advanced for 4<sup>th</sup> grade in math and 27% proficient/advanced for 5<sup>th</sup> grade in math.</p> <p>*More than 95% of all students assessed were identified in a Targeted Achievement Gap Group (TAGG) for years 2011-2013. Three year (2011-13) trend data for economically disadvantaged students showed there were 40% in math and 49% in literacy that scored proficient or advanced.</p>	<p>*What actions have been taken to ensure alignment between curriculum, lesson plans and classroom instruction to provide the best environment for increased student achievement?</p> <p>*What actions are being utilized to ensure positive opportunities for students identified as economically disadvantaged and with disabilities?</p>	<p>Team should include expertise in elementary curriculum alignment and working with students with disabilities and economically disadvantaged</p>

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PINE BLUFF SCHOOL DISTRICT	School:	PINE BLUFF HIGH SCHOOL
LEA:	3505	LEA:	3505042
Superintendent:	FRANK ANTHONY	Principal:	KELVIN GRAGG
Address:	512 SOUTH PINE	Address:	711 W 11 AVENUE
City:	PINE BLUFF, AR 71601	County:	JEFFERSON
Phone:	870-543-4203	Phone:	870-543-4302

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	NO	Overall Grad Status:	SI_6

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	NO(68.6%)	Smart Accountability Index:	0%
Grade Range:	10-12	Met Graduation Goal of 85%:	NO(68.6%)	Number of Groups Met AYP:	0
Minimum N*:	50	Qtrs. 1-3 Average ADM:	1008.54	Number of Groups $\geq$ 40:	7

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	No	No		NA	No	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	YES	YES	YES	YES	YES	NA	NO
MATH	NO(71%)	NO(71%)	YES	NO(50%)	NO(68%)	NA	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
PINE BLUFF HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	93	82	82	93	126	95	301	270
# Attempted	253	251	201	293	288	298	742	842
% Proficient	36.8	32.7	40.8	31.7	43.8	31.9	40.6	32.1
AYP Status	SI_5	SI_5	SI_6	SI_6	SI_7	SI_7	SI_7	SI_7
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	90	76	81	90	123	93	294	259
# Attempted	246	240	199	289	281	292	726	821
% Proficient	36.6	31.7	40.7	31.1	43.8	31.8	40.5	31.5
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	1	0	0	1	0	0	1	1
# Attempted	2	0	0	1	1	1	3	2
% Proficient	50	NA	NA	100	0	0	33.3	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	1	6	1	1	1	1	3	8
# Attempted	4	11	2	2	2	3	8	16
% Proficient	25	54.5	50	50	50	33.3	37.5	50
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	56	43	52	44	76	60	184	147
# Attempted	164	162	124	180	198	213	486	555
% Proficient	34.1	26.5	41.9	24.4	38.4	28.2	37.9	26.5
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	5	0	10	2	3	2	18
# Attempted	8	32	3	52	13	51	24	135
% Proficient	0	15.6	0	19.2	15.4	5.9	8.3	13.3
AYP Status	NA	NA	NA	A	NA	SI_1	NA	SI_1

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT    Report Completed: 11/03/2011  
PINE BLUFF HIGH SCHOOL    AYP Status: State Directed (SD-8)  
Math AMO: 73.45    Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(71%)	YES
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NO( 3.0)	NO( 0.1)
2010-2011 AYP STATUS	SI_7	SI_7

## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(71%)	YES
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NO( 3.1)	NO( 0.7)
2010-2011 AYP STATUS	SI_8	SI_8

## HISPANIC POPULATION

Percent Tested	NO(50%)	YES
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NA	NO( -100)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NO( 0.0)	NO(-16.7)
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	NO(68%)	YES
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NO( -3.6)	NO( 3.7)
2010-2011 AYP STATUS	SI_8	SI_8

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(87%)	NO(90%)
Graduation Rate	NO(68.6%)	NO(68.6%)
Prof. Change 10-11	YES	NO(-13.3)
2010-2011 AYP STATUS	NA	SI_1

\* (SH) indicates that Safe Harbor has been applied to status determination.



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PINE BLUFF SCHOOL DISTRICT  
PINE BLUFF HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	288	126	43.8	NA	43.8	No
Af.Amer.	281	123	43.8	NA	43.8	No
Hispanic	1	0	0	NA	0	NA
Caucasian	2	1	50	NA	50	NA
Econ.Dis.	198	76	38.4	NA	38.4	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	13	2	15.4	NA	15.4	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	298	95	31.9	NA	31.9	No
Af.Amer.	292	93	31.8	NA	31.8	No
Hispanic	1	0	0	NA	0	NA
Caucasian	3	1	33.3	NA	33.3	NA
Econ.Dis.	213	60	28.2	NA	28.2	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	51	3	5.9	NA	5.9	No

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	914.82	907.91	874.36	899.03
Average Daily Membership:	1005.0	1011.9	1008.8	1008.54

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PINE BLUFF SCHOOL DISTRICT	Superintendent: JERRY PAYNE
School: <b>PINE BLUFF HIGH SCHOOL</b>	Principal: ROBERT HANDLEY
LEA: 3505042	Grades: 10 - 12
Address: 711 W 11 AVENUE	Enrollment: 930
PINE BLUFF, AR 71601	Attendance Rate: 87.59% (3 QTR AVG)
Phone: 870-543-4300	Poverty Rate: 67.96%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	297	YES	247	YES
Targeted Achievement Gap Group	202	YES	173	NO(94%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	289	YES	231	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	194	YES	173	NO(94%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	47	YES	n < 10	n < 10

#### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	383	66.84	70.19
Targeted Achievement Gap Group	250	67.20	65.10
Two Year Graduation Rate			
All Students	709	67.14	70.19
Targeted Achievement Gap Group	468	64.74	65.10
ESEA Subgroups	2011 Graduation Rate		
African Americans	366	67.21	69.25
Hispanic	n < 10	n < 10	n < 10
White	10	50.00	91.67
Economically Disadvantaged	226	67.26	65.23
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	67	77.61	62.84

#### Needs Improvement School in Literacy

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	270	37.41	37.56	222	51.35	48.44
Targeted Achievement Gap Group	184	28.80	33.40	155	49.68	42.99
Three Year Literacy			Three Year Math			
All Students	861	33.57	37.56	711	45.29	48.44
Targeted Achievement Gap Group	598	26.92	33.40	480	42.71	42.99
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	265	36.60	37.53	206	49.03	48.46
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	177	29.94	34.16	155	49.68	43.52
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	45	4.44	13.72	n < 10	n < 10	n < 10

<b>District:</b> PINE BLUFF SCHOOL DISTRICT	<b>Superintendent:</b> LINDA WATSON
School:PINE BLUFF HIGH SCHOOL	Principal:MICHAEL NELLUMS
LEA:3505042	Grades:10-12
Address:711 WEST 11TH	Enrollment:947
PINE BLUFF, AR 71601	Attendance (3 QTR AVG):91.91
Phone:870-543-4300	Poverty Rate:73.71

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	253	274	92.34	363	387	93.80
Targeted Achievement Gap Group	200	220	90.91	303	324	93.52
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	233	253	92.09	336	357	94.12
Hispanic						
White						
Economically Disadvantaged	198	216	91.67	301	322	93.48
English Language Learners						
Students with Disabilities	29	43	67.44	10	11	90.91

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: **ACHIEVING**

	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	118	243	48.56	43.23	91.00
Targeted Achievement Gap Group	84	191	43.98	39.46	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	314	811	38.72	43.23	91.00
Targeted Achievement Gap Group	198	598	33.11	39.46	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	107	223	47.98	43.21	
Hispanic				16.67	
White				44.44	
Economically Disadvantaged	84	189	44.44	40.14	
English Language Learners				58.33	
Students with Disabilities	0	26	0.00	21.57	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: **NEEDS IMPROVEMENT**

	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	68	343	19.83	53.13	92.00
Targeted Achievement Gap Group	52	286	18.18	48.18	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	308	853	36.11	53.13	92.00
Targeted Achievement Gap Group	205	642	31.93	48.18	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	61	318	19.18	53.14	
Hispanic				16.67	
White				58.33	
Economically Disadvantaged	52	284	18.31	48.65	
English Language Learners				64.28	
Students with Disabilities				29.48	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: **NEEDS IMPROVEMENT**

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	231	320	72.19	72.90	94.00
Targeted Achievement Gap Group	164	231	71.00	68.28	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	707	1029	68.71	72.90	94.00
Targeted Achievement Gap Group	467	699	66.81	68.28	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	226	308	73.38	72.04	
Hispanic					
White				92.43	
Economically Disadvantaged	156	216	72.22	68.39	
English Language Learners					
Students with Disabilities	42	59	71.19	66.22	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Pine Bluff  
 School: Pine Bluff High School  
 Review Team Members: La Donna Spain, Janie Hickman, and Dr. Miltzi Smith

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>The preliminary 2014 ESEA Accountability Report indicates a literacy three-year average for all students was 38.72%.</p> <p>The Scholastic Audit (2012) first "Next Step" was to assess all students' reading levels to accurately determine reading levels.</p> <p>Faculty focus groups identified low academic vocabulary and low reading levels as a limitation to better student achievement.</p> <p>The district has hired an internal school improvement specialist.</p>	<ul style="list-style-type: none"> <li>• School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment to accurately determine reading levels.</li> <li>• School leadership should facilitate the development of a school-wide literacy initiative aligned to Arkansas frameworks and inclusive of research-based instructional strategies.</li> <li>• School leadership, in collaboration with the internal school improvement specialist, should develop a plan to monitor and assess the effectiveness of the literacy initiative.</li> </ul>

	<p>Technology is available to integrate with instructional lessons. However, interviews and observations revealed some problems prohibit dependable use of technology. Several examples are listed below:</p> <ol style="list-style-type: none"> <li>1. Internet service is not always available, sometimes for numerous consecutive days. As a result, instructional online programs in reading and math are not accessible, and teachers are unable to use the electronic gradebook system to keep students and parents informed about grades.</li> <li>2. The online economics class has not met as of September 8, 2014. Four seniors are enrolled in this course needed for graduation. No one that was questioned knew where these four students have been going during that class period.</li> <li>3. Equipment is not always maintained or repaired in a timely manner.</li> </ol>	<ul style="list-style-type: none"> <li>• District leadership should support technological resources so teachers can effectively integrate technology into classroom instruction, and students can access programs for enrichment and remediation.</li> <li>• District leadership should develop a plan to ensure consistent availability of instructional technology.</li> </ul>
	<p>ADE SIS observations and reports from the 2013-2014 school year, in addition to leadership team and faculty interviews, yielded the following observations:</p> <ol style="list-style-type: none"> <li>1. Instructional texts, including supplementary texts, are limited to class sets, so students are unable to use these resources outside of the classroom</li> <li>2. Some staff support the assertion that the materials provided are not adequate to support instruction and academic achievement.</li> </ol>	<ul style="list-style-type: none"> <li>• Building leadership should identify materials and supplies that are needed for students and teachers and then plan methods for securing necessary materials and equipment.</li> </ul>

	<p>The preliminary 2014 ESEA Accountability Report showed 43.68% of "All Students" scored proficient or advanced in literacy and 35.58% of 'All Students' scored proficient or advanced in math. This is consistent with the most-current three-year trend data. The three-year average for "All Students" scoring proficient or advanced in literacy was 38.72%, and 36.11% in math.</p>	<ul style="list-style-type: none"> <li>School leadership should develop a process for regularly examining student data to set interim goals with instructional teams or all faculty as appropriate. The process could include the following: (1) spend more time working with teachers and improving student achievement through PLC participation and classroom observations (2) work with the leadership team to establish PLC expectations for teachers.</li> </ul>
	<p>Interviews with staff members revealed the perception that curriculum, assessment, and instruction are not fully-aligned with Arkansas Frameworks nor between and among schools.</p>	<ul style="list-style-type: none"> <li>District leadership should facilitate sessions for collaborative development of a rigorous, curriculum that is horizontally and vertically (K-12) aligned to Arkansas Frameworks.</li> </ul>
	<p>Interviews with district and school staff revealed some processes and procedures for administering and scoring interim assessments limit timely use of student achievement data to identify students' individual learning needs and plan differentiated instruction to address those needs.</p>	<ul style="list-style-type: none"> <li>District leadership should build capacity within the high school so that instructional coaches score interim assessments and provide immediate results to students and teachers.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Pine Bluff  
 School: Pine Bluff High School  
 School Improvement Specialist: Dr. Mitzi Smith  
 Data Review Team: Jeff Dyer, LaDonna Spain, and Dr. Mitzi Smith  
 Date: 08 / 13 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>2013A Report</p> <p><b>1.Literacy:</b>            The 3 yr. avg. for all students 38.72%            The 3 yr. avg. for TAGG 33.11%            2014: (43% prof./advanced)            0/26 in special education            The 2014 Preliminary data showed            50% proficient/advanced.</p> <p><b>2.Math:</b>            The 3 yr. avg. of all students 36.11%            The 3 yr. avg. for TAGG 31.93%            ESEA subgroup: African-Am. 19.18%            Ec. Disad. 18.31%            The 2014 Preliminary data shows 34%            proficient/advanced.</p>	<p>1.a. What curriculum is in place for literacy?</p> <p>1.b What resources are available for students and teachers in literacy? (textbooks, novels, plays, software,)</p> <p>1.c. What interventions are in place for literacy?</p> <p>2.a. What curriculum is in place for math?</p> <p>2.b. What resources are available for students and teachers in math?(textbooks, manipulatives, calculators, software).</p> <p>2.c. What interventions are in place for math?</p>	<p>Curriculum specialist-English</p> <p>Expertise in Special Education</p> <p>Curriculum specialist- Math</p>

<p><b>3. 2012 Graduation rate:</b> 72.19%</p> <p>2013 graduation rate 81.3%</p> <p>3 yr. avg. all students 68.71%</p> <p>3 yr. avg. TAGG 66.81%</p>	<p>3.a. What programs are in place to address students behind on credits and what is being done to monitor students' current progress to prevent failures?</p> <p>4.a. What curriculum is in place for the science courses?</p> <p>4.b. What resources are available for students and teachers in science? (textbooks, lab supplies, software)</p> <p>5. a. What processes are in place to address students' lack of attendance?</p> <p>5.b. What interventions are in place to monitor attendance and graduation?</p> <p>6. and 7. How is the school measuring/monitoring student achievement in core courses?</p>	
<p><b>School Performance Report Card</b></p> <p><b>4.Biology:</b></p> <p>Combined population prof./advanced</p> <p>09-10: 15.8%</p> <p>10-11: 20.7%</p> <p>11-12: 19.5%</p>		
<p><b>School Performance Report Card</b></p> <p><b>5.Attendance Rate:</b></p> <p>09-10: 89.2%</p> <p>10-11: 89%</p> <p>11-12: 87.7%</p>		
<p><b>6.Dropout rate:</b></p> <p>2009-10: 9%</p> <p>10-11: 9%</p> <p>11-12: 8.7%</p>		
<p><b>7.College remediation rate</b></p> <p>2009-10: 77.8%</p> <p>2010-11: 79.3%</p> <p>2011-12: 78.3%</p>		



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	OSCEOLA SCHOOL DISTRICT	School:	OSCEOLA HIGH SCHOOL
LEA:	4713	LEA:	4713051
Superintendent:	MICHAEL COX	Principal:	ZRANO BOWLES
Address:	PO BOX 528	Address:	2800 W. SEMMES
City:	OSCEOLA, AR 72370	County:	MISSISSIPPI
Phone:	870-563-2561	Phone:	870-563-2192

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_8
Met Standards for Graduation:	NO	Overall Grad Status:	SI_2

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	NO(69.3%)	Smart Accountability Index:	0%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(69.3%)	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	345.39	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	<b>Combined</b>	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>LEP</b>	<b>Students with a Disability</b>
LITERACY	NO(94%)	NO(94%)	NO(94%)	NA	NO(94%)	NA	NO
MATH	NO(94%)	NO(93%)	NO(94%)	YES	NO(94%)	YES	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

OSCEOLA SCHOOL DISTRICT    Report Completed: 11/03/2011  
 OSCEOLA HIGH SCHOOL    AYP Status: State Directed (SD-7)  
 Math AMO: 73.45    Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	36	22	25	28	57	33	118	83
# Attempted	123	81	100	74	170	76	393	231
% Proficient	29.3	27.2	25	37.8	33.5	43.4	30	35.9
AYP Status	SI_5	SI_6	SI_6	SI_7	SI_7	SI_8	SI_7	SI_8
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	28	12	24	23	47	23	99	58
# Attempted	110	62	95	62	143	63	348	187
% Proficient	25.5	19.4	25.3	37.1	32.9	36.5	28.4	31
AYP Status	SI_6	SI_6	SI_7	SI_7	SI_8	SI_8	SI_8	SI_8
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	1	1	2	1	1	0	4	2
% Proficient	0	0	0	0	0	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	8	9	1	5	10	10	19	24
# Attempted	12	16	3	10	26	13	41	39
% Proficient	66.7	56.3	33.3	50	38.5	76.9	46.3	61.5
AYP Status	NA	NA	NA	NA	NA	NA	A	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	36	19	25	28	52	27	113	74
# Attempted	123	72	100	74	156	62	379	208
% Proficient	29.3	26.4	25	37.8	33.3	43.5	29.8	35.6
AYP Status	SI_5	SI_6	SI_6	SI_7	SI_7	SI_8	SI_7	SI_8
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	1	1	2	1	1	0	4	2
% Proficient	0	0	0	0	0	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	4	2	2	2	3	1	9	5
# Attempted	21	12	18	11	25	6	64	29
% Proficient	19	16.7	11.1	18.2	12	16.7	14.1	17.2
AYP Status	NA	NA	NA	NA	NA	NA	A	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

OSCEOLA SCHOOL DISTRICT  
OSCEOLA HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	NO(94%)	NO(94%)
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	YES	NO( 5.6)
2010-2011 AYP STATUS	SI_7	SI_8

## AFRICAN-AMERICAN POPULATION

Percent Tested	NO(93%)	NO(94%)
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	YES	NO( -0.6)
2010-2011 AYP STATUS	SI_8	SI_8

## HISPANIC POPULATION

Percent Tested	YES	NA
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	NO( 0.0)	NA
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	NO(94%)	NO(94%)
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	NO( 5.1)	YES
2010-2011 AYP STATUS	NA	NA

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	NO(94%)	NO(94%)
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	YES	NO( 5.7)
2010-2011 AYP STATUS	SI_7	SI_8

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	NA
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	NO( 0.0)	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(84%)	NO(58%)
Graduation Rate	NO(69.3%)	NO(69.3%)
Prof. Change 10-11	NO( 0.9)	NO( -1.5)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

OSCEOLA SCHOOL DISTRICT    Report Completed: 11/03/2011  
 OSCEOLA HIGH SCHOOL    AYP Status: State Directed (SD-7)  
 Math AMO: 73.45    Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	170	57	33.5	NA	33.5	No
Af.Amer.	143	47	32.9	NA	32.9	No
Hispanic	1	0	0	NA	0	NA
Caucasian	26	10	38.5	NA	38.5	NA
Econ.Dis.	156	52	33.3	NA	33.3	No
LEP	1	0	0	NA	0	NA
Stud.Dis.	25	3	12	NA	12	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	76	33	43.4	NA	43.4	No
Af.Amer.	63	23	36.5	NA	36.5	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	13	10	76.9	NA	76.9	NA
Econ.Dis.	62	27	43.5	NA	43.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	6	1	16.7	NA	16.7	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	351.13	318.91	303.85	324.63
Average Daily Membership:	353.63	341.20	341.35	345.39

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: OSCEOLA SCHOOL DISTRICT	Superintendent: MICHAEL COX
School: <b>OSCEOLA HIGH SCHOOL</b>	Principal: ZRANO BOWLES
LEA: 4713051	Grades: 09 - 12
Address: 2800 W. SEMMES	Enrollment: 374
OSCEOLA, AR 72370	Attendance Rate: 92.92% (3 QTR AVG)
Phone: 870-563-2192	Poverty Rate: 86.90%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	79	YES	204	YES
Targeted Achievement Gap Group	75	YES	204	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	58	YES	160	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	20	YES	40	YES
Economically Disadvantaged	75	YES	202	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	YES	35	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	94	78.72	60.11
Targeted Achievement Gap Group	79	77.22	58.97
Two Year Graduation Rate			
All Students	202	66.83	60.11
Targeted Achievement Gap Group	184	64.67	58.97
ESEA Subgroups	2011 Graduation Rate		
African Americans	81	81.48	60.10
Hispanic	n < 10	n < 10	n < 10
White	12	66.67	60.71
Economically Disadvantaged	77	76.62	58.97
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	12	58.33	31.25

Needs Improvement School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	77	41.56	48.14	188	53.19	39.07
Targeted Achievement Gap Group	73	39.73	47.62	188	53.19	38.31
Three Year Literacy			Three Year Math			
All Students	227	40.97	48.14	458	39.74	39.07
Targeted Achievement Gap Group	210	40.00	47.62	447	39.60	38.31
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	57	29.82	41.80	150	50.67	38.46
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	20	75.00	78.84	35	62.86	43.59
Economically Disadvantaged	73	39.73	48.25	187	53.48	38.89
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	14.29	23.61	33	54.55	19.33

<b>District: OSCEOLA SCHOOL DISTRICT</b>	<b>Superintendent: MICHAEL COX</b>
School: OSCEOLA HIGH SCHOOL	Principal: ZRANO BOWLES
LEA: 4713051	Grades: 09-12
Address: 2800 W SEMMES	Enrollment: 360
OSCEOLA, AR 72370	Attendance (3 QTR AVG): 94.02
Phone: 870-563-2192	Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **PRIORITY**

#### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	80	81	98.77	168	173	97.11
Targeted Achievement Gap Group	80	81	98.77	165	170	97.06
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	60	60	100.00	132	137	96.35
Hispanic						
White	17	18	94.44	28	28	100.00
Economically Disadvantaged	80	81	98.77	165	170	97.06
English Language Learners						
Students with Disabilities	10	10	100.00	17	18	94.44

#### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	37	75	49.33	52.85	91.00
Targeted Achievement Gap Group	37	75	49.33	52.38	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	102	228	44.74	52.85	91.00
Targeted Achievement Gap Group	93	211	44.08	52.38	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	23	58	39.66	47.09	
Hispanic				52.38	
White	13	15	86.67	80.77	
Economically Disadvantaged	37	75	49.33	52.96	
English Language Learners				44.44	
Students with Disabilities	2	10	20.00	30.56	

#### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	91	157	57.96	44.61	92.00
Targeted Achievement Gap Group	91	154	59.09	43.92	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	248	515	48.16	44.61	92.00
Targeted Achievement Gap Group	243	501	48.50	43.92	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	68	123	55.28	44.06	
Hispanic				16.67	
White	20	26	76.92	48.72	
Economically Disadvantaged	91	154	59.09	44.44	
English Language Learners				16.67	
Students with Disabilities	13	16	81.25	26.67	

#### 2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	89	109	81.65	63.73	94.00
Targeted Achievement Gap Group	88	107	82.24	62.70	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	224	311	72.03	63.73	94.00
Targeted Achievement Gap Group	207	291	71.13	62.70	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	69	87	79.31	63.73	
Hispanic				58.33	
White	19	21	90.48	64.28	
Economically Disadvantaged	88	107	82.24	62.70	
English Language Learners				100.00	
Students with Disabilities				37.50	



## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Osceola School District  
 School: Osceola High School  
 School Improvement Team Members: Pam Clark and Dr. Robert Toney

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goal exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations
<p>Osceola High School has replaced all 9-12 literacy teachers for the 2014-2015 school year. A new literacy coach has been hired.</p> <p>ESEA Accountability Reports for the past three years show a significant gap between African American and Caucasian students in literacy.</p> <p>2012—African American – 57 students 29.82%          Caucasian – 20 students 75.00%</p> <p>2013—African American – 58 students 39.66%          Caucasian – 15 students 86.67%</p> <p>2014—African American – 72 students 43.06%          Caucasian – 15 students 80.00%</p>	<ul style="list-style-type: none"> <li>• District and school leadership teams should develop roles and responsibilities for the school literacy coach.</li> <li>• School leadership should provide support and necessary professional development for the literacy coach.</li> <li>• The principal and leadership team should ensure the literacy coach:             <ul style="list-style-type: none"> <li>➢ supports teachers' development of cross-curricular lesson plans that require all students to write systematically in all classrooms</li> <li>➢ promotes professional collaboration among English, social studies, and CTE teachers participating in Literacy Design Collaborative (LDC) through the Crowley's Ridge</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ Educational Cooperative provides job-embedded professional development to teachers on the effective use of a variety of research-based instructional strategies to meet all students' individual learning needs, especially African American students.</li> <li>• District leadership should conduct an analysis of African-American students' learning needs to develop individualized improvement plans, goals, etc.</li> </ul>								
	<p>The 2011 Advanced Placement (AP) exam data reports reveal that of 102 tests taken, no students scored a 3, 4, or a 5.</p> <p>The 2012 AP exam data reports reveal that of 131 tests given, only two students scored in the 3, 4, or 5 point range.</p> <p>All five AP positions have been filled with new teachers for the 2014-2015 school year.</p>	<ul style="list-style-type: none"> <li>• The principal and the district AP coordinator should be directly involved in the support and evaluation of instruction through frequent classroom visits with specific, meaningful feedback to ensure classroom instruction meets AP standards.</li> <li>• The instructional facilitators should meet weekly with AP teachers to collaborate on lesson planning and instructional strategies for optimal student learning.</li> </ul>								
	<p>ESEA Accountability Reports for the past three years show a significant gap between performance levels of African American and Caucasian students in math.</p> <table> <tr> <td>2012—African American – 150 students</td> <td>50.67%</td> </tr> <tr> <td>Caucasian – 35 students</td> <td>62.86%</td> </tr> <tr> <td>2013—African American – 123 students</td> <td>55.28%</td> </tr> <tr> <td>Caucasian – 26 students</td> <td>76.92%</td> </tr> </table>	2012—African American – 150 students	50.67%	Caucasian – 35 students	62.86%	2013—African American – 123 students	55.28%	Caucasian – 26 students	76.92%	<ul style="list-style-type: none"> <li>• The math coach should collaborate with new math teachers to ensure the use of data to drive planning and implementation of effective instruction.</li> </ul>
2012—African American – 150 students	50.67%									
Caucasian – 35 students	62.86%									
2013—African American – 123 students	55.28%									
Caucasian – 26 students	76.92%									



	<p>2014—African American – 116 students 46.55% Caucasian – 15 students 80.00%</p> <p>Osceola High School has replaced all math teachers for the 2014-2015 school year. The returning math coach is providing professional development opportunities with math strategies from the Mathematics Design Collaborative (MDC) process. Two additional learning opportunities have been implemented to support student achievement in math:</p> <p>(1) during lunch time, a special area within the cafeteria has been designated for students who want to work on their math homework/daily assignment with a certified math teacher</p> <p>(2) another avenue for assistance is with the after-school tutoring program.</p>	<ul style="list-style-type: none"> <li>• The principal and leadership team should ensure that the math coach uses PLC meetings to provide job-embedded professional development to teachers on the effective use of: <ul style="list-style-type: none"> <li>➤ a variety of research-based instructional strategies to meet all students' individual learning needs, especially African American students</li> <li>➤ classroom management strategies.</li> </ul> </li> <li>• District leadership should develop retention and recruitment plans to ensure positions are filled with highly-qualified, knowledgeable, certified staff.</li> </ul>
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## Academic Distress Pre-Evaluation Form

District: Osceola School District

School: Osceola High School

School Improvement Specialist: Pam Clark

Data Review Team: Charlotte Earwood, Renata Bryant

Date: \_\_8 / \_\_13 / \_\_14\_\_

Data Findings	Additional Information Needed	Proposed On-Site Team
<ol style="list-style-type: none"><li>1. Benchmark past 3 year reports show a significant gap between African American and Caucasian students in Literacy.</li><li>2. Benchmark past 3 year reports show a significant gap between African American and Caucasian students in Math.</li><li>3. AP exam data reports reveal that in 2011, 102 test taken, no students scored a 3, 4, or a 5.  AP exam data reports reveal that out of 131 test given, only 2 tests scored in the 3,4,or 5 point range.</li></ol>	<ol style="list-style-type: none"><li>1. What steps are being taken during the 2014-2015 school year to address these deficiencies in literacy?</li><li>2. What steps are being taken during the 2014-2015 school year to address these deficiencies in math?</li><li>3. What steps will be taken during the 2014-2015 school year to ensure AP students will be taught a rigorous curriculum?</li></ol>	<p>ADE Data Team Members will hold a Zoom conference with the Osceola High School Leadership team and the ADE School Improvement Specialist Pam Clark.</p>

<p><b>4. Based on ADE monthly and ESEA quarterly reports attention has been given to recruitment and retention of new teachers due to a loss of English and Math faculty positions.</b></p>	<p><b>4. What steps are being taken to ensure the following items are fully planned out for proper implementation?</b></p> <ul style="list-style-type: none"><li>• Lesson planning</li><li>• Common Core</li><li>• Professional growth plans</li><li>• Mentors</li><li>• HQT</li><li>• Certifications</li><li>• TESS</li><li>• Book Study</li></ul>	
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	STEPHENS SCHOOL DISTRICT	School:	STEPHENS HIGH SCHOOL
LEA:	5206	LEA:	5206033
Superintendent:	PORTIA JONES	Principal:	WENDELL COLEN
Address:	315 W CHERT ST	Address:	315 W CHERT ST
City:	STEPHENS, AR 71764	County:	OUACHITA
Phone:	870-786-5443	Phone:	870-786-5442

## Overall School AYP Information

2011 AYP Status: State Directed (SD-6) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_4
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: Whole School Intensive Improvement (WSII-5-R)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	0%
Grade Range:	7 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	0
Minimum N*:	40	Qtrs. 1-3 Average ADM:	169.03	Number of Groups $\geq$ 40:	6

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	No		No	No	
<b>African American</b>	No	No	No	No		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	NA	NA	NA	NA		NA	NA	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	NA	YES
MATH	YES	YES	YES	YES	YES	NA	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STEPHENS SCHOOL DISTRICT  
STEPHENS HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	40	27	35	31	40	24	115	82
# Attempted	118	77	80	71	96	70	294	218
% Proficient	33.9	35.1	43.8	43.7	41.7	34.3	39.1	37.6
AYP Status	SI_M	SI_M	SI_M	SI_M	A	A	A	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	31	27	32	28	38	24	101	79
# Attempted	103	68	75	65	90	64	268	197
% Proficient	30.1	39.7	42.7	43.1	42.2	37.5	37.7	40.1
AYP Status	SI_2	SI_M	SI_M	SI_5	SI_3	SI_6	SI_3	SI_6
<b>HISPANIC POPULATION</b>								
# Proficient	1	0	0	0	0	0	1	0
# Attempted	1	0	0	0	1	1	2	1
% Proficient	100	NA	NA	NA	0	0	50	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	8	0	3	3	2	0	13	3
# Attempted	14	9	5	6	5	5	24	20
% Proficient	57.1	0	60	50	40	0	54.2	15
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	26	18	25	24	33	19	84	61
# Attempted	96	61	67	61	86	63	249	185
% Proficient	27.1	29.5	37.3	39.3	38.4	30.2	33.7	33
AYP Status	SI_M	SI_M	SI_2	SI_M	SI_3	A	SI_3	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	0	0	2	0	2	0
# Attempted	18	9	10	11	15	16	43	36
% Proficient	0	0	0	0	13.3	0	4.7	0
AYP Status	NA	NA	NA	NA	NA	NA	A	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STEPHENS SCHOOL DISTRICT  
STEPHENS HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

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## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -2.1)	NO( -9.4)
2010-2011 AYP STATUS	A	A

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## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -0.4)	NO( -5.6)
2010-2011 AYP STATUS	SI_3	SI_6

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## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-20.0)	NO(-50.0)
2010-2011 AYP STATUS	NA	NA

---

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 1.1)	NO( -9.2)
2010-2011 AYP STATUS	SI_3	A

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## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

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## STUDENTS WITH DISABILITIES

Percent Tested	NO(94%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

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\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STEPHENS SCHOOL DISTRICT  
STEPHENS HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-6)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	96	40	41.7	1	42.7	No
Af.Amer.	90	38	42.2	1	43.3	No
Hispanic	1	0	0	NA	0	NA
Caucasian	5	2	40	NA	40	NA
Econ.Dis.	86	33	38.4	1	39.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	15	2	13.3	1	20	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	70	24	34.3	1	35.7	No
Af.Amer.	64	24	37.5	1	39.1	No
Hispanic	1	0	0	NA	0	NA
Caucasian	5	0	0	NA	0	NA
Econ.Dis.	63	19	30.2	1	31.7	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	16	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	171.76	157.21	164.67	164.54
Average Daily Membership:	171.76	170.66	164.67	169.03

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: STEPHENS SCHOOL DISTRICT	Superintendent: DARRELL PORTER
School: <b>STEPHENS HIGH SCHOOL</b>	Principal: BOBBY BROWN
LEA: 5206033	Grades: 07 - 12
Address: 315 W CHERT ST	Enrollment: 151
STEPHENS, AR 71764	Attendance Rate: 94.45% (3 QTR AVG)
Phone: 870-786-5442	Poverty Rate: 88.08%

### Needs Improvement Priority School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	94	NO(92%)	119	NO(90%)
Targeted Achievement Gap Group	86	NO(91%)	106	NO(89%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	77	YES	102	NO(94%)
Hispanic	n < 10	n < 10	n < 10	n < 10
White	16	NO(56%)	16	NO(63%)
Economically Disadvantaged	85	NO(91%)	104	NO(89%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	YES	18	NO(94%)

#### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	38	89.47	88.25
Targeted Achievement Gap Group	31	90.32	96.73
Two Year Graduation Rate			
All Students	77	88.31	88.25
Targeted Achievement Gap Group	59	93.22	96.73
ESEA Subgroups	2011 Graduation Rate		
African Americans	36	88.89	91.13
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	31	90.32	96.61
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

#### Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	79	48.10	39.77	50	60.00	45.83
Targeted Achievement Gap Group	73	45.21	35.13	45	57.78	45.83
Three Year Performance			Three Year Growth			
All Students	220	42.27	39.77	130	50.77	45.83
Targeted Achievement Gap Group	199	38.19	35.13	119	47.90	45.83
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	70	48.57	42.71	44	61.36	49.58
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	72	45.83	35.98	45	57.78	45.83
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	0.00	8.33	11	0.00	8.33



## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: STEPHENS SCHOOL DISTRICT	Superintendent: DARRELL PORTER
School: <b>STEPHENS HIGH SCHOOL</b>	Principal: BOBBY BROWN
LEA: 5206033	Grades: 07 - 12
Address: 315 W CHERT ST	Enrollment: 151
STEPHENS, AR 71764	Attendance Rate: 94.45% (3 QTR AVG)
Phone: 870-786-5442	Poverty Rate: 88.08%

### Needs Improvement Priority School

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	97	47.42	46.53	50	36.00	39.58
Targeted Achievement Gap Group	85	43.53	42.71	45	33.33	39.58
	Three Year Performance			Three Year Growth		
All Students	273	44.32	46.53	130	38.46	39.58
Targeted Achievement Gap Group	240	39.58	42.71	119	35.29	39.58
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	87	44.83	47.04	44	36.36	40.42
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	83	43.37	43.51	45	33.33	39.58
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	31.25	20.55	11	9.09	31.25

<b>District:STEPHENS SCHOOL DISTRICT</b>	<b>Superintendent:MARY THOMAS</b>
School:STEPHENS HIGH SCHOOL	Principal:GARY OWENS
LEA:5206033	Grades:07-12
Address:315 West Chert St	Enrollment:159
Stephens, AR 71764	Attendance (3 QTR AVG):98.65
Phone:870-786-5442	Poverty Rate:91.82

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	84	85	98.82	92	97	94.85
Targeted Achievement Gap Group	72	73	98.63	83	88	94.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	68	68	100.00	77	81	95.06
Hispanic						
White	14	15	93.33	13	14	92.86
Economically Disadvantaged	72	73	98.63	82	87	94.25
English Language Learners						
Students with Disabilities				15	15	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: **ACHIEVING**

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	37	72	51.39	45.24	91.00	29	45	64.44	50.76	93.00
Targeted Achievement Gap Group	32	64	50.00	41.03	91.00	26	42	61.90	50.76	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	99	221	44.80	45.24	91.00	77	139	55.40	50.76	93.00
Targeted Achievement Gap Group	84	202	41.58	41.03	91.00	70	131	53.44	50.76	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	31	60	51.67	47.92		23	37	62.16	54.17	
Hispanic				16.67					16.67	
White	4	10	40.00	16.67					16.67	
Economically Disadvantaged	32	64	50.00	41.80		26	42	61.90	50.76	
English Language Learners										
Students with Disabilities				16.67					16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: **NEEDS IMPROVEMENT**

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	34	77	44.16	51.39	92.00	19	45	42.22	45.08	81.00
Targeted Achievement Gap Group	31	73	42.47	47.92	92.00	16	42	38.10	45.08	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	120	270	44.44	51.39	92.00	52	139	37.41	45.08	81.00
Targeted Achievement Gap Group	101	246	41.06	47.92	92.00	46	131	35.11	45.08	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	26	65	40.00	51.85		14	37	37.84	45.83	
Hispanic				16.67					16.67	
White	7	10	70.00	50.00					44.44	
Economically Disadvantaged	31	72	43.06	48.64		16	42	38.10	45.08	
English Language Learners										
Students with Disabilities	5	15	33.33	27.78					37.50	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: **NEEDS IMPROVEMENT**

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	22	28	78.57	89.32	94.00
Targeted Achievement Gap Group	19	23	82.61	97.03	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	90	105	85.71	89.32	94.00
Targeted Achievement Gap Group	74	82	90.24	97.03	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	25	80.00	91.93	
Hispanic					
White				79.17	
Economically Disadvantaged	19	22	86.36	96.92	
English Language Learners					
Students with Disabilities				90.74	

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	STRONG-HUTTIG SCHOOL DISTRICT	School:	STRONG HIGH SCHOOL
LEA:	7009	LEA:	7009049
Superintendent:	MARY CALLOWAY	Principal:	JERRY LANGSTON
Address:	PO BOX 735	Address:	PO BOX 735
City:	STRONG, AR 71765	County:	UNION
Phone:	870-797-3040	Phone:	870-797-7322

## Overall School AYP Information

2011 AYP Status: Whole School Intensive Improvement (WSII-4) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_6
Met Standards for Literacy:	NO	Overall Literacy Status:	A
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: Whole School Improvement (WSI-3-CA)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	12.5%
Grade Range:	7 -12	Met Graduation Goal of 85%:	NO(74.7%)	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	229.46	Number of Groups ≥ 40:	8

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	Yes		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	No	No	No	No		No	No
<b>Economically Disadvantaged</b>	No	No	No	No		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	NA	YES
MATH	YES	YES	YES	YES	YES	NA	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STRONG-HUTTIG SCHOOL DISTRICT  
STRONG HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	44	1	64	46	50	49	158	96
# Attempted	100	37	158	119	134	112	392	268
% Proficient	44	2.7	40.5	38.7	37.3	43.8	40.3	35.8
AYP Status	SI_4	NA	SI_5	SI_M	SI_6	A	SI_6	A
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	18	0	37	22	27	26	82	48
# Attempted	56	24	90	68	73	62	219	154
% Proficient	32.1	0	41.1	32.4	37	41.9	37.4	31.2
AYP Status	SI_4	NA	SI_M	MS	SI_5	MS	SI_5	MS
<b>HISPANIC POPULATION</b>								
# Proficient	1	1	3	1	1	1	5	3
# Attempted	3	3	4	3	5	2	12	8
% Proficient	33.3	33.3	75	33.3	20	50	41.7	37.5
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	25	0	24	23	22	21	71	44
# Attempted	41	10	64	48	55	47	160	105
% Proficient	61	0	37.5	47.9	40	44.7	44.4	41.9
AYP Status	MS	NA	A	MS	SI_1	A	SI_1	A
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	28	1	49	35	35	35	112	71
# Attempted	74	29	125	94	104	91	303	214
% Proficient	37.8	3.4	39.2	37.2	33.7	38.5	37	33.2
AYP Status	SI_4	NA	SI_5	MS	SI_6	A	SI_6	A
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	0	0	2	0	4	0	6	0
# Attempted	10	6	15	7	7	7	32	20
% Proficient	0	0	13.3	0	57.1	0	18.8	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STRONG-HUTTIG SCHOOL DISTRICT  
STRONG HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -3.2)	NO( 5.1)
2010-2011 AYP STATUS	SI_6	A

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -4.1)	YES
2010-2011 AYP STATUS	SI_5	MS (SH)

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-55.0)	YES
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 2.5)	NO( -3.2)
2010-2011 AYP STATUS	SI_1	A

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -5.5)	NO( 1.2)
2010-2011 AYP STATUS	SI_6	A

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO( 0.0)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

STRONG-HUTTIG SCHOOL DISTRICT  
STRONG HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: Whole School Intensive Improvement (WSII-4)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	134	50	37.3	NA	37.3	No
Af.Amer.	73	27	37	NA	37	No
Hispanic	5	1	20	NA	20	NA
Caucasian	55	22	40	NA	40	No
Econ.Dis.	104	35	33.7	NA	33.7	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	7	4	57.1	NA	57.1	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	112	49	43.8	NA	43.8	No
Af.Amer.	62	26	41.9	NA	41.9	No
Hispanic	2	1	50	NA	50	NA
Caucasian	47	21	44.7	NA	44.7	No
Econ.Dis.	91	35	38.5	NA	38.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	7	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	222.63	214.51	211.67	216.27
Average Daily Membership:	231.49	229.13	227.77	229.46

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: STRONG-HUTTIG SCHOOL DISTRICT	Superintendent: MARY CALLOWAY
School: <b>STRONG HIGH SCHOOL</b>	Principal: JERRY LANGSTON
LEA: 7009049	Grades: 07 - 12
Address: PO BOX 735	Enrollment: 219
STRONG, AR 71765	Attendance Rate: 95.44% (3 QTR AVG)
Phone: 870-797-7322	Poverty Rate: 84.47%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	95	YES	131	YES
Targeted Achievement Gap Group	83	YES	110	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	54	YES	70	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	35	YES	57	YES
Economically Disadvantaged	83	YES	110	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	48	72.92	80.23
Targeted Achievement Gap Group	38	81.58	81.25
Two Year Graduation Rate			
All Students	99	75.76	80.23
Targeted Achievement Gap Group	82	80.49	81.25
ESEA Subgroups	2011 Graduation Rate		
African Americans	27	81.48	85.21
Hispanic	n < 10	n < 10	n < 10
White	19	57.89	67.65
Economically Disadvantaged	37	81.08	80.81
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	89	47.19	48.44	57	59.65	54.17
Targeted Achievement Gap Group	78	47.44	43.59	50	60.00	49.29
Three Year Performance			Three Year Growth			
All Students	320	42.81	48.44	184	51.63	54.17
Targeted Achievement Gap Group	263	40.68	43.59	150	50.00	49.29
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	50	48.00	46.78	29	65.52	55.74
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	33	48.48	49.29	26	53.85	52.33
Economically Disadvantaged	78	47.44	43.59	50	60.00	49.29
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: STRONG-HUTTIG SCHOOL DISTRICT	Superintendent: MARY CALLOWAY
School: <b>STRONG HIGH SCHOOL</b>	Principal: JERRY LANGSTON
LEA: 7009049	Grades: 07 - 12
Address: PO BOX 735	Enrollment: 219
STRONG, AR 71765	Attendance Rate: 95.44% (3 QTR AVG)
Phone: 870-797-7322	Poverty Rate: 84.47%

### Needs Improvement Priority School

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	37.19	42.53	57	40.35	34.52
Targeted Achievement Gap Group	102	36.27	39.18	50	38.00	31.74
	Three Year Performance			Three Year Growth		
All Students	413	38.50	42.53	184	38.04	34.52
Targeted Achievement Gap Group	331	36.56	39.18	150	36.67	31.74
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	65	30.77	42.24	29	34.48	33.62
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	52	44.23	45.00	26	46.15	37.67
Economically Disadvantaged	102	36.27	39.18	50	38.00	31.74
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10



<b>District:STRONG-HUTTIG SCHOOL DISTRICT</b>	<b>Superintendent:SAUL LUSK</b>
School:STRONG HIGH SCHOOL	Principal:JERRY LANGSTON
LEA:7009049	Grades:07-12
Address:PO BOX 735	Enrollment:208
STRONG, AR 71765	Attendance (3 QTR AVG):96.74
Phone:870-797-7322	Poverty Rate:87.02

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	101	102	99.02	109	114	95.61
Targeted Achievement Gap Group	86	87	98.85	99	104	95.19
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	60	61	98.36	64	68	94.12
Hispanic						
White	39	39	100.00	42	43	97.67
Economically Disadvantaged	86	87	98.85	99	104	95.19
English Language Learners						
Students with Disabilities						

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	53	98	54.08	53.13	91.00	32	50	64.00	58.33	93.00
Targeted Achievement Gap Group	44	83	53.01	48.72	91.00	28	44	63.64	53.90	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	144	299	48.16	53.13	91.00	94	163	57.67	58.33	93.00
Targeted Achievement Gap Group	116	252	46.03	48.72	91.00	79	141	56.03	53.90	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	58	46.55	51.62		17	32	53.12	59.77	
Hispanic				58.33					58.33	
White	24	38	63.16	53.90		13	16	81.25	56.67	
Economically Disadvantaged	44	83	53.01	48.72		28	44	63.64	53.90	
English Language Learners										
Students with Disabilities				16.67					16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>ACHIEVING</b>										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	36	106	33.96	47.76	92.00	21	50	42.00	40.48	81.00
Targeted Achievement Gap Group	33	96	34.38	44.71	92.00	18	44	40.91	37.94	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	131	361	36.29	47.76	92.00	60	163	36.81	40.48	81.00
Targeted Achievement Gap Group	105	302	34.77	44.71	92.00	49	141	34.75	37.94	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	19	62	30.65	47.49		11	32	34.38	39.66	
Hispanic				33.33					16.67	
White	16	41	39.02	50.00		9	16	56.25	43.33	
Economically Disadvantaged	33	96	34.38	44.71		18	44	40.91	37.94	
English Language Learners										
Students with Disabilities				64.28					16.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	54	57	94.74	82.03	94.00
Targeted Achievement Gap Group	42	44	95.45	82.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	129	156	82.69	82.03	94.00
Targeted Achievement Gap Group	108	126	85.71	82.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	29	30	96.67	86.56	
Hispanic				100.00	
White	24	26	92.31	70.59	
Economically Disadvantaged	42	44	95.45	82.56	
English Language Learners					
Students with Disabilities				100.00	



# ARKANSAS DEPARTMENT OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM

### RECOMMENDATIONS

District: Strong School District  
School: Strong High School  
School Improvement Team Members: Janie Hickman, Charlotte Earwood, and LaDonna Spain

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations																
<p>Interviews with staff reveal that some instructional units do not align with the rigor of Arkansas Frameworks.</p> <p>Three-year performance trend data (2012-2014) from ESEA Accountability Reports for literacy assessments are listed below:</p> <table><tr><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012 42.81%</td><td>40.68%</td></tr><tr><td>2013 48.16%</td><td>46.03%</td></tr><tr><td>2014 51.97%</td><td>50.82%</td></tr></table> <p>Three-year performance trend data (2012-2014) from ESEA Accountability Reports for math assessments are listed below:</p> <table><tr><td><u>All Students</u></td><td><u>TAGG</u></td></tr><tr><td>2012 38.50%</td><td>36.56%</td></tr><tr><td>2013 36.29%</td><td>34.77%</td></tr><tr><td>2014 36.34%</td><td>35.47%</td></tr></table>	<u>All Students</u>	<u>TAGG</u>	2012 42.81%	40.68%	2013 48.16%	46.03%	2014 51.97%	50.82%	<u>All Students</u>	<u>TAGG</u>	2012 38.50%	36.56%	2013 36.29%	34.77%	2014 36.34%	35.47%	<ul style="list-style-type: none"><li>School leadership, with support from the external provider, should work directly with teachers in continued efforts to align the curriculum with Arkansas Frameworks and develop standards-based units of instruction.</li></ul>
<u>All Students</u>	<u>TAGG</u>																
2012 42.81%	40.68%																
2013 48.16%	46.03%																
2014 51.97%	50.82%																
<u>All Students</u>	<u>TAGG</u>																
2012 38.50%	36.56%																
2013 36.29%	34.77%																
2014 36.34%	35.47%																

	Through reports provided by the district, Fetterman and Associates was identified as the school's external provider and provides support for effective implementation of school improvement interventions and actions.	
	Results from classroom observations indicate teachers do not consistently implement research-based instructional strategies to improve academic performance for all students. Additionally, student learning tasks and assessments seldom reflect academic rigor reflected in Arkansas Frameworks.	<ul style="list-style-type: none"> <li>The principal should regularly conduct classroom observations and provide specific meaningful feedback to ensure that teachers consistently implement research-based instructional strategies to meet the individual learning needs of all students.</li> </ul>
	During on-site interviews, teachers and students indicated a lack of support beyond initial instruction provided through Virtual Arkansas.	<ul style="list-style-type: none"> <li>School leadership should provide support for struggling students utilizing Virtual Arkansas by ensuring their ability to interact with instructors for additional support beyond initial instruction.</li> </ul>
	A review of the master schedule and interviews with staff and students indicate a daily remediation time is scheduled for all students. Instruction is seldom differentiated to meet the various learning needs of individual students.	<ul style="list-style-type: none"> <li>School leadership should ensure that instruction within the remediation period is differentiated to meet the learning needs of all students.</li> </ul>
	A review of recent enrollment figures revealed that student enrollment has declined.	<ul style="list-style-type: none"> <li>District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.</li> </ul>
	Numerous staff members suggested negative perceptions inside and outside the community, as well as designation as a school in academic distress, may explain the decline in enrollment.	
		<ul style="list-style-type: none"> <li>Provide enrichment through rigorous</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Strong School District

School: Strong High School

School Improvement Specialist: LaDonna Spain

Data Review Team: LaDonna Spain, Janie Hickman, Charlotte Earwood

Date: 8/7/14 and 8/14/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Mathematics:</b></p> <p><b>2014-Algebra I- Scale Score of 193</b> (Which was at the high end of the Basic Scale Score Range of 151-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>26 students were processed, 19% were Advanced, 31% were Proficient, 19% were Basic, 31% were Below Basic</p> <p><b>2014- Geometry- Scale Score of 166</b> (Which was at the low/median area of the Basic Scale Score Range of 154-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>20 students were processed, 0% of students were Advanced, 5% of students were Proficient, 75% of students were Basic, 20% of students were Below Basic.</p> <p><b>2013 Mathematics-</b> The Mathematics Below Basics category showed 71% of 8<sup>th</sup> grade males.</p> <p>In 2013, the percentage in the All students and TAGG student populations tested in Mathematics were close to the cut off expectation.</p> <p>The percentage of students tested in Mathematics African American subgroup was not met , AMO in growth area was met but not in performance areas.</p> <p><b>2013 Mathematics-</b>All populations did not meet status performance. Performance and Growth were not met for three year average and African American subgroup. White and Economically Disadvantaged did not meet status performance but did meet Growth Performance.</p> <p><b>2010-2013-</b> Zero Males are in the Advanced column in EOC</p>	<p><b>Mathematics:</b></p> <ol style="list-style-type: none"> <li>1. In Mathematics, who were the 4 students in the African American subgroup not tested and why?</li> <li>2. Who are the students meeting performance and growth?</li> <li>3. What are some contributors to their success in Mathematics?</li> <li>4. What programs and interventions are in place to meet performance and Growth AMO expectations for all students?</li> <li>5. What training have Mathematics teachers been provided regarding Mathematics content needs, instructional strategies that work, AIP Intervention development and implementation, etc...?</li> <li>6. When and how are teachers working to review student formative assessments and review interim assessments to modify instruction?</li> <li>7. What is the school doing differently to address student needs in Mathematics?</li> <li>8. What happened in 2014 regarding Mathematic Benchmark Data?</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction Specialist</li> <li>• Mathematics Specialist</li> <li>• Technology Specialist</li> </ul>

<p>Biology and EOC Geometry.</p>		
<p><b>Science:</b></p> <p><b>2014-Biology- Scale Score of 154</b> (Which was at the low end of the Basic Scale Score Range of 146-199 as determined by the ACTAAP EOC Raw to Scale Score Conversion Table.)</p> <p>15 students were processed, 0% were Advanced , 7% were Proficient, 60% were Basic, and 33% were Below Basic</p> <p><b>2009 -2013:</b> African American population has zero Advanced students in 7<sup>th</sup> grade science and EOC Biology.</p> <p><b>2013:</b></p> <p>There are Zero Females in the Advanced category 7<sup>th</sup> Math, 7<sup>th</sup> Science, 11<sup>th</sup> grade Literacy for.</p> <p><b>Literacy:</b></p> <p><b>2014- Grade 11 Literacy- Scale Score of 196</b></p> <p>35 students were processed, 3% were Advanced, 40% were Proficient, 49% were Basic, and 9% were Below Basic</p> <p><b>2013:</b></p> <p>In 2013 the college remediation rate was at 88.9% while the state percentage was at 43%.</p> <p>The percentage of students eligible for Free and Reduced Meals has increased over the course of three years as follows: 2011 - 78%; 2012- 84.5%; 2013-87%.</p> <p>A new Principal was hired for the 2014-15 school year.</p> <p>New Literacy and Mathematic Facilitators are in place for the 2014-15 school year.</p>	<p><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. What are some contributors to the success in Literacy?</li> <li>2. What programs and Interventions are in place to meet performance and growth AMO expectations for African American students?</li> <li>3. Who are the students meeting performance and growth? What is contributing to their successes</li> </ol> <p><b>Additional information needed:</b></p> <ol style="list-style-type: none"> <li>1. At every level, what will be done differently to improve student achievement?</li> <li>2. At what depth is data analyzed for the 2014-15 school year?</li> <li>3. What problem areas are evident over the course of three years per grade level and across the cohorts?</li> <li>4. What will the adults in the school commit to do differently to address student learning needs?</li> <li>5. What individualized intervention plans will be in place to track individual student progresses or lack of progress for change in practice?</li> </ol>	

<p>A new Indistar Process Manager is in place for the 2014-15 school year.</p> <p>There is high turnover in the leadership team from the 2013-14 and 2014-15 school years.</p> <p>There is high teacher turnover from the 2013-14 school year.</p> <p>The student population is declining. In 2011 the October count was 232, in 2012 it was 219 and in 2013 it was 208.</p> <p>Technology issues are identified in 2013 Quarterly reports.</p> <p>There were communication issues internally and externally within the district during the 2013 school year.</p> <p>Several student achievement IMOs were not met.</p> <p>By 7/15/2014 there were 47 Indistar Indicators assessed, 8 not included in the plan, 39 Indicators planned to date, 157 Tasks/Actions entered, and 117 Tasks were completed. 19 Objectives are entered as Fully Implemented.</p> <p>Previous year Leadership Team Meeting agendas and minutes were consistently entered into the Indistar system. Instructional content teams meet weekly on Wednesday afternoons to discuss data, develop Units, attend trainings, and to train.</p>	<ol style="list-style-type: none"> <li>6. What training will the Leadership team need in order to carry forward CWT, Peer Observations, PLC guidance, Indistar/PIP implementation, etc...?</li> <li>7. How has the staff been informed of changes or updates for the 2014-15 school year regarding the PIP implementation?</li> <li>8. What plans are in place to continue the alignment of UbD, LDC and MDC?</li> <li>9. How are new teachers trained in UbD, LDC, and MDC?</li> <li>10. What is the timeline for all teachers to complete Units in their content?</li> <li>11. What Curriculum and Instructional teams and practices are in place for the 2014-15 school year?</li> <li>12. What data analysis has occurred thus far to support the 2014-15 efforts? How will the results be used to address findings?</li> <li>13. What steps have been taken to conduct a Comprehensive Needs Assessment?</li> </ol>	
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# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	WATSON CHAPEL SCHOOL DISTRICT	School:	WATSON CHAPEL HIGH SCHOOL
LEA:	3509	LEA:	3509067
Superintendent:	DANNY HAZELWOOD	Principal:	LEYDEL WILLIS
Address:	4100 CAMDEN ROAD	Address:	4000 CAMDEN RD.
City:	PINE BLUFF, AR 71603	County:	JEFFERSON
Phone:	870-879-0220	Phone:	870-879-3230

## Overall School AYP Information

2011 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_4
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	37.5%
Grade Range:	10-12	Met Graduation Goal of 85%:	NO(79.8%)	Number of Groups Met AYP:	3
Minimum N*:	40	Qtrs. 1-3 Average ADM:	709.07	Number of Groups $\geq$ 40:	8

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth	
<b>Combined</b>	No	No	No	Yes		No	No	
<b>African American</b>	No	No	No	Yes		No	No	
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA	
<b>Caucasian</b>	No	No	Yes	Yes		No	Yes	
<b>Economically Disadvantaged</b>	No	No	No	No		No	No	
<b>LEP</b>	NA	NA	NA	NA		NA	NA	
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA	

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	NA	YES
MATH	YES	YES	YES	YES	YES	NA	NO

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

WATSON CHAPEL SCHOOL DISTRICT  
WATSON CHAPEL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	122	97	190	104	96	112	408	313
# Attempted	238	229	399	240	224	193	861	662
% Proficient	51.3	42.4	47.6	43.3	42.9	58	47.4	47.3
AYP Status	SI_1	SI_1	SI_2	SI_2	SI_3	SI_M	SI_3	SI_M
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	69	51	105	55	42	56	216	162
# Attempted	162	166	276	161	143	124	581	451
% Proficient	42.6	30.7	38	34.2	29.4	45.2	37.2	35.9
AYP Status	SI_1	SI_5	SI_2	SI_6	SI_3	SI_M	SI_3	SI_M
<b>HISPANIC POPULATION</b>								
# Proficient	0	0	2	2	3	1	5	3
# Attempted	1	0	2	2	4	2	7	4
% Proficient	0	NA	100	100	75	50	71.4	75
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	53	46	82	47	51	54	186	147
# Attempted	74	62	119	76	77	65	270	203
% Proficient	71.6	74.2	68.9	61.8	66.2	83.1	68.9	72.4
AYP Status	MS	MS	MS	A	A	MS	A	MS
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	47	34	74	42	36	42	157	118
# Attempted	111	122	208	116	132	107	451	345
% Proficient	42.3	27.9	35.6	36.2	27.3	39.3	34.8	34.2
AYP Status	SI_1	SI_5	SI_2	SI_M	SI_3	SI_6	SI_3	SI_6
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	1	1	0	0	0	2	1	3
# Attempted	3	26	7	23	7	22	17	71
% Proficient	33.3	3.8	0	0	0	9.1	5.9	4.2
AYP Status	NA	NA	NA	NA	NA	NA	NA	A



# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

WATSON CHAPEL SCHOOL DISTRICT    Report Completed: 11/03/2011  
WATSON CHAPEL HIGH SCHOOL    AYP Status: State Directed (SD-7)  
Math AMO: 73.45    Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

### Math Eligible?

### Literacy Eligible?

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -4.8)	YES
2010-2011 AYP STATUS	SI_3	SI_M(SH)

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -8.7)	YES
2010-2011 AYP STATUS	SI_3	SI_M(SH)

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-25.0)	NO(-50.0)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -2.7)	YES
2010-2011 AYP STATUS	A	MS (SH)

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -8.3)	NO( 3.0)
2010-2011 AYP STATUS	SI_3	SI_6

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	NO(78%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 0.0)	NO( 9.1)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

WATSON CHAPEL SCHOOL DISTRICT  
WATSON CHAPEL HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-7)  
Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	224	96	42.9	NA	42.9	No
Af.Amer.	143	42	29.4	NA	29.4	No
Hispanic	4	3	75	NA	75	NA
Caucasian	77	51	66.2	NA	66.2	No
Econ.Dis.	132	36	27.3	NA	27.3	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	7	0	0	NA	0	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	193	112	58	NA	58	No
Af.Amer.	124	56	45.2	NA	45.2	No
Hispanic	2	1	50	NA	50	NA
Caucasian	65	54	83.1	NA	83.1	Yes
Econ.Dis.	107	42	39.3	NA	39.3	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	22	2	9.1	NA	9.1	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	672.65	660.94	636.81	656.80
Average Daily Membership:	726.28	706.40	694.53	709.07

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: WATSON CHAPEL SCHOOL DISTRICT	Superintendent: DANNY HAZELWOOD
School: <b>WATSON CHAPEL HIGH SCHOOL</b>	Principal: LEYDEL WILLIS
LEA: 3509067	Grades: 10 - 12
Address: 4000 CAMDEN RD. PINE BLUFF, AR 71603	Enrollment: 720
Phone: 870-879-3230	Attendance Rate: 94.91% (3 QTR AVG)
	Poverty Rate: 59.44%

### Needs Improvement Focus School

#### Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	219	YES	297	YES
Targeted Achievement Gap Group	138	YES	204	NO(94%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	142	YES	218	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	71	YES	74	YES
Economically Disadvantaged	133	YES	201	NO(94%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	YES	13	YES

#### Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	276	83.33	85.96
Targeted Achievement Gap Group	157	83.44	84.29
Two Year Graduation Rate			
All Students	524	83.97	85.96
Targeted Achievement Gap Group	297	83.16	84.29
ESEA Subgroups	2011 Graduation Rate		
African Americans	186	85.48	87.82
Hispanic	n < 10	n < 10	n < 10
White	86	80.23	81.42
Economically Disadvantaged	143	85.31	86.29
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	32	68.75	68.49

#### Needs Improvement School in Literacy

##### Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	209	56.46	61.53	268	40.67	47.62
Targeted Achievement Gap Group	130	45.38	43.98	184	30.43	32.96
	Three Year Literacy			Three Year Math		
All Students	642	52.02	61.53	891	44.33	47.62
Targeted Achievement Gap Group	366	39.07	43.98	528	31.44	32.96
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	135	46.67	49.73	195	32.82	35.26
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	68	75.00	84.49	69	62.32	69.04
Economically Disadvantaged	125	45.60	44.31	181	29.83	33.33
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	53.33	16.67	13	23.08	8.33

<b>District: WATSON CHAPEL SCHOOL DISTRICT</b>	<b>Superintendent: DANNY HAZELWOOD</b>
School: WATSON CHAPEL HIGH SCHOOL	Principal: LEYDEL WILLIS
LEA: 3509067	Grades: 10-12
Address: 4000 CAMDEN RD.	Enrollment: 736
PINE BLUFF, AR 71603	Attendance (3 QTR AVG): 96.05
Phone: 870-879-3230	Poverty Rate: 65.49

OVERALL SCHOOL STATUS: **FOCUS**

**PERCENT TESTED**

PERCENT TESTED STATUS:	<b>NEEDS IMPROVEMENT</b>					
	<b>LITERACY</b>			<b>MATHEMATICS</b>		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	241	247	97.57	174	181	96.13
Targeted Achievement Gap Group	164	170	96.47	125	132	94.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	177	181	97.79	135	139	97.12
Hispanic						
White	62	64	96.88	30	32	93.75
Economically Disadvantaged	161	166	96.99	123	130	94.62
English Language Learners						
Students with Disabilities	24	26	92.31			

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>STATUS PERFORMANCE -- LITERACY</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	130	235	55.32	65.03	91.00
Targeted Achievement Gap Group	75	160	46.88	49.08	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	360	637	56.51	65.03	91.00
Targeted Achievement Gap Group	176	398	44.22	49.08	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	81	173	46.82	54.30	
Hispanic				58.33	
White	48	61	78.69	85.90	
Economically Disadvantaged	75	157	47.77	49.38	
English Language Learners				16.67	
Students with Disabilities	9	24	37.50	24.24	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>STATUS PERFORMANCE -- MATHEMATICS</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	46	168	27.38	52.38	92.00
Targeted Achievement Gap Group	30	119	25.21	39.06	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	251	660	38.03	52.38	92.00
Targeted Achievement Gap Group	122	437	27.92	39.06	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	26	129	20.16	41.14	
Hispanic				79.17	
White	16	30	53.33	71.86	
Economically Disadvantaged	30	117	25.64	39.39	
English Language Learners				16.67	
Students with Disabilities				16.67	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS:	<b>NEEDS IMPROVEMENT</b>				
	<b>2012 SCHOOL GRADUATION RATE</b>				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	182	220	82.73	87.23	94.00
Targeted Achievement Gap Group	91	121	75.21	85.72	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	622	744	83.60	87.23	94.00
Targeted Achievement Gap Group	338	418	80.86	85.72	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	110	137	80.29	88.93	
Hispanic					
White	67	78	85.90	83.11	
Economically Disadvantaged	86	114	75.44	87.53	
English Language Learners					
Students with Disabilities	18	24	75.00	71.36	



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

District: Watson Chapel  
School: Watson Chapel High School  
Review Team Members: LaDonna Spain, Janie Hickman, and Dr. Mitzzi Smith

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

Evidence/Background/Findings	Recommendations															
<p>There is a gap between scores of African American and Caucasian students.</p> <p>Percent of students scoring proficient or advanced on Grade 11 Literacy Exams:</p> <table><tr><th></th><th>White</th><th>African American</th></tr><tr><td>2011</td><td>83.1 %</td><td>46.0 %</td></tr><tr><td>2012</td><td>75.0 %</td><td>46.7 %</td></tr><tr><td>2013</td><td>78.69 %</td><td>46.82 %</td></tr><tr><td>2014</td><td>68.97%</td><td>46.01 %</td></tr></table>		White	African American	2011	83.1 %	46.0 %	2012	75.0 %	46.7 %	2013	78.69 %	46.82 %	2014	68.97%	46.01 %	<ul style="list-style-type: none"><li>• Literacy teachers should collaboratively identify struggling learners and develop interventions to address individual learning needs.</li><li>• School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment instrument.</li><li>• School leadership should develop a school-wide literacy initiative with faculty and staff integrating research-based instructional strategies to support Arkansas Frameworks.</li><li>• School leadership should develop a plan to monitor and assess the effectiveness of the initiative.</li></ul>
	White	African American														
2011	83.1 %	46.0 %														
2012	75.0 %	46.7 %														
2013	78.69 %	46.82 %														
2014	68.97%	46.01 %														

	<p>Preliminary 2014 ESEA Accountability Reports show three year average performance of All Students at the high school in math is 34.32 percent; three year performance for All Students at the junior high school in math is 51.98 percent.</p> <p>Percent of students scoring proficient or advanced on Math End-of-Course Exams:</p> <table data-bbox="974 403 1112 1142"> <thead> <tr> <th></th><th>White</th><th>African American</th></tr> </thead> <tbody> <tr> <td>2012</td><td>62.32 %</td><td>32.82 %</td></tr> <tr> <td>2013</td><td>53.33 %</td><td>20.16 %</td></tr> <tr> <td>2014</td><td>62.96 %</td><td>22.52 %</td></tr> </tbody> </table> <p>The district has contracted an external provider to support the effective implementation of school improvement interventions.</p>		White	African American	2012	62.32 %	32.82 %	2013	53.33 %	20.16 %	2014	62.96 %	22.52 %	<ul style="list-style-type: none"> <li>• Identify struggling learners and develop interventions to address individual learning needs.</li> <li>• School leadership, in collaboration with the external provider, should develop a process to monitor "proficient" and "advanced" students from the junior high so those students do not regress in skill level.</li> <li>• High school math teachers, in collaboration with junior high math teachers, should identify struggling learners in math, and plan differentiated instruction to meet individual learning needs.</li> <li>• High school leadership should develop methods to frequently monitor individual student progress in math of the students rising from junior high that are proficient in math.</li> <li>• The district leadership team should develop a vertical plan to increase student achievement in math K-12.</li> </ul>
	White	African American												
2012	62.32 %	32.82 %												
2013	53.33 %	20.16 %												
2014	62.96 %	22.52 %												
	<p>The district has structured the building with two co-principals. Interviews with the co-principals revealed neither was clear regarding job responsibilities. One principal did not know what an Academic Improvement Plan (AIP) was. The other principal did not know the status of these plans and indicated the Gifted and Talented teacher would know.</p> <p>Teacher interviews indicated the lack of an identifiable instructional leader in the building.</p>	<ul style="list-style-type: none"> <li>• The district administration should clarify co-principals' job responsibilities.</li> </ul>												

	<p>Faculty interviews and professional development agendas for August in-service identified that all teachers are not aware of the process for regularly examining student data to inform instruction.</p>	<ul style="list-style-type: none"> <li>District and school leadership should provide training to all teachers on the process for regularly collecting and analyzing student data and planning interventions to increase student progress.</li> </ul>
	<p>Faculty interviews revealed there is not systemic buy-in from all teachers regarding the following:</p> <ol style="list-style-type: none"> <li>taking increasing student achievement seriously</li> <li>completing special education forms</li> <li>posting grades in the electronic Gradebook.</li> </ol> <p>During student interviews, it was stated that some teachers give "busy" work such as crossword puzzles or worksheets; also, not all teachers are teaching or providing explanations.</p>	<ul style="list-style-type: none"> <li>School leadership should hold teachers accountable for meeting all job-related expectations in a timely manner.</li> <li>The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.</li> </ul>

## Academic Distress Pre-Evaluation Form

District: Watson Chapel  
 School: Watson Chapel High School  
 School Improvement Specialist: **Dr. Mitzi Smith**  
 Data Review Team: **LaDonna Spain, Lisa Knoedl, and Dr. Mitzi Smith**

Date: 8 / 6 / 14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p><b>Literacy:</b> In literacy all student populations are struggling except special education. Literacy scores for 2014 showed 50% proficient and in 2013 (55.32) proficient.</p> <p><b>Males/Females:</b> There is a noticeable difference and pattern between the female and males from 2009-2012. In 2010, 53.1% females proficient or above versus 34.6 for males; in 2011 62.2% for females versus 54.7% for males; in 2012 62.4% females scored proficient vs. 48.9 for males.</p> <p>There is also a noticeable gap starting in 6<sup>th</sup> grade between male and female proficiency scores which continues through the end of course exams at the high school.</p> <p><b>Ethnic gaps.</b> There is also a gap in scores between African American students and</p>	<ol style="list-style-type: none"> <li>1. What will the school do differently to address student learning needs?</li> <li>2. What individualized intervention plans will be in place to track individual student progress or lack of progress for change in practice?</li> <li>3. What interventions are in place to address male student needs starting at the 7<sup>th</sup> grade?</li> <li>4. How is the building aligning teacher schedules for common planning and ongoing professional development?</li> <li>5. What interventions are in place to address the African-American student needs?</li> </ol>	<p><b>Curriculum and Instruction Specialist-Literacy</b></p>



<p>Caucasian students. On the 2009-10 Literacy Exam for grade 11, Caucasian students scored 61.8 and African American students scored 34.2. In the 2010-11 year, 83.1% of the Caucasian students scored proficient vs. 46% for the African Americans. In 2011-12, 75% of the Caucasian students scored proficient vs. 46.7% for the African-Americans.</p>		
<p><b>District alignment.</b> Literacy and math scores from grades 1-9 on the norm referenced tests for the district from 2009-2012 show a marked difference from the state scores as much as a 20 point difference in most grade levels. For grade 1, the district percentage was 34% reading comprehension compared to the state avg. of 56%. In math problems for grade 1, the district had 23% compared to 56% for the state avg. Grade 9 showed 36% for the district reading comprehension compared to 50% for the state. In math problems, 37% of students in grade 9 scored proficient or advanced compared to 49% for the state.</p>		
<p><b>Geometry:</b> In 2013, no group met the AMO for student performance in Geometry. All groups were more than 10pts. away from the AMO. All students scored 27.27% and the AMO was 52.38. The TAAG group had 23.93% proficient</p>		<p>Curriculum Specialist- math</p>

<p>or advanced. Previous years' scores are as follows:</p> <p>2009-10 51.1% Combined 38.7 African American 37.7 Economically Disad.</p> <p>2010-11 43.8 Combined 30.3 African American 38.1 Ec. Disad.</p> <p>2011-12 40.5 Combined 32.3 African American 29.8 Ec. Disad.</p> <p><b>Under School Environment Indicator</b> Student Assaults went from 0 in 2011-12 to 4 in 2012-13. District assaults went from 13 in 2011 to 87 in 2013. There was one staff assault in 2012-13.</p> <p><b>Attendance Rate:</b> In the 2012-13 school year, the Hispanic attendance rate for the school was 87.8% and for the Limited English Proficient students 9.1%.</p>		
	<p>6. How is the district or school addressing the timeliness of pulling reports for attendance?</p> <p>7. What procedures or practices are currently in place to collect or address attendance, tardies, etc...?</p> <p>8. What process is in place to address students with attendance and/or tardy problems?</p>	

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

## District and School Information

District:	PULASKI CO. SPEC. SCHOOL DIST.	School:	WILBUR D. MILLS HIGH SCHOOL
LEA:	6003	LEA:	6003125
Superintendent:	CHARLES HOPSON	Principal:	MICHAEL NELLUMS
Address:	315 ROCK ST. APT 1201	Address:	35 BERKSHIRE
City:	LITTLE ROCK, AR 72202	County:	PULASKI
Phone:	501-490-2000	Phone:	501-490-5700

## Overall School AYP Information

2011 AYP Status: State Directed (SD-8)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_8
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_4
Met Standards for Graduation:	YES	Overall Grad Status:	SI_M

Prior Year AYP Status: State Directed (SD-7)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	25%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	2
Minimum N*:	40	Qtrs. 1-3 Average ADM:	732.08	Number of Groups $\geq$ 40:	8

## Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
<b>Combined</b>	No	No	No	No		No	No
<b>African American</b>	No	No	No	Yes		No	No
<b>Hispanic</b>	NA	NA	NA	NA		NA	NA
<b>Caucasian</b>	No	No	No	No		No	No
<b>Economically Disadvantaged</b>	No	No	No	Yes		No	No
<b>LEP</b>	NA	NA	NA	NA		NA	NA
<b>Students with a Disability</b>	NA	NA	NA	NA		NA	NA

## Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	YES	YES	YES	NO
MATH	YES	YES	NO(94%)	YES	YES	YES	YES

\*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST.  
WILBUR D. MILLS HIGH SCHOOL  
Math AMO: 73.45

Report Completed: 11/03/2011  
AYP Status: State Directed (SD-8)  
Literacy AMO: 75.81

## SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
<b>COMBINED POPULATION</b>								
# Proficient	75	74	69	78	79	84	223	236
# Attempted	280	193	207	163	237	159	724	515
% Proficient	26.8	38.3	33.3	47.9	33.3	52.8	30.8	45.8
AYP Status	SI_2	SI_2	SI_3	SI_3	SI_4	SI_4	SI_4	SI_4
<b>AFRICAN-AMERICAN POPULATION</b>								
# Proficient	41	33	34	45	49	44	124	122
# Attempted	187	121	124	111	154	93	465	325
% Proficient	21.9	27.3	27.4	40.5	31.8	47.3	26.7	37.5
AYP Status	SI_6	A	SI_7	SI_1	SI_8	SI_M	SI_8	SI_M
<b>HISPANIC POPULATION</b>								
# Proficient	4	3	4	2	1	5	9	10
# Attempted	11	7	13	4	13	11	37	22
% Proficient	36.4	42.9	30.8	50	7.7	45.5	24.3	45.5
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>CAUCASIAN POPULATION</b>								
# Proficient	29	34	31	30	29	32	89	96
# Attempted	75	58	68	47	68	51	211	156
% Proficient	38.7	58.6	45.6	63.8	42.6	62.7	42.2	61.5
AYP Status	SI_2	A	SI_3	SI_1	SI_4	SI_2	SI_4	SI_2
<b>ECONOMICALLY DISADVANTAGED POPULATION</b>								
# Proficient	37	24	34	33	50	36	121	93
# Attempted	178	107	135	95	161	80	474	282
% Proficient	20.8	22.4	25.2	34.7	31.1	45	25.5	33
AYP Status	SI_6	SI_2	SI_7	SI_3	SI_8	SI_M	SI_8	SI_M
<b>LIMITED ENGLISH PROFICIENT POPULATION</b>								
# Proficient	0	1	1	0	0	0	1	1
# Attempted	7	3	5	0	6	3	18	6
% Proficient	0	33.3	20	NA	0	0	5.6	16.7
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
<b>STUDENTS WITH DISABILITIES</b>								
# Proficient	1	1	4	1	6	0	11	2
# Attempted	38	10	24	17	37	10	99	37
% Proficient	2.6	10	16.7	5.9	16.2	0	11.1	5.4
AYP Status	NA	NA	NA	NA	NA	NA	A	NA

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST. Report Completed: 11/03/2011  
 WILBUR D. MILLS HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:  
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

## COMBINED POPULATION

### Math Eligible?

### Literacy Eligible?

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 0.0)	NO( 5.0)
2010-2011 AYP STATUS	SI_4	SI_4

## AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 4.4)	YES
2010-2011 AYP STATUS	SI_8	SI_M(SH)

## HISPANIC POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-23.1)	NO( -4.5)
2010-2011 AYP STATUS	NA	NA

## CAUCASIAN POPULATION

Percent Tested	NO(94%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -2.9)	NO( -1.1)
2010-2011 AYP STATUS	SI_4	SI_2

## ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO( 5.9)	YES
2010-2011 AYP STATUS	SI_8	SI_M(SH)

## LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-20.0)	NA
2010-2011 AYP STATUS	NA	NA

## STUDENTS WITH DISABILITIES

Percent Tested	YES	NO(92%)
Graduation Rate	YES	YES
Prof. Change 10-11	NO( -0.5)	NO( -5.9)
2010-2011 AYP STATUS	NA	NA

\* (SH) indicates that Safe Harbor has been applied to status determination.

# 2011 Arkansas Adequate Yearly Progress: School Improvement Report

PULASKI CO. SPEC. SCHOOL DIST. Report Completed: 11/03/2011  
 WILBUR D. MILLS HIGH SCHOOL AYP Status: State Directed (SD-8)  
 Math AMO: 73.45 Literacy AMO: 75.81

## SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

### Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	237	79	33.3	NA	33.3	No
Af.Amer.	154	49	31.8	NA	31.8	No
Hispanic	13	1	7.7	NA	7.7	NA
Caucasian	68	29	42.6	NA	42.6	No
Econ.Dis.	161	50	31.1	NA	31.1	No
LEP	6	0	0	NA	0	NA
Stud.Dis.	37	6	16.2	NA	16.2	NA

### Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	159	84	52.8	NA	52.8	No
Af.Amer.	93	44	47.3	NA	47.3	No
Hispanic	11	5	45.5	NA	45.5	NA
Caucasian	51	32	62.7	NA	62.7	No
Econ.Dis.	80	36	45	NA	45	No
LEP	3	0	0	NA	0	NA
Stud.Dis.	10	0	0	NA	0	NA

\*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

\*\*Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

\*\*\*Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

## ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	723.13	706.58	696.37	708.69
Average Daily Membership:	734.75	729.70	731.79	732.08

## 2012 Arkansas School ESEA Accountability Report (11/15/12)

District: PULASKI CO. SPEC. SCHOOL DIST.	Superintendent: Jerry Guess
School: <b>WILBUR D. MILLS HIGH SCHOOL</b>	Principal: MICHAEL NELLUMS
LEA: 6003125	Grades: 09 - 12
Address: 35 BERKSHIRE	Enrollment: 759
LITTLE ROCK, AR 72204	Attendance Rate: 93.32% (3 QTR AVG)
Phone: 501-490-5700	Poverty Rate: 55.73%

### Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	173	YES	270	YES
Targeted Achievement Gap Group	108	YES	195	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	107	YES	173	YES
Hispanic	10	YES	17	NO(88%)
White	53	YES	75	YES
Economically Disadvantaged	103	YES	192	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	YES	27	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	236	65.68	65.22
Targeted Achievement Gap Group	115	66.09	65.54
Two Year Graduation Rate			
All Students	489	63.80	65.22
Targeted Achievement Gap Group	248	64.11	65.54
ESEA Subgroups	2011 Graduation Rate		
African Americans	150	71.33	71.75
Hispanic	n < 10	n < 10	n < 10
White	74	56.76	58.70
Economically Disadvantaged	104	65.38	66.94
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	24	75.00	71.79

Needs Improvement School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	165	53.33	56.76	226	50.88	38.89
Targeted Achievement Gap Group	104	39.42	47.62	167	44.91	35.78
Three Year Literacy			Three Year Math			
All Students	487	51.33	56.76	670	39.25	38.89
Targeted Achievement Gap Group	285	38.60	47.62	485	33.61	35.78
ESEA Subgroups	2012 Literacy		2012 Math			
African Americans	100	40.00	51.70	142	44.37	37.50
Hispanic	n < 10	n < 10	n < 10	10	40.00	15.38
White	53	77.36	65.85	69	65.22	47.43
Economically Disadvantaged	99	41.41	49.58	164	45.73	36.81
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	0.00	8.33	26	15.38	23.20

**District:**PULASKI CO. SPEC. SCHOOL DIST. **Superintendent:**JERRY GUESS  
**School:**WILBUR D. MILLS HIGH SCHOOL **Principal:**VERONICA PERKINS  
**LEA:**6003125 **Grades:**09-12  
**Address:**1205 E. Dixon RD **Enrollment:**747  
**Little Rock, AR 72206** **Attendance (3 QTR AVG):**94.13  
**Phone:**501-490-5700 **Poverty Rate:**52.07

OVERALL SCHOOL STATUS: **PRIORITY**

**PERCENT TESTED**

PERCENT TESTED STATUS: <b>NEEDS IMPROVEMENT</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	172	177	97.18	246	265	92.83
Targeted Achievement Gap Group	99	101	98.02	161	174	92.53
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	101	106	95.28	160	169	94.67
Hispanic				18	19	94.74
White	58	58	100.00	65	74	87.84
Economically Disadvantaged	97	99	97.98	150	163	92.02
English Language Learners				9	10	90.00
Students with Disabilities	19	19	100.00	24	25	96.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	83	161	51.55	60.69	91.00
Targeted Achievement Gap Group	34	89	38.20	52.38	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	255	485	52.58	60.69	91.00
Targeted Achievement Gap Group	111	277	40.07	52.38	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	49	96	51.04	56.09	
Hispanic				54.54	
White	30	54	55.56	68.96	
Economically Disadvantaged	34	87	39.08	54.17	
English Language Learners				16.67	
Students with Disabilities	0	18	0.00	16.67	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	75	214	35.05	44.44	92.00
Targeted Achievement Gap Group	46	142	32.39	41.62	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	269	677	39.73	44.44	92.00
Targeted Achievement Gap Group	174	486	35.80	41.62	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	40	138	28.99	43.18	
Hispanic	6	14	42.86	23.08	
White	27	60	45.00	52.21	
Economically Disadvantaged	42	131	32.06	42.55	
English Language Learners				16.67	
Students with Disabilities	6	24	25.00	30.18	

**2012 SCHOOL GRADUATION RATE**

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	154	210	73.33	68.38	94.00
Targeted Achievement Gap Group	81	114	71.05	68.68	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	466	699	66.67	68.38	94.00
Targeted Achievement Gap Group	240	362	66.30	68.68	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	100	124	80.65	74.32	
Hispanic	11	15	73.33	41.67	
White	39	67	58.21	62.46	
Economically Disadvantaged	78	107	72.90	69.94	
English Language Learners				44.44	
Students with Disabilities	11	19	57.89	74.36	





## ACADEMIC DISTRESS ADE EVALUATION TEAM RECOMMENDATIONS

**District:** Pulaski County Special School District

**School:** Wilbur Mills University Studies High School

**School Improvement Team Members:** Richard Wilde, Chante'le Williams, Lisa Knoedl, and Tiah Frazier

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations
	<p>A new building principal was appointed to Mills at the start of SY 14/15. The individual is highly motivated, and insightful in his approach to changing the culture of acceptance of low achievement. There is an obvious focus on student discipline and management and teachers are verbalizing improved satisfaction. However, the entire administrative team is new and this new leadership re-constituted the school leadership team (SLT). Interviews conducted by the ADE review team identified that neither the administration nor the SLT have an in-depth knowledge of the school improvement process or of the work that was conducted in the prior year.</p>	<ul style="list-style-type: none"> <li>• The external provider and district leadership should collaborate to accelerate the training and expansion of knowledge of the school improvement process with school administrators and the school leadership team.</li> <li>• Identification of data to be collected and analyzed should occur prior to the end of September, with follow-up in October related to "what to do if data indicators do not reflect positive trends."</li> <li>• In future hiring, district leadership should consider hiring experienced principals or developing an intensive leadership support plan for implementation on July 1 of the hire.</li> </ul>
	The ADE review team interviewed the principal. The	

	<p>principal reported feelings of high support from district administration. He identified personal attention from the Director of Secondary Education, an external provider to assist with Priority Improvement Plan implementation, and a consultant to assist with the Scholars Program. He also identified two assistant principals, two instructional coaches, and department chairs as support staff.</p> <p>The principal was not able to identify how funds in the ACSIP would be used to support efforts to improve student outcomes.</p>	
<p>Several types of observations (SIS Reports, External Provider Reports, District personnel, district hired expert in Gifted Education) have concluded that the block schedule, an innovation that has been in place several years, is not effectively implemented. In general, teachers are continuing to use lecture as the primary teaching methodology. Staff turnover has been high; thus any benefits from initial trainings when the model was adopted are no longer apparent. A two-hour inservice related to effective use of the block schedule was provided at the start of the school year.</p> <p>Arkansas Leadership Academy is in its second year of serving as the external provider for the school.</p>	<ul style="list-style-type: none"> <li>• Ongoing professional development should be provided related to instructional lessons in a block schedule.</li> <li>• The principal, external provider and instructional facilitators should identify teachers utilizing the block effectively and those with a rudimentary understanding of instructional technique in the block schedule. Additional and in-depth support should be provided for core teachers with novice level understanding of utilization of teaching in a block schedule, especially math.</li> </ul>	
<p>Approximately 30 percent of grade level cohorts typically pass the Algebra I EOC Exam at the middle school, and approximately 15 percent score proficient on the Geometry EOC Exam at the middle school level. These scores are not included in the High School proficiency, and thus it would appear that less than 50 percent of the student population are not proficient in math. Nearly 80 percent of the students enrolled in Algebra I at Mills High School have scored basic or below on the Eighth-Grade Benchmark math test.</p>	<ul style="list-style-type: none"> <li>• An accelerated plan should be implemented specific to Algebra, given that a large percentage of students are not proficient in eighth-grade mathematics. An example of this would be a year-long daily course in Algebra (which given the A/B Block Schedule would be two math periods, one on A day and one on B day).</li> </ul>	

	<p>Interviews with instructional facilitators and members of the school leadership team identified the primary plan for supporting students in general education classes was to provide a targeted 20 to 30 minute supplemental class one day per week in math and one day per week in literacy.</p>	<ul style="list-style-type: none"> <li>• The external provider and the district leadership team should meet monthly to review ACSIP action steps and revise the ACSIP according to student progress in algebra, geometry, and Students with Disabilities in both content areas.</li> </ul>
	<p>At Mills High School, Students with Disabilities (SWD) progress data reflect an ongoing trend of very few scoring proficient or meeting growth expectations.</p>	<ul style="list-style-type: none"> <li>• The principal, district leadership team, external provider, and school leadership team should evaluate the service delivery model and growth indicators of Students with Disabilities, and implement additional supports for this TAGG population. The school leadership team should establish a focus and support plan specific to Students with Disabilities.</li> </ul>
	<p>The ADI/Indistar School Improvement Model is based on the idea that a team structure is incorporated into the decision-making process of the school. Further, it is identified in the initial needs assessments that “instructional teams” should be developed with a work plan inclusive of developing common units with pre-and post-tests so that student progress can be monitored in seven to 15 day increments, with instructional teams reviewing the data to identify re-teaching groups, emphasis for the next unit, and professional development needed in order to fully engage all students. School leadership would then monitor post-assessment results to guide support efforts. Further, in the Indistar School Improvement Model, an instructional team or sub-committee of the school leadership team would focus on any TAGG subgroup that was not making academic progress. Staff interviews identified that current administration and school leadership team members are not trained in this model, and thus are not fully engaged in this process.</p>	<ul style="list-style-type: none"> <li>• District leadership and the external provider should accelerate the training of school administrators, school leadership team members, and core-content teachers in the rapid improvement/turnaround model so that change in leadership does not mean a restart at step one of the school improvement process.</li> <li>• The external provider, principal, and instructional facilitators, along with instructional teams should develop pre- and post-tests (at least for math and literacy) for units of instruction that are approximately seven to 15 periods in length. Data from unit exams should be reviewed by the school leadership team to determine levels of support to be provided to individual teachers.</li> </ul>

	<p>The ADE review team interviewed a representative group of students and identified that students attending Mills High School tended to fall into two groups; those in the Scholars Track (Gifted Magnet) or those in the general education track (primarily for attendance area students). Students reported feeling safe at school and in general were very supportive of the change in administration even though many of the rules seemed to "not make sense." Interestingly, both groups identified the perception that the general education track lacked rigor and challenge, and thus were boring in nature. Students in the Scholars Track reported that school "felt" like two different schools in the same space. It was further identified that most of the Scholar Track students in a cohort pass algebra in middle school and approximately one half pass geometry. Thus, algebra courses at Mills primarily serve students who did not score proficient on Benchmark exams on eighth-grade math. Interestingly, given that Mills High is on a four-period, rotating block schedule, students can fail most freshman classes and still graduate on time. Students in both groups also reported being aware of annual turnover of teachers in the general track classes. Teachers in the Scholars Track were considered to be more consistent.</p>	<ul style="list-style-type: none"> <li>• The principal should establish a student leadership committee representative of the student population with the intent of using student voice to identify actions and activities for school improvement.</li> </ul>
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## Academic Distress Pre-Evaluation Form

District: Pulaski County Special School District

School: Wilbur D. Mills University Studies High School

School Improvement Specialist: Richard Wilde

Data Review Team: Richard Wilde, Renata Bryant, John Harris, Susan Riding, Robert Toney

Date: \_8/\_15/\_2014\_\_

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>Between 97 percent and 100 percent of the students complete the State Literacy Assessment. Approximately 90 percent of students annually complete the State Math EOC examination.</p> <p>Three year Literacy trend data indicated that approximately 57 percent of the students assessed were identified as TAGG. Three year Math EOC trend data identified that approximately 72 percent of the students tested were identified as TAGG.</p>	<p>What variables lead to the higher percentage of participation in Literacy assessments? Maturity (age at test)? test dates? student engagement? other variable?</p> <p>What has been done to address this difference in percent tested?</p> <p>What variables would exist that result in a lower percentage of TAGG students being in the Literacy Assessment than in the Math EOC assessments?</p> <p>What impact on instruction does the higher TAGG population in the math assessments have on overall math performance test data?</p>	<p>Team should include expertise in assessment and testing.</p> <p>Team should include expertise in teaching students consider at risk of school failure.</p>

<p>2012 Graduation rate was at 73 percent with minority student graduation rates between 70 and 80 percent. Less than 60 percent of the “white” students and the less than 60 percent of the students with disabilities graduated.</p>	<p>Given state data identifying “white” students as graduating in a higher percentage than TAGG populations, what would cause this inverse in state pattern?</p>	
<p>Three year trend data on the State Literacy Assessment indicates approximately 51 percent of the students are proficient. Only about 38 percent of the TAGG students included in the three year trend data were proficient in Literacy. In 2013 no SWD scored proficient. Preliminary data from the 2014 Literacy Assessment suggests that 60 percent of the students scored proficient. (Both the principal and literacy coach have taken positions with other school districts.)</p>	<p>Are TAGG and non-TAGG populations integrated into the same courses?</p> <p>Where do SWD receive their math and literacy instruction? Do SWD have the same access to HQ content teachers?</p> <p>Does the use of Block Schedule as implemented at Mills benefit non-TAGG population more than TAGG students?</p>	<p>Team should include expertise in the teaching of students with disabilities.</p> <p>Team should include expertise in utilization of the Block Schedule.</p>
<p>Three year trend data in state Math EOC assessments indicated approximately 40 percent of the “all” students scored proficient and 35 percent of the TAGG</p>	<p>Is the curriculum aligned in Algebra and Geometry?</p>	<p>Team should include expertise in math alignment.</p>

<p>students. 2013 EOC results were 3 to 5 percentage points lower for both groups. Six of 24 special education students scored proficient (25%). 2014 preliminary Math EOC results suggest a 3% to 5% decrease in proficient students.</p>	<p>Do the TAGG and non-TAGG student populations have the same teachers in the area of math?</p> <p>Are there any additional supports in place for TAGG students in the area of learning mathematics?</p>	<p>Team should include expertise in programs for teaching mathematics to students from historically Achievement Gap Groups.</p>
<p>Scholastic audit results from 2010-11 identified teachers did not appear to adjust traditional teaching style to correspond with the utilization of the Block Schedule. The 2013-14 SIS reports also identified concerns in this area.</p>	<p>Have the teachers received additional and ongoing PD in the utilization of the Block Schedule?</p>	<p>Team should include expertise in effective use of the Block Schedule.</p>
<p>2013-2014 SIS reports identified that approximately 40 percent of the student population are identified as gifted (Scholars Program). This would indicate that only a small percentage of students in the general education program are proficient.</p>	<p>What are the staffing patterns for the Gifted Program compared to the Non-Gifted Program?</p> <p>How does the disaggregated student test results based on Gifted and Non-Gifted status reflect student progress?</p> <p>Do non-Gifted students have similar supports as the Gifted students?</p>	<p>Team should include expertise in education of the gifted.</p> <p>Team should include expertise in disaggregation of data.</p>
