

# Annual Report 2023-2024



**Northcentral Arkansas Education Service Cooperative**

PO Box 739

99 Haley Street

Melbourne, AR 72556

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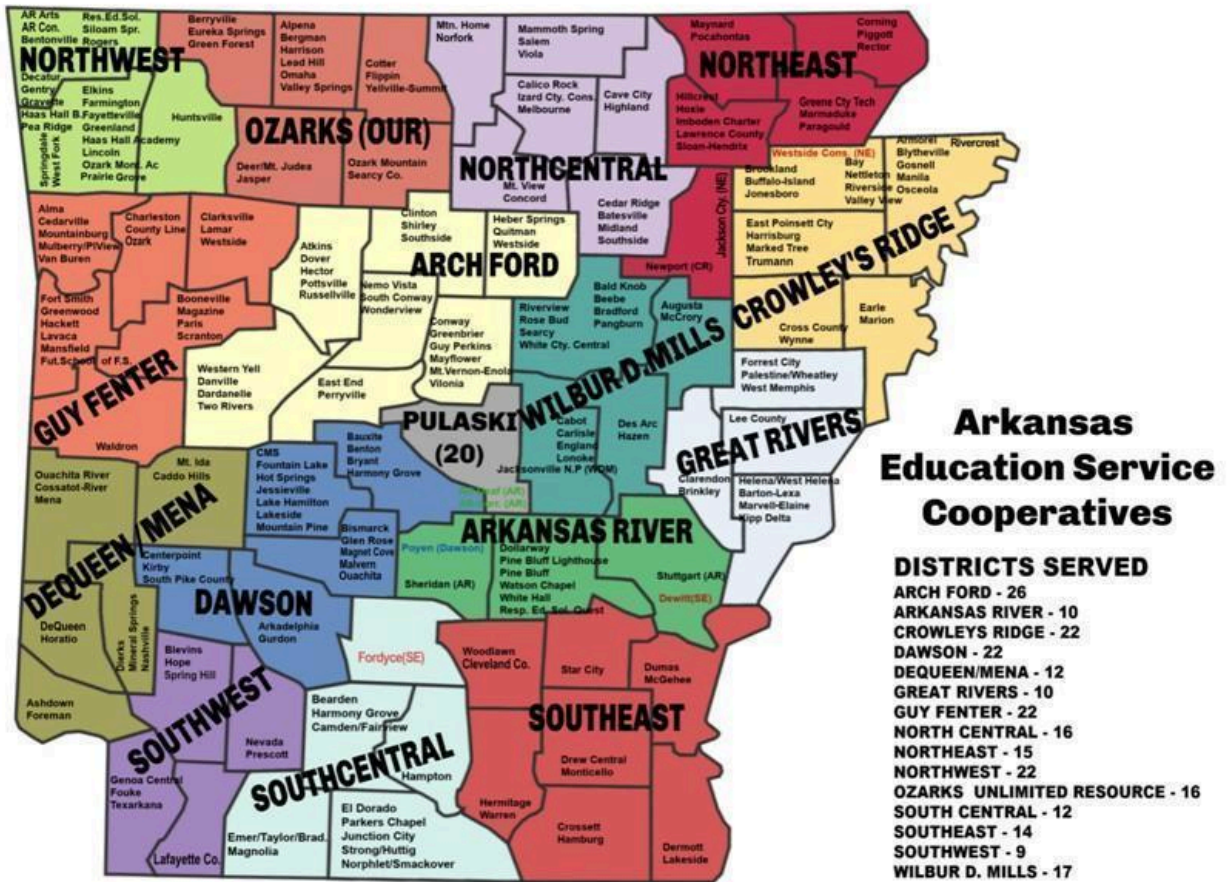
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## **Message From the Director**

The Northcentral Arkansas Education Service Cooperative was established in 1985 by Act 349 of 1985 along with 14 other cooperatives around the state. Since the beginning, education cooperatives have been a major part of the education delivery system in Arkansas and have evolved to become the essential third leg on the stool along with the Arkansas Department of Education and the individual school districts.

Every cooperative has the word "Service" in their name and service is the true purpose of the cooperatives. As superintendent for many years, I was always very appreciative of the services NAESC provided to my district, teachers, staff, and most importantly our students. All the services at NAESC are just a means to an end of helping students to lead successful and productive lives. All the staff at NAESC take this responsibility very seriously and we are dedicated to helping our districts in any way possible to assist them in serving the needs of their students.

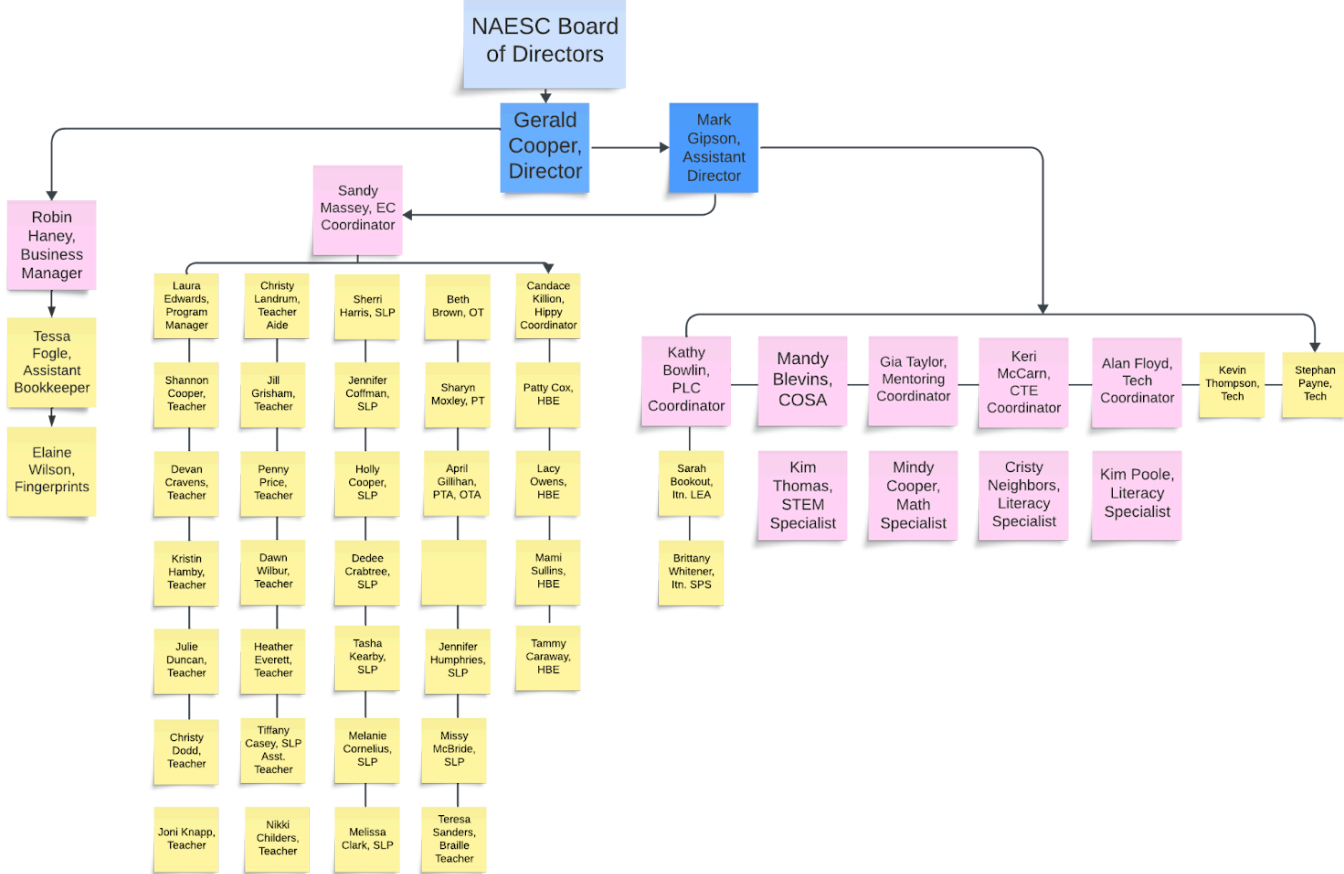
The following report of activities for 2023-24 was prepared by our staff to inform our member schools, the Arkansas Department of Education, members of the Arkansas General Assembly and the Governor's office, of the comprehensive service we have provided to our member districts.



## MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to transform generations through learning.

# Organizational Chart



## Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZard County, Mammoth Spring, Melbourne, Midland, Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

### Officers of the Board

Mr. Jerry Skidmore	President	Calico Rock
Mr. Dion Stevens	Vice-President	Southside
Mr. Alyson Dewey	Secretary	Mountain Home

### Members of the Board

Dr. Ken James	Member	Batesville
Mr. Steven Green	Member	Cave City
Mrs. Tracey Owens	Member	Cedar Ridge
Mr. Travis Fletcher	Member	Concord
Mr. Jeremy Lewis	Member	Highland
Mr. Fred Walker	Member	IZard County
Mrs. Jennie Whisnant	Member	Mammoth Spring
Mr. Tim Massey	Member	Melbourne
Mr. Toby Crosby	Member	Midland
Mr. Brent Howard	Member	Mountain View
Mr. Chip Layne	Member	Norfolk
Mr. Wayne Gultner	Member	Salem
Mr. John May	Member	Viola

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

Member	District	Term Expires
Judy Rogers	Batesville	2024-25
Ashley Coley	Calico Rock	2026-27
Nikki Amo	Cave City	2023-24
Abbi Limbaugh	Cedar Ridge	2023-24
Stephanie Langley	Concord	2024-25
Ashley Lewis	Highland	2023-24
Courtney Selph	IZard County	2025-26
Pam Savage	Mammoth Spring	2025-26

Joanna Fulbright	Melbourne	2024-25
Allison Martin	Midland	2023-24
Melissa Czeschin	Mountain Home	2022-23
Carrie Reading	Mountain View	2024-25
Mandy Bennett	Norfolk	2024-25
David Turnbough	Salem	2025-26
Kim Stalker	Southside	2025-26
Jurlene Richmond	Viola	2023-24

# Education Service Cooperative (ESC) Annual Report

LEA#: 3320

ESC#:

**ESC Name:** Northcentral Arkansas Education Service Cooperative

**Address:** 99 Haley Street, P.O. Box 739, Melbourne, AR 72556

**Director:** Mr. Gerald Cooper

**Teacher Center Coordinator:** Mark Gipson

**Names of Counties Served:** Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

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**Number of Districts:** 16

**Number of Students:** 18, 447

**Number of Teachers:** 1537 FTE

## **Governance:**

A. How is co-op governed? **Board of Directors**

How many members on Board? **16**

Executive Committee? **No**

How many times did Board meet: **12**

When is regular meeting? **The second Wednesday of each month**

Date of current year's annual meeting: **June 11, 2024**

B. Does co-op have Teacher Center Committee? **Yes**

If yes, then:

How many members on Teacher Center Committee? **16**

How many members are teachers? **13**

How many times did Teacher Center Committee meet? **3**

When is regular meeting: **The day after IL meetings**

C. When was the most recent survey/needs assessment conducted? **1/7/24**

D. Have written policies been filed with the ADE: **Yes**



## II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

### Northcentral Arkansas Educational Service Cooperative Employees 2023/2024

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

Name	Position	Funding Source	New Hire	Resigned
Amanda Blevins	COSA	S/D		
Sarah Bookout	Itinerant LEA	D		
Kathy Bowlin	TRVP Coordinator	D		
Beth Brown	EC Occupational Therapist	D		
Tiffany Casey	Speech Language Pathology Assistant	D		
Tammy Caraway	HIPPY HBE	D		
Nikki Childers	EC Special Education Teacher	D		6/30/24
Melissa Clark	EC Speech Language Pathologist	D		
Jennifer Coffman	EC Speech Language Pathologist	D		
Gerald Cooper	Director	B		6/30/24
Mindy Cooper	Math Specialist	S		
Holly Cooper	EC Speech Language Pathologist	D		
Shannon Cooper	EC Special Education Teacher	D		
Melanie Cornelius	EC Speech Language Pathologist	D		
Patricia Cox	HIPPY	F		
Deede Crabtree	EC Speech Language Pathologist	D		6/30/24
Devin Cravens	EC Special Education Teacher	D		
Christy Dodd	EC Special Education Teacher	D		6/30/24
Laura Edwards	EC Sp Education Teacher/EC Mgr.	D		
Heather Everett	EC Sp Education Teacher	D		
Alan Floyd	Technology Coordinator	S		
Tessa Fogle	Assistant Bookkeeper	S		5/31/24
Aprill Gillihan	OTA/PTA	D		
Mark Gipson	Assistant Director/TCC	B		

Jill Grisham	EC Special Education Teacher	S		
Kristin Hamby	EC Special Education Teacher	D		
Robin Haney	Business Manager/Bookkeeper	B		
Suzonne Harber	Assistant Bookkeeper	S		12/8/23
Tessa Fogle	Assistant Bookkeeper	S	12/9/23	
Sheri Harris	EC Speech Language Pathologist	D		
Jennifer Humphries	Itinerant Certified Employee- SLP	D		
Christy Jeffrey-Landrum	EC Teaching Assistant	D		
Natasha Kearbey	EC Speech Language Pathologist	D		
Candace Killian	HIPPY Coordinator	F		
Joni Knapp	EC Special Education Teacher	D		
Sandy Massey	Early Childhood Coordinator	D		
Missy McBride	Itinerant Certified Employee-SLP	D		
Keri McCarn	Literacy Specialist	S/F		
Sharyn Moxley	EC Physical Therapist	D		
Cristy Neighbors	Literacy Specialist	S		
Lacy Owens	HIPPY	F		
Stephan Payne	Computer Technician	D		
Kim Poole	Literacy Specialist	S		
Penny Price	EC Special Education Teacher	D		
Lorrie Sadler	Itinerant-LEA	D		
Teresa Sanders	Itinerant Certified Employee-Vision	D		
Mami Sullins	HIPPY HBE	F		
Gia Taylor	Mentoring/ArPEP/GT Coordinator	S		
Kim Thomas	STEM Specialist	S		6/30/24
Kevin Thompson	Computer Technician	D		
Dawn Wilbur	EC Special Education Teacher	D		
Elaine Wilson	Fingerprinting	B		5/31/24
Brittany Whitener	Itinerant-SPS	D		

### III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (\*) beside those that provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [ ] NO [ X ]

If yes, then:

Approximate the number of titles in media center:

Does the co-op provide delivery to the districts? YES [ ] NO [ X ]

How many districts participate in the media program?

How many titles (including duplicate counts) were provided to schools during this current year?

Do districts contribute dollars to the media services? YES [ ] NO [ X ]

If yes, then:

How are media/technology charges per district determined (formal or per ADM)?

Please describe:

Does the co-op operate a "make-and-take" center for teachers? YES [ ] NO [ X ]

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.

#### **IV. ADMINISTRATIVE SERVICES**

Please check administrative services offered through the co-op:

- Cooperative purchasing
- Conduct Annual Needs Assessment /Planning assistance
- Special education services
- Gifted and talented assistance
- Grant writing assistance
- Personnel application
- Assist/support with Evaluation procedures (OSR, Federal and Categorical Monitoring, GT Program evaluation, etc.)
- Migrant student Identification
- Bookkeeping assistance
- Technology training
- Curriculum support (Common Core State Standards)
- Business Management training
- Computer technician
- E-Rate applications
- Assessment data analysis
- Instructional facilitator training
- Math/Science/Literacy specialists
- Numerous professional development opportunities for teachers
- Administrators and Local Board Members Training
- Other (please specify) Live Scan Fingerprinting Services

## **V. DIRECT SERVICES TO STUDENTS**

Please check the student services provided through the co-op:

- Student assessment program
- Itinerant teachers – please list areas: (ECSE, SPED)
- Occupational therapy and physical therapy
- Transition Assistance
- Mentor programs (Teacher Mentoring Program)
- Gifted/talented programs: 16 participating districts
- Digital instruction (Ex. AR iTunes U, podcasts)
- Speech Pathology Services
- HIPPY
- Low incidence handicapped (vision/hearing)
- Other (Please specify):

## VI. ANECDOTAL REPORTS

### ESC WORKS

Funding Source: **Arkansas Educational Service Cooperatives,  
Arkansas Department of Elementary and Secondary Education**

Competitive Grant: **No**  
Restricted Non-Restricted

#### **Participating Entities**

Arch Ford Education Service Cooperative	Northcentral Arkansas Educational Service Cooperative	Wilbur D. Mills Education Service Cooperative
Arkansas River Education Service Cooperative	Northeast Arkansas Educational Cooperative	Arkansas Department of Elementary and Secondary Education
Crowley's Ridge Education Service Cooperative	Northwest Arkansas Education Service Cooperative	
Dawson Education Service Cooperative	Ozarks Unlimited Resources Education Service Cooperative	
DeQueen/Mena Education Service Cooperative	South Central Service Cooperative	
Great Rivers Education Service Cooperative	Southeast Service Cooperative	
Guy Fenter Education Service Cooperative	Southwest Arkansas Education Cooperative	

#### **Purpose**

Since 2004, the escWorks platform has been used across the state to house professional development hours required by Arkansas law to renew and retain teaching licenses and certifications. escWorks is an event management software that can schedule and track professional development offerings online. It then produces reports to quickly and clearly communicate services provided or taken over time. The software is made up of multiple online modules designed to schedule events, manage data, and most importantly, keep track of educators professional development hours. Before escWorks was purchased, there was not a consistent and logistical platform to track educator professional development in Arkansas.

#### **Goal**

By using escWorks, Arkansas school districts and administrators can access professional development history from any educator at any location across the state. This platform allows for school districts to easily verify employment history and trainings when they are interviewing and selecting high-quality educators for open positions.

Whether an educator has taught one year or twenty, they can use the platform to see their history of professional development and courses taken over their career. They can print transcripts and

reports to keep in their personnel files or personal folders. Participants also have the ability to print a certificate of completion after a training.

Additionally, after each training session, a professional development evaluation survey is sent to all participants. The surveys are identical in the platform and allow participants to share feedback about trainings that our staff or guest presenters instruct. Our cooperative staff and specialists use the data from these surveys to improve instruction and grow in methodology. We measure the level of implementation of knowledge and skills participants had before and after attending the training. The comment section at the end of the survey is another tool we use to gain personal feedback from the teachers we support. It also allows us to closely inspect our practices and delivery methods.

Each Educational Cooperative assists their local school districts with escWorks in the following ways:

- Hosting trainings for new and veteran teachers on how to use the platform.
- Input trainings, meetings, and other events that participants can select to attend for yearly professional development.
- Check attendance records with district administration to make sure professional development requirements were met.
- Mark attendance in escWorks after a training is completed.
- Answer Help Desk questions that come from users of escWorks.
- Assist current and retired educators with obtaining records and reports.

Each of the fifteen Educational Service Cooperatives and the Arkansas Department of Education split the cost of this service each year. Approximately \$6,242.62 was paid by each entity for site maintenance and support FY23-24. Southeast Service Cooperative handles the renewal and purchase of this program each year. The total amount paid to escWorks to cover Region 4 (Arkansas) was \$99,881.93 FY 23-24.

## **VII. EMPLOYMENT POLICIES AND PRACTICES**

Act 610 of 1999 requires that each educational service cooperative report the following information:

### **EMPLOYED**

Number of new males employed by the cooperative for the 2023-24 school year: 0

For this number above, please provide the number in each of the following racial classifications:

0 White  
\_\_ African American  
\_\_ Hispanic  
\_\_ Asian  
\_\_ American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2023-24 school year: 3

For this number above, please provide the number in each of the following racial classifications:

3 White  
\_\_ African American  
\_\_ Hispanic  
\_\_ Asian  
\_\_ American Indian/Alaskan Native

### **TERMINATED**

Number of males terminated by the cooperative during the 2023-24 school year: 0

For this number above, please provide the number in each of the following racial classifications:

0 White  
\_\_ African American  
\_\_ Hispanic  
\_\_ Asian



American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2023-24 school year: 4

For this number above, please provide the number in each of the following racial classifications:

  4   White

   African American

   Hispanic

   Asian

   American Indian/Alaskan Native

### **SEEKING EMPLOYMENT**

Number of males seeking employment by the cooperative during the 2023-24 school year:

1

For this number above, please provide the number in each of the following racial classifications:

  1   White

   African American

   Hispanic

   Asian

   American Indian/Alaskan Native

   Unknown\*This information is not collected or required on applicants

Number of females seeking employment by the cooperative during

the 2023-24 school year: 12

For this number above, please provide the number in each of the following racial classifications:

   White

   African American

   Hispanic

   Asian

   American Indian/Alaskan Native

 12  Unknown\*This information is not collected or required on applicants

# SALARY SCHEDULE

2023/2024 SY

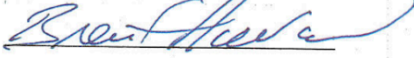
YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>CERTIFIED/SUPERVISOR</b>																					
LEA SPED Supervisor	57388	57988	58588	59188	59788	60388	60988	61588	62188	62788	63388	63988	64588	65188	65788	66388	66988	67588	68188	68788	69388
Program Coordinator	57388	57988	58588	59188	59788	60388	60988	61588	62188	62788	63388	63988	64588	65188	65788	66388	66988	67588	68188	68788	69388
PLC Coordinator	60259	60559	61159	61759	62359	62959	63559	64159	64759	65359	65959	66559	67159	67759	68359	68959	69559	70159	70759	71359	72859
Early Childhood Coord.	63182	63782	64382	64982	65582	66182	66782	67382	67982	68582	69182	69782	70382	70982	71582	72182	72782	73382	73982	74582	75782
<b>CERTIFIED/NON-SUPER</b>																					
Literacy Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	67255
Math Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	67255
Science Specialist	54655	55255	55855	56455	57055	57655	58255	58855	59455	60055	60655	61255	61855	62455	63055	63655	64255	64855	65455	66055	67255
<b>NON 12 MONTH</b>																					
Speech Pathologist 195 days	50000	50000	50827	51427	52027	52627	53227	53827	54427	55027	55627	56227	56827	57427	58027	58627	59227	59827	60427	61027	61627
Certified Speech Assistant	50000	50000	50000	50000	50000	50000	50000	50000	50108	50708	51308	51908	52508	53108	53708	54308	54908	55508	56108	56708	57308
Teachers 195 days	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50020	50620	51220	51820	52420	53020
Teachers/MSE 195 days	50000	50000	50000	50000	50000	50000	50000	50000	50108	50708	51308	51908	52508	53108	53708	54308	54908	55508	56108	56708	57308
SPS 200 days Cert	50000	50600	51200	51800	52400	53000	53600	54200	54800	55400	56000	56600	57200	57800	58400	59000	59600	60200	60800	61400	62000
BSS 200 day class	58530	59130	59730	60330	60930	61530	62130	62730	63330	63930	64530	65130	65730	66330	66930	67530	68130	68730	69330	69930	71130
Physical/Occup Therapist	69095	69695	70295	70895	71495	72095	72695	73295	73895	74495	75095	75695	76295	76895	77495	78095	78695	79295	79895	80495	81695
PT & OT Ass't 180 days	54597	55197	55797	56397	56997	57597	58197	58797	59397	59997	60597	61197	61797	62397	62997	63597	64197	64797	65397	65997	67197
Itinerant Vision Teacher	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50000	50363	50963	51563	52163	52763	53363	53963	54563	55163
Itinerant Vision Teacher/MSE	50000	50000	50000	50000	50000	50826	51426	52026	52626	53226	53826	54426	55026	55626	56226	56826	57426	58026	58626	59226	59826

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends for 2023/2024: \*HIPPY Supervisor Stipend \$5,000.00/per year \*Program Coordinator Stipend \$2,500.00/per year \*EC Manager Stipend \$2,000.00/per year. \*PR Stipend \$2,500.00/per year

BOARD PRESIDENT



BOARD SECRETARY



DATE APPROVED:

April 28, 2023

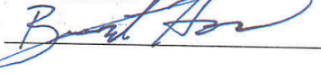
<b>CLASSIFIED (12 MONTHS IF NOT OTHERWISE NOTED)</b>																					
2023/2024 SY																					
YEARS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bookkeeper/Business Mgr.	41567	42167	42767	43367	43967	44567	45167	45767	46367	46967	47567	48167	48767	49367	49967	50567	51167	51767	52367	52967	53567
Admin/Bkpg Ass't	28872	29472	30072	30672	31272	31872	32472	33072	33672	34272	34872	35472	36072	36672	37272	37872	38472	39072	39672	40272	40872
EC Teaching Ass't 190 days	20594	21194	21794	22394	22994	23594	24194	24794	25394	25994	26594	27194	27794	28394	28994	29594	30194	30794	31394	31994	32594
Sec/Parapro-Degree	24296	24896	25496	26096	26696	27296	27896	28496	29096	29696	30296	30896	31496	32096	32696	33296	33896	34496	35096	35696	36296
Sec/Parapro-Non Degree	22656	23256	23856	24456	25056	25656	26256	26856	27456	28056	28656	29256	29856	30456	31056	31656	32256	32856	33456	34056	34656
Interpreter 195 days	27161	27761	28361	28961	29561	30161	30761	31361	31961	32561	33161	33761	34361	34961	35561	36161	36761	37361	37961	38561	39161
Computer Tech level 1	33589	34189	34789	35389	35989	36589	37189	37789	38389	38989	39589	40189	40789	41389	41989	42589	43189	43789	44389	44989	45589
Computer Tech level 2	40150	40750	41350	41950	42550	43150	43750	44350	44950	45550	46150	46750	47350	47950	48550	49150	49750	50350	50950	51550	52150
Computer Tech level 3/BS	42336	42936	43536	44136	44736	45336	45936	46536	47136	47736	48336	48936	49536	50136	50736	51336	51936	52536	53136	53736	54336
Computer Tech level 4/MS	44524	45124	45724	46324	46924	47524	48124	48724	49324	49924	50524	51124	51724	52324	52924	53524	54124	54724	55324	55924	56524
Program Coordinator	56738	57338	57938	58538	59138	59738	60338	60938	61538	62138	62738	63338	63938	64538	65138	65738	66338	66938	67538	68138	68738

1. Increments are contingent upon grant monies available. 2. Continued employment based upon district participation and/or grant monies available. 3. Approved Stipends for 2023/2024: \*HIPPY Supervisor Stipend \$5,000.00/per year \*Program Coordinator Stipend \$2,500.00/per year \*EC Manager Stipend \$2,000.00/per year. \*PR Stipend \$2,500.00/per year

BOARD PRESIDENT



BOARD SECRETARY



DATE APPROVED:

6/20/2023

## **Teacher Center (Professional Development, Curriculum Development)**

**Funding:** Base Funds  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### **Districts Served:**

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### **Personnel:**

<b>Name:</b>	Mark Gipson
<b>Position:</b>	Associate Director for Professional Development
<b>Degree:</b>	M.S.E.
<b>Name:</b>	Elaine Wilson
<b>Position:</b>	Paraprofessional

---

### **Goal:**

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research -based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready. The Teacher Center program is focused on building leadership, building strong systems, and conducting a landscape analysis to implement high-quality professional learning. The Teacher Center program is supporting school districts in the alignment of their HQIM to the new Arkansas State Standards.

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### **Program Summary:**

**Professional Development:** Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36 hours as well as meeting the needs of schools based upon needs assessment survey results from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Center Coordinator has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at NAESC throughout the year. During the 2023-2024 Professional Development year, NAESC offered 136 workshops with over 2,899 people attending. In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services. The Teacher Center Coordinator produces an electronic annual summer catalog. All events are placed on the Cooperative's website, NAESC's social media pages, and in escWorks for online registration. The link to summer professional development is sent to districts in February. This allows building principals to work with individual teachers to develop professional growth plans as required by law.

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### **Major Highlights of the Year: 2023-2024**

Arkansas State Standards Professional Development Opportunities; Capacity Building Through: Instructional Facilitation Training; Math Coach & Science Coach Consortium; Literacy IF Training; Principal Sessions; RISE and SOR trainings, Math Quest trainings, PLC training, HQIM training, Leadership training, and implementation of more work sessions for job alike positions in districts. 10 out of 16 school districts attended the Kickoff for HQIM Literacy and Math Support for School Leaders, HQIM and the Systems and Structures, Landscape Analysis, High Quality Professional Learning Plan, and beginning, middle, and end of the year walkthroughs.

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### **2023-2024 NAESC Survey Results:**

[2023-2024 Needs Assessment Survey Results](#)

[User Satisfaction Survey - 2024](#)

[Professional Development Summary Report](#)

### **Impact on Student Performance**

- The overall measurement for all our programs and services at NAESC is through a self assessed letter grade. This letter grade is an average of all 49 school buildings within our

borders. The link below is a report of letter grade status and performance targets that have been reported to our member districts.

- o [Teacher Center NAESC Letter Grade](#)

## Literacy

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education

**Competitive Grant:** No

**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Kim Poole  
**Position:** K-3 Literacy Coach, RISE Academy Trainer  
**Degree:** M. Ed- Elementary Administration, K-12 Reading Specialist

**Name:** Cristy Neighbors  
**Position:** K-12 Literacy Specialist, RISE Academy Trainer  
**Degree:** M.Ed-Elementary Education, Ed.S Educational Leadership

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### Goal:

The literacy component consists of specialists who provide services to the Northcentral Cooperative member school districts for the purpose of improving literacy instruction. These services include: on-site technical assistance, models of best practices, observation and coaching of instructional facilitators and/or teachers, support of school districts' curriculum development and alignment, assessment analysis and alignment, technology integration, professional development and leadership. In doing so, the literacy specialists seek to maintain a current knowledge of research and effective practices in the area of research-based/evidence-based literacy curriculum, instruction, assessment and

professional development. The literacy specialists survey educators (both formally and informally) and provide prescriptive training and support based on the results of those surveys.

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**Program Summary:**

**K-2 R.I.S.E. Academy** is a blended learning professional development. The training will provide educators with an in-depth knowledge related to the science of reading, evidence-based instructional strategies, and making data-based decisions for ALL students. Participants will attend 6 days of training.

**3-6 R.I.S.E. Academy** is a blended learning professional development. Designed specifically for educators of grades 3-6, this training offers participants the opportunity to learn about the science of reading and how to provide effective core instruction as well as support for struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension. \*\* R.I.S.E. 3-6 is also appropriate for teachers in grades 7-8.

**Disciplinary Literacy Support** is provided to all Northcentral districts. Specialists meet with content area teachers to provide them with literacy strategies that can be interwoven throughout their subject matter. These strategies help them to meet the Arkansas Disciplinary Literacy standards.

**Dyslexia Training & Support** is provided to all Northcentral districts. Several workshops in the summer target the dyslexia team and interventionists. Other summer workshops are geared toward the classroom teacher to enhance their understanding of dyslexia as they seek to provide a multisensory education classroom that addresses the needs of all learning styles in their classrooms. Support is provided for assessment and evaluation to determine the characteristics of dyslexia, helping districts to understand and comply with the dyslexia law, and support with questions, etc. A dyslexia cadre has been set up to meet and assist in areas of need. The dyslexia cadre members are also part of a listserv which helps support their learning about dyslexia.

**Literacy coaches** provide direct coaching, observation, information about student progress, and feedback to teachers in K-3 classrooms aligned to the Science of Reading and high-quality instructional materials.

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**Major Highlights of the Year: 2023-2024**

Beyond providing the instruction for the professional development programs listed above, the literacy department also provided: school site team meetings/professional learning communities support, data analysis, classroom observations, lesson planning support, model lessons, evidence-based best practices, advanced studies in literacy mentoring/coaching, school-based professional development linked to local school data,

and collaboration with ADE in the writing and delivery of statewide professional development.

## Mathematics

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education

**Competitive Grant:** No

**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Mindy Cooper

**Position:** Math Specialist

**Degree:** BBA - Accounting, M.A.T

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### Goal:

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development and provide direct technical assistance to support educators with curriculum planning and/or instructional strategies.

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### Program Summary:

Northcentral Arkansas Education Service Cooperative math department provides services to improve the quality of math education in our school districts through on-site technical assistance, models of best practices, observations and coaching of teachers, support of school districts' curriculum development and alignment, assessment analysis, professional development, and leadership. Effective communication is maintained among all stakeholders to prioritize services and foster student-focused education aligned to the Arkansas Mathematics Standards.

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## Major Highlights of the Year: 2023-2024

**The State Math Initiative, AR Math QuEST** continued with the same focus as the 2022-2023 school year. NAESC has 6 school districts in AR Math QuEST Cohort 1; Calico Rock, Cave City, Cedar Ridge, ICC, Mountain View, and Mammoth Spring grades K-12, all continued in the 2-year math initiative. NAESC has a total of 11 teachers that completed Math QuEST.

**ATLAS** Math specialist went to districts to meet with math teams in order to introduce the ATLAS portal and the ATLAS teacher classroom tool. During this time we focused on the ATLAS blueprints and how to successfully implement this information into their math classroom.

**ACT/ACT Aspire data analysis** We spent time with districts analyzing their data received from the previous year's ACT aspire data and how they could use this data to help drive their instruction for the next school year.

**Novice Support** Continuation of novice support was achieved by meeting with the novice teachers in their classrooms. Specialists were able to meet with teachers in their buildings to review curriculum, build assessments and review data to support and drive best practice. The teachers were able to work one-on-one to work through any areas in which they needed support.

**Content PD** was provided in the summer of 2023. The PDs included: Deep Dive into AR Math Standards K-2, 3-5, 6-8, Math Quest PD was provided for second year cohort groups.

**Other PD** Developing Mathematical Reasoning and Number Sense, Priority Standards for success in Mathematics Grades PreK-8 and 8-12, CGI for a year 1 cohort group, and AR RTI overview.

Name of PD	# of participants
Developing Mathematical Reasoning and Number Sense	18
Priority Standards for Success in Mathematics Grade PreK-8	94
Priority Standards for Success in Mathematics Grades 8-12	31
Deep Dive Into AR Standards: K-5	10
Deep Dive into AR Math Standards: 6-Geometry	10
Year 1: Student Centered Math Instruction	8

**Direct Coaching:** Math Specialist provided through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity to increase student learning outcomes through Direct Coaching based on school's need assessments.

[Monthly Percent of time spent on at Focus Schools](#)



Beyond providing the instruction for the professional development programs listed above, the Math department also provided: Cambium item writing for math classroom tool/ATLAS summative test, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. The Math specialist supported two districts in a curriculum review for district wide HQIM adoption.

## Science

**Funding:** Arkansas Department of Education-Division of Elementary  
& Secondary Education

**Competitive Grant:** No

**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Kim Thomas  
**Position:** Science Specialist  
**Degree:** Ed. S Counseling/Psychology

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### Goal for FY24:

The goal of the FY24 Science Specialist Program is to support the implementation of the Arkansas K-12 Science Standards and to increase student proficiency in science by providing high-quality professional development and support to school districts within the educational cooperative. This is accomplished through the provision of Grasping Phenomenal Science (GPS), a system of science professional learning opportunities for Arkansas educators.

The program has three primary focus areas:

1. Building the culture of science education
2. Creating stronger STEM community partnerships
3. Strengthening science instructional focus, including the incorporation of 3D Learning (three-dimensional learning) which integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts.

Additionally, the Science Specialist provides professional development in areas identified as needing support, upon district/school request, or as deemed appropriate based on academic and career-based needs within the region.

**Major Highlights of the Year: 2023-2024**

**District Support/Focus Schools:** In accordance with the [Science Goals](#) for the 2023-24 the Science specialist will spend 75% of their time in our district's focus schools. Focus schools from August-October were based on 2021-22 reporting data and November-May were based on the 2022-23 school year data. [Percentages August-May](#)

**Data/Evidence Collection:** GPS data were collected in post-PD surveys developed by DESE to measure progress toward grant goals. Data from a Needs Assessment were used to inform planning for professional development.

**Professional Development Options:** In addition to the GPS professional development that is state-required, other professional development opportunities were provided to teachers to meet their specific needs. One major professional learning opportunity was PreK STEM, designed for teachers in preschool or kindergarten classrooms. Teachers learned ways to integrate STEM into their everyday practice. Teachers were also given the opportunity to join cohorts related to their grade level bands. These teachers had time to collaborate, align their curriculum programs to standards, brainstorm phenomena ideas, and work towards creating common formative assessments.

**Direct Coaching:** Science Specialists provide through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity to increase student learning outcomes through Direct Coaching based on school's need assessments.

Beyond providing the instruction for the professional development programs listed above, the Science department also provided: Cambium item writing for Science classroom tool/ATLaS summative test, school site team meetings/professional learning communities support, data analysis, classroom observations, job embedded support by way of coaching cycles, and school-based professional development linked to local school data. The Science specialist supported four districts in a curriculum review for district wide HQIM adoption.

**Content PD** was provided in the summer of 2023. The PDs included:

Name of PD	
State Required:	# of participants
<i>NAESC - What do students really need to know? Elevating fundamental content in science</i>	11
<i>NAESC - How can you know what students really know in science? Using assessment purposefully in a science classroom.</i>	12
<i>NAESC - How do you engage and excite students in science? Get students involved in asking questions and seeking answers to all of their curiosities!</i>	15

**Other PD** was also provided.

Name of PD	
Other PD::	# of participants
<i>NAESC - 2023 Pre-K STEM</i>	16
<i>NAESC - Trauma-Invested Classrooms</i>	27
<i>NAESC - CPI: Nonviolent Crisis Intervention</i>	41
<i>NAESC - North Central Region Counselor Association Meeting</i>	18
<i>NAESC - Solar Eclipse Data Hunt Project</i>	5

Name of PD	
HQIM-HQPL	# of participants
<i>NAESC - Amplify Grades K-5: Science Curriculum</i>	8
<i>NAESC - Amplify 6-8 Curriculum Launch</i>	8

**ATLAS** Science specialist went to districts to meet with science teams in order to introduce the ATLAS portal and the ATLAS teacher classroom tool. During this time we focused on the ATLAS blueprints and how to successfully implement this information into their Science classroom.

**ACT/ACT Aspire Data analysis** We spent time with districts analyzing their data received from the previous year's ACT aspire data and how they could use this data to help drive their instruction for the next school year.

**Novice Support** Continuation of novice support was achieved by meeting with the novice teachers in their classrooms. Specialists were able to meet with teachers in their buildings to review curriculum, build assessments and review data to support and drive best practice. The teachers were able to work one-on-one to work through any areas in which they needed support.

**Social Media:** Multiple classrooms and student work samples have been showcased through the NAESC Facebook page. All content specialists and program coordinators have also shared all Summer PD opportunities on the social media pages.

**STEM Model Program:** IZard County Consolidated Elementary School was designated as a STEM Model School with the state. The goal for this year was to designate the Middle School

and High School. The rubric to achieve model status was provided to the teachers, and specialists offered support to achieve model status. This involved providing community support, collaborating across curricular areas, and brainstorming units and developing plans.

### **PLTW Schools:**

Project Lead The Way schools for the 2023-24 school year: IZARD County Consolidated, Melbourne, Cave City, Batesville, Calico Rock . Science Specialists worked to help support schools through the process.

### Impact on Student Performance - Content Specialists

- Specialists spent much of their time in Level 3 schools to assist in decreasing the number of students reading below grade level. [Link to tracking data from these districts.](#)
- Specialists spent at least 70% of their time coaching/supporting teachers and leaders in D schools in the NAESC coop region.
- In the 2023-2024 school year, 13 of our 16 school districts participated in the CoP Grant focused on HQIM. Specialists participated in walk-throughs with school leaders and coached teachers on lesson internalization

## Early Childhood

**Funding:** Arkansas Department of Education-Division of Elementary  
& Secondary Education

**Competitive Grant:** No

**Grant Type:** Restricted

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### Districts Served:

Cave City	Concord	Cedar Ridge	Mammoth Spring
Mountain View	Calico Rock	Melbourne	Norfolk
Viola	Highland	Salem	Midland

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### Personnel:

**Name:** Sandy Massey  
**Position:** Early Childhood Program Coordinator  
**Degree:** MCD, CCC-SLP; BSE, Curriculum/Program Administration

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### Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5-year-old students of participating districts wherever they attend preschool. These services will prepare the children for kindergarten and help them to be age appropriate with their peers.

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### Program Summary:

The NAESC Early Childhood Program provides special education and related services for children with disabilities ages 3 to 5 years. The services are offered in accordance with the Individuals with Disabilities Education Act, 2004 (IDEA), on behalf of the public schools. Early Childhood Special Education Services are designed to enhance the development of the preschool child and provide experience in one or more of the following areas: communication, cognition, hearing, vision, motor skills, behavior, social skills, self-help, and problem solving. A child may be eligible for these services if he/she is age 3 to 5 years and is experiencing difficulties which interfere with normal

development in any of these areas. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech language therapy, physical therapy, occupational therapy, family training, preschool teacher in-service, and behavior intervention. A few examples of ways we provide these services are as follows: in classrooms with nondisabled peers; in coordination with other agencies; in public school-based classrooms; in public or private preschool; itinerant based; early intervention day treatment centers; home based instruction or hospital/residential instruction. All of the ECSE teachers hold an Arkansas Department of Education Educator's license and many belong to professional organizations. Speech Language Pathologists are the professionals in our program concerned with the evaluation, diagnosis, and treatment of communication and its disorders. They evaluate, diagnose and treat communication disorder including articulation deficit, language delay, stuttering, and disfluency. The occupational therapists help students who are recuperating from physical or mental deficits by encouraging rehabilitation through the performance of activities required in daily life. While the physical therapist assists in the treatment of disease, injury or deformity by physical methods such as exercise.

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### **Major Highlights of the Year: 2023-2024**

\*December 1 Child Count: 468

\* The early childhood program child count was down 224 students this year. This decrease was partially due to a district providing their own early childhood special education services. We employed 1 occupational therapist, 1 physical therapist, and 1 occupational & physical therapy assistant. The EC department had 7 speech language pathologists, 1 speech language pathology assistant and 12 early childhood special education teachers. The EC program also has one teaching assistant. The early childhood staff as a whole traveled over 20,000 miles a month in order to meet the needs of both the students we serve and the districts as well. NAESC early childhood staff provided services in over 80 different locations across the NAESC service area in Baxter, Cleburne, Fulton, Independence, IZARD, Sharp, and Stone Counties as well as centers outside our service area. We have students who live in our service area but attend preschools in White and Randolph counties. Services were provided for these students either by our staff or contracted to other providers.

\*During the 23/24 school year, the early childhood program screened approximately 800 children between the ages of 33 months and 5 years old. Areas screened include, cognition, fine motor, gross motor, self help, social emotional, speech/language, hearing and vision. Of those 800 children, 280 did not pass the screening in one or more areas and were evaluated to determine if there was a need for specialized services. The process of screen/evaluate/place/serve continues throughout the school year. In the spring of the school year, NAESC early childhood transitioned approximately 130 children to the school districts with a recommendation of consideration for specialized services in kindergarten. Any child who was kindergarten eligible was either recommended for services or determined to be age appropriate.

### **Impact on Student Performance**

- Percentage of kindergarten eligible children dismissed from receiving special services went from 36% to 42% in the 2023 school year.
- [Bearkatz](#) This is a comparison between children who attended a licensed ABC Preschool and those who did not. This is kindergarten data of students who previously attended ABC Preschool.

## Arkansas K-12 Behavior Support Specialists

BSS Annual Report 2023-24

**PROGRAM: Behavior Support Specialist**

**FUNDING SOURCE: Federal-Part B**

**COMPETITIVE GRANT: Yes\_\_\_ No\_X\_\_**

**RESTRICTED FUNDING: \_X\_\_\_ NON-RESTRICTED FUNDING:\_\_\_\_\_**

### **PERSONNEL:**

Behavior Support Specialist Coordinator: Shelia Smith, Ph.D., L.P., BCBA-D

Behavior Support Specialists:

Shana Bailey, M.S.

Jennifer Brewer, Ed.S.

Sandy Crawley, M.S.E

Kelly Davis, M.Ed., BCBA

Sonia Hartsfield M.Ed.

Audrey Kengla, M.S., CCC-SLP

Amanda Kirby, M.S.E.

Kat Lancaster, M.A., CCC-SLP, BCBA

Lindsey Lovelady, M.S., BCBA

Allison Mears, LPC., BCBA

Nicheyta Raino, M.Ed., BCBA

Jenna Stapp, M.A.T.

Connie Thomason, M.Ed., BCBA

Mary Walter, Ed.S., SPS

### **PARTICIPATING SCHOOLS: Statewide**

**GOAL:** In an effort to support the DESE vision, mission, and goals, the Arkansas Behavior Support Specialists build local district capacity by providing educators with support and services needed to implement evidenced-based behavioral practices that meet the needs of all students.

**BX3 PROJECT**

**GOAL:**

- BX3 is a capacity-building project that provides coaching to school behavior teams working to develop tiered systems of positive behavior supports for all students.

<b>BX3 Cohort 3- Building level teams</b>	
Alma Intermediate School Asbell Elementary- Fayetteville Bald Knob High School Bryant Elementary Guy-Perkins Elementary Happy Hollow Elementary- Fayetteville	Horatio Elementary Hurricane Creek Elementary - Bryant McRae Elementary - Searcy Mena Middle School Mena High School Oscar Hamilton Elementary - Foreman Pottsville Jr High University Heights Elementary - Nettleton

<b>BX3 Cohort 4 - Building level teams</b>	
Caddo Hills High School Arkansas Arts Academy High School Magnolia Middle School Sidney Deener Elementary Westside Elementary - Searcy Southwest Middle School - Searcy Ahlf Jr High - Searcy Janie Darr Elementary - Rogers Arkadelphia High School Prairie Grove Elementary School Lake Hamilton New Horizons - Washington Elementary - Fayetteville Lincoln Middle School Cedarville Elementary Glen Rose Elementary Flippin Elementary Beebe Elementary Bob Folsom Elementary - Farmington The Academies of West Memphis	Bearden Elementary Trice Elementary - Texarkana Benton Jr High Elmdale Elementary-Springdale Louise Durham Elementary- Mena Manila Elementary Lakeside Middle Health, Wellness and Environmental Studies- Jonesboro Public Schools K-8 Connect - Springdale LISA Academy- Rogers & Bentonville Indian Hills Elementary - North Little Rock Newport Elementary East End Elementary Lakeside Primary - Oark Campus- Jasper Allbritton Elementary- Hamburg Earle High School Perritt Primary School - Arkadelphia



Rector Elementary School Westbrook Elementary - Harmony Grove Bayyari Elementary - Springdale North Heights Community School - Texarkana Beebe Middle School	Wonder Jr. High- West Memphis College Hills Harmony Leadership Academy- Texarkana Lafayette County Elementary
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**PROGRAM SUMMARY:**

The Arkansas Behavior Support Specialists (BSS) affiliated with the Arkansas Department of Elementary and Secondary education (DESE) - Office of Special Education lead the state-wide initiative, the BX3 (Behavior eXtreme 3 - Training, Coaching, Empowering) Project. This BX3 project is designed to build capacity by providing coaching to building-level behavior teams that are working to develop tiered systems of positive behavior supports for all students. BX3 assists building level teams in developing and monitoring at least one SMART goal based on their assessment on the Tiered Fidelity Inventory (TFI). Additionally, the BX3 teams create and update an action plan focused on meeting their individualized SMART goal(s). The BSS offer at least 6 coaching sessions (one per month) for each BX3 team. Professional learning opportunities are offered as needed based on the SMART goal(s) and action plan.

**MAJOR HIGHLIGHTS OF 2023-24:**

- Cohort 3 continued with 14 building-level teams across the state
- Accepted Cohort 4 with 45 building-level teams across the state
- 99% of participants in Cohort 3 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 4 agreed to strongly agreed that the coaching session on the topic covered was beneficial.
- 99% of participants in Cohort 3 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 4 agreed to strongly agreed that the BX3 Coaches helped their team plan action steps toward meeting their SMART goal(s).
- 99% of participants in Cohort 3 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.
- 98% of participants in Cohort 3 agreed to strongly agreed that they feel confident in carrying out the steps in their action plan.
- 99% of participants in Cohort 4 agreed to strongly agreed that the interactions with and methods used by BX3 coaches were positive and acceptable.

**CIRCUIT**

**GOAL:**

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

**PROGRAM SUMMARY:**

The Behavior Support Specialists (BSS) provide technical assistance in the area of behavior to all school districts within the state. The BSS receive requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor of the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site coaching and consultation, student observation, record review and written recommendations with follow up and training as needed
- Coaching student team on Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Provide professional learning opportunities on evidence-based interventions

**MAJOR HIGHLIGHTS OF 2023-2024:**

- Provided on-site coaching and consultation, student observation, records review, conference attendance, assistance with functional behavior assessment, safety and behavior intervention planning for student teams for 80 CIRCUIT referrals across all Education Service Cooperatives

**Professional Learning Opportunities****GOAL:**

- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

**PROGRAM SUMMARY:**

The Behavior Support Specialist (BSS) position provides professional learning opportunities on evidence-based behavior practices via in-person, virtual, and online learning modules available to all school districts in all Education Service Cooperatives.

**MAJOR HIGHLIGHTS OF 2023-2024:**

- Offered 24 sessions of the 5 Essential Components of School-Wide Behavior Supports professional developments to building-level teams
- Added 10 Behavior Breaks which are short instructional videos to equip educators and parents with strategies that can be implemented quickly to improve student engagement and success. <https://arbss.org/behavior-breaks/>

- Offered over 150 professional learning opportunities in person or virtually to school districts in all Education Service Cooperatives with over 2979 participants

**ADDITIONAL BSS HIGHLIGHTS OF 2023-2024:**

- Partnered with DESE to support THRIVE Leadership Academy Cohorts 3, 4, 5, 6, and 7 through June 30, 2024 to improve the implementation of positive behavior supports in school buildings. Provided 21 professional learning opportunities to THRIVE participants
- Served on DESE Leadership Team for Arkansas THRIVE
- Served on the Arkansas Early Childhood Behavior Support Cadre'
- Presented Positive Behavior Supports: A Variety of Options and FBA Overview at SEAS Conference
- Presented THRIVE Arkansas: Promoting Positive Behavior Supports, Mental Health and Wellness with DESE at LEA Academy
- Presented The Behavior Side of RTI with DESE- OCSS for New Administrators
- Presented Inclusive Education ToT: Behavior with DESE-OSE
- Presented Overview of Arkansas BSS with DESE-OSE as part of New LEA Training
- 4 BSS attended the Southeastern School Behavioral Health Conference
- 1 BSS attended the Midwest Symposium for Leadership in Behavior Disorders
- 1 BSS attended the 18th Annual Thompson Center Autism Conference
- 1 BSS attended the LRP Institute Convention

## Gifted Education

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education, Special Education Unit  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Gia Taylor  
**Position:** Gifted Education Specialist

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### Goal:

The goal of the Northcentral Arkansas Education Cooperative's Gifted and Talented Program is to assist member districts in coordinating, implementing, evaluating and improving local programs for gifted and talented youth. This goal is pursued through two primary objectives: (1) To develop and implement the Co-op's technical assistance activities in gifted education and to assist member districts to meet the standards for gifted and talented education; and (2) to provide a liaison with the office of Gifted and Talented Education, DESE, parent and professional organizations, and other public and private agencies and conduct public awareness and advocacy programs.

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### Program Summary:

During the 2023-2024 school year a broad range of services were provided that incorporated the five strands: on-site consultation and technical assistance; curriculum materials and resources; in-service and staff development; K-12 student activities; and professional development activities. Specific needs of school district G/T Coordinators, Facilitators and students were addressed through the following activities: Quiz bowl competition for Junior High, High School, and Elementary students; and chess tournaments for students K-12.

Professional development opportunities included: Identification of underrepresented populations; Secondary Content; Collaboration; Cooperative Learning; Differentiation. The GT Specialists met monthly with DESE Personnel to gather and exchange information on current trends, practices and programs in Gifted Education and then this information was shared with all district GT Coordinators.

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#### **Major Highlights of the Year: 2023-2024**

- All applications of our school districts were in complete compliance with state rules and regulations for Gifted /Talented Education.
- Best practices, strategies and techniques were demonstrated at the Coordinator Meetings.
- We had great participation from our districts in our events for students.

**PROGRAM: Digital Learning – Virtual Arkansas (2023-2024 Academic Year)**

**FUNDING SOURCE:** ADE Grant – Act

**COMPETITIVE GRANT:** No

**RESTRICTED:** Yes                      **NON-RESTRICTED:**   

**PARTICIPATING NORTH CENTRAL ARKANSAS EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:**

Districts	Served (Yes or No)
BATESVILLE SCHOOL DISTRICT	Yes
CALICO ROCK SCHOOL DISTRICT	Yes
CAVE CITY SCHOOL DISTRICT	Yes
CEDAR RIDGE SCHOOL DISTRICT	Yes
CONCORD SCHOOL DISTRICT	Yes
HIGHLAND SCHOOL DISTRICT	Yes
IZARD COUNTY SCHOOL DISTRICT	Yes
MAMMOTH SPRING SCHOOL DISTRICT	No
MELBOURNE SCHOOL DISTRICT	Yes
MIDLAND SCHOOL DISTRICT	Yes
MOUNTAIN HOME SCHOOL DISTRICT	Yes
MOUNTAIN VIEW SCHOOL DISTRICT	Yes
NORFOLK SCHOOL DISTRICT	Yes
SALEM SCHOOL DISTRICT	Yes

SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE CO)	Yes
VIOLA SCHOOL DISTRICT	Yes

**CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:**

- John Ashworth: Virtual Arkansas Executive Director; EdS, MS, BS
- Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE
- Mindy Looney: Virtual Arkansas Interim Director of Operations; BS, MBA
- Candice McPherson: Virtual Arkansas Director of Design and Development; MS, BS
- Amy Kirkpatrick: Virtual Arkansas Director of Technology; MS, BS
- Jason Bohler: Core Campus Principal; MA, BA
- Tye Bibby: Concurrent Credit Campus Principal; MS, BA
- Christie Lewis: CTE Campus Director; BBA, MS
- Dr. Nic Mounts: Off-Campus and Fully Online Program Principal; Ed.D, MS, BS

**MISSION:** Our mission is to equip, engage, and empower Arkansas schools, students, and teachers by providing equitable access to superior online education.

**VISION:** Leveraging local, national, and global partnerships to advance student and educator success through innovative technologies and services.

**CORE VALUES:** Teamwork, Relationships, Integrity, Quality, Innovation

**GOALS:**

Virtual Arkansas exists to provide affordable and equitable educational access and opportunities for Arkansas students, teachers, and schools. According to *Act 2325 of 2005*, distance learning opportunities were employed:

- To help alleviate the teacher shortage
- To provide additional course-scheduling opportunities for students
- To provide an opportunity to access an enriched curriculum
- To develop and make available online professional development

Virtual Arkansas has specific goals that drive its operations. These goals are outlined in the chart below, along with the most recent results:

Goals	2022-2023 Results
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Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> <li>- VA made courses available in all critical academic licensure shortage areas</li> <li>- VA provided access to 107 full-time Arkansas-certified teachers for local schools</li> </ul>
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> <li>- VA provided access to 214 total courses; 151 courses with a VA teacher</li> <li>- These courses provided opportunities to 33,977 Content + Teacher enrollments and 7,506 Content Partnership enrollments</li> </ul>
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>- VA courses were made available to all high-poverty districts and were utilized by 95% of all Arkansas school districts with a 70% or higher FRL population</li> <li>- VA offered preferred automatic concurrent credit registration for high-poverty districts. 100% of high-poverty schools that submitted the necessary paperwork for enrollment during the early registration period were granted seats in the classes for which they registered</li> <li>- 17,654 Content+Teacher enrollments came from schools with a 70%-100% FRL population</li> </ul>
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> <li>- 59% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural</li> <li>- VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural</li> <li>- 85% of all Concurrent Credit enrollments were from districts designated as rural</li> </ul>
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> <li>- All VA courses can be taken at any time during the day which provides flexibility in scheduling local course options to avoid scheduling conflicts</li> <li>- This is particularly important for smaller districts, as they have many courses only available during certain periods of the day</li> </ul>
Increase the Number of Students Completing Career Focus Programs of Study and Participating in Work-based Learning	<ul style="list-style-type: none"> <li>- 49 CTE Content + Teacher courses were provided to 6,218 CTE enrollments</li> <li>- VA provided opportunities to students throughout the state in 6 full completer programs and 12 partial completer programs</li> </ul>

**PROGRAM SUMMARY:**

Virtual Arkansas is a supplemental State Virtual School (SVS) that partners with local Arkansas schools, the Arkansas Department of Education, and the local Education Service Cooperatives to provide 7th-12th grade online courses, resources, and services to Arkansas schools, teachers, and



students who might not otherwise have access to these resources and opportunities. This initiative is guided by Act 2325 of 2005: An Act to Provide Distance Learning.

[www.virtualarkansas.org](http://www.virtualarkansas.org)

We are not an online high school or a diploma-granting institution, but a resource for supplementing education for students through their local school.

Virtual Arkansas is comprised of five campuses:

- Core Campus High School: Arch Ford Educational Service Cooperative
- Core Campus Middle School: Arch Ford Educational Service Cooperative
- CTE Campus: Dawson Educational Service Cooperative
- Concurrent Credit Campus: Southeast Educational Service Cooperative
- DYS Campus: Arch Ford Educational Service Cooperative

### **Major Highlights of the 2022-2023 School Year - Virtual Arkansas**

- National Award; Virtual Arkansas awarded the Digital Learning Collaborative Unsung Super Star Award for the Department of Youth Services campus.
- Provided 100% virtual student options for local schools through the Off-Campus and Fully Online program.
- Conducted heart dissection labs with Anatomy & Physiology students.
- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the third highest number of Quality Matters externally reviewed and quality assurance certified courses in the nation.
- Partnered with the Department of Youth Services (DYS) to provide high-quality online courses and opportunities to adjudicated youth.
- Partnered with ADE's Computer Science Unit to design and develop three additional Computer Science courses.
- Virtual Arkansas launched the pre-educator Arkansas Teacher Residency Certified Teaching Assistant Concurrent Credit pathway and partnership to provide concurrent credit pre-educator options to students throughout the state.
- Spearheaded the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Deputy Superintendent was a member of the national committee that developed a crosswalk of the National Standards of Quality (NSQ) of Online Teaching and the Charlotte Danielson framework of teaching.
- Engaged in a large-scale assessment improvement initiative to align assessments with new standards and the new ATLAS assessment.
- Executive Director served the role of Board President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.

### **Virtual Arkansas Data (Based on 2022-2023 School Year)**

- Have saved Arkansas school districts over \$71,000,000 over the last ten years
- Saved Arkansas school districts over \$9,000,000 during the 2023-2024 school year
- Have served over 282,000 enrollments over the last 10 years
- Virtual Arkansas Students had an 89% Pass Rate

- 14,907 Unique Arkansas Students Engaged in 33,977 Content + Teacher Enrollments
- 30,334 Credits Earned
- 75% of Virtual Arkansas teachers have a Master's degree or above
- 151 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 8,132 College Concurrent Credit Hours
- 85% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 6,218 enrollments over two semesters
- 6 full completer CTE programs and 12 partial completer programs offered to Arkansas students
- 2,353 Computer Science enrollments
- 2,006 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 59% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

## Career and Technical Education

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Calico Rock	Concord	Melbourne	Norfolk
Cave City	Izard County	Midland	Salem
Cedar Ridge	Mammoth Spring	Mountain View	Southside
Viola			

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### Personnel:

**Name:** Keri McCarn  
**Position:** Career and Technical Education Coordinator  
**Degree:** B.S.E. Business Education, M.S.E. Special Education Instructional Specialist

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### Goal:

CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education Strategic Plan, Goals, and Objectives.

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### Program Summary:

The coordinator encourages the development, implementation, and improvement of CTE programs for all districts, and performs the following job tasks for the member districts of the Perkins Consortia:

#### Administration

- Comprehensive Local Needs Application (CLNA)
- Perkins V Annual Budget

- Perkins Records
- Grant Management System
- Consortia Management
- Attend Required Meetings
- Local Partnerships
- Secondary Career Centers

### **Data Collection and Reporting**

- Collect Perkins V State Determined Performance Levels
- Improvement Plans for Schools
- Provide completer certificates and seals.
- Ensure student data for Merit and Distinction are collected

### **Program Development**

- Annual Program Review
- Program Enrollment
- Standards for Accreditation
- High Demand High Wage (H2) Alignment

### **Program Implementation**

- State Start-Up Applications
- Modernization Grant Applications
- Off Cycle Applications
- Innovation and Non-Traditional Grant Applications

### **Program Improvement**

- Data Review
- Program Improvement Funding
- Training

### **Technical Assistance**

- Professional Development
- New Educator Training
- Provide Career Readiness Endorsement Training as requested by school districts in your education cooperative area.
- Engage and assist with Career and Technical Student Organizations (CTSO)
- Assist educators and district with licensure

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### **Major Highlights of the Year: 2023-2024**

- Awarded 2 State Start-Up Grants totaling \$75,862.50 for our CTE consortium member schools
- Provided Professional Development for all CTE teachers in our co-op area
- Completed Off-Cycle Applications for new Programs of Study being offered in the Fall of 2024

### **Impact on Student Performance**

- Consortium participants increased from 75% in 2021-2022 school year to 81.25% in 2022-2023 school year.
- Industry certifications increased from 12.33% to 66.90%.
- Awarded 2 State Start-Up Grants totaling \$75,862.50 for our CTE consortium member schools
- Completed Off-Cycle Applications for new Programs of Study being offered in the Fall of 2024

## **Technology Coordinator**

**Funding:** Research and Technology Division of DESE  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### **Districts Served:**

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### **Personnel:**

**Name:** Alan Floyd  
**Position:** Technology Coordinator

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### **Goal:**

The Technology Coordinator will provide administration, specialists, and staff of the Northcentral Co-op with appropriate technology infrastructure and support to provide excellent services to the member districts, as well as other education related entities in the state of Arkansas. He will also be working closely with member school districts to facilitate communication between districts and state agencies such as the Department of Elementary and Secondary Education and the Department of Information Systems.

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### **Program Summary:**

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology and cyber awareness. This information is coordinated with DESE, DIS, and the P-12 cyber team. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

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### **Major Highlights of the Year: 2023-2024**

100% (6 of 6) of the technology needs were met both local and state wide by providing physical support and training.

- NAESC Technology Coordinator is managing all users in Skillsets Online for the state of Arkansas.
- Help DIS facilitate Cyber Security round top exercise for the Techs in NWA.
- Facilitating PD in your PJs to NAESC teachers
- Presented at the ADE Summit on Cyber Security Laws and policy procedures
- Hosted the cyber panel for the CIO/CTO security panel at the ACOT conference.
- On March 5th and April 5th I was the backup Tech Director for a member district during the student testing window.

Student Data Security:

BUILD THE CAPACITY OF EDUCATORS AND TECHNOLOGISTS TO KEEP THEIR SYSTEMS AND STUDENT INFORMATION SAFE.

[MEASURABLE AND EFFECTIVENESS DATA LINK](#)

### **Impact on Student Performance**

- Provide monthly Security Awareness Insider for DESE statewide for technology personnel.
- Represented the state of Arkansas at state and national cyber conferences as an educator of technology.
- NAESC technology coordinator serves as the Assistant Director of the Cyber Incident Response Team. This team is a free resource for all Ar districts for educating their personnel along with assisting in cyber threats.
- 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator.

## Mentoring Support Program

**Funding:** Arkansas Department of Education-Division of Elementary & Secondary Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Gia Taylor  
**Position:** Mentoring Program Coordinator  
**Degree:** BSE, Master's in Special Education, National Board Certification, Specialist in Education-Educational Leadership/Curriculum

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### Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices concerning classroom management, pedagogy, and curriculum through high quality professional development opportunities and to provide learning opportunities and professional conversations and discussions regarding educational practices that will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts' building administrators, mentor teachers, and novice teachers and provide any support that may be needed. All of this to

build capacity within our school districts to support and retain high quality teachers.

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### **Program Summary:**

The Mentoring Program Coordinator provides technical assistance to administrators and mentor teachers to ensure systems are in place to support novice teachers in their districts. The Mentoring Program Coordinator also provides support for novice teachers in years 1-3 as well as provides opportunities for those interested in the profession to gain knowledge of pathways to become teachers. This includes assistance with novice teachers in the first 3 years of teaching. We will offer a year 1 classroom management plan, a year 2 plan for effective teaching or pedagogy, and a year 3 plan for preparing for a successful summative evaluation in the 4th year of teaching with all information being based upon the Framework for Teaching. We also offer Praxis support, licensure support, and other support needed by districts including serving as an ArPEP site to provide a Non-Traditional Pathway for aspiring teachers.

[Year 1 Survey \(mid-year\)](#)

[Year 2 Survey \(mid-year\)](#)

[Year 3 Survey \(mid-year\)](#)

[Novice Survey](#)

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### **Major Highlights of the Year: 2023-2024**

**Praxis support:** This year, we offered more Praxis support than ever before for our teachers and purchased additional online support.

**Lead teacher designations:** This year we hosted two NIET cohorts to allow more teachers the opportunity to receive Lead Teacher Designations, thus enabling school districts to adopt the Arkansas Teacher Residency Apprenticeship model and to increase the number of Experienced Mentor Teachers to be in compliance with Executive Order 23-08 Section 3e.

**ArPEP:** This was our second year to be an ArPEP site. We hosted 18 Year 1 participants and five Year 2 participants. All five Year 2 participants passed their EdTPA portfolio and will be recommended for a standard license.

### **Impact on Student Performance**

- 66% of novices who began Year 1 in 2021-22 remain in the NAESC mentoring program in the 2023-24 school year
- 157% increase in ArPep participation from 2022-23 to 2023-24. Linked below is evidence of our recruitment and retention processes at NAESC. [23-24 Geographical Teacher Shortage Area List for Website with Charter.pdf](#)



## Community Health Nurse Specialist

**Funding:** Arkansas Department of Education  
**Competitive Grant:** No  
**Grant Type:** Restricted

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### Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard County	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

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### Personnel:

**Name:** Megan Kulczycki, RN  
**Position:** Community Health Nurse Specialist (CHNS)  
**Degree:** RN, ADN

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### Goal:

To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

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### Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH

and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Libby Seftar, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of nicotine and tobacco-free policies, best practices for nicotine and tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and continuing education for school nurses on the health issues such as the COVID-19 pandemic, consequences of nicotine and tobacco use, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity, teen pregnancy prevention, sexually transmitted infection prevention and nutrition. As a CPR and Stop the Bleed instructor, I train school nurses, staff, students and community members in American Heart Association CPR, First Aid, AED use and the Stop the Bleed course as required for student graduation.

The CHNS assists schools in implementation of laws that affect the health and wellness in the school setting. I offered assistance and guidance to school nurses and administrative staff who are/were the Point of Contact for the district for positive cases and quarantined individuals. Assistance to schools on developing and maintaining wellness committees as required by Act 1220. Keeping districts abreast of new nicotine and tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

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### **Major Highlights of the Year: 2023-2024**

- State Mandated Hearing, Vision, and Obesity/BMI, Scoliosis trainings were held as blended learning or as individual trainings with each new school nurse.
- Insulin and Glucagon, and the Paraprofessional training for RN's was held virtually and was offered to all nurses in this cooperative along with Wilbur D. Mills, Northeast and Crowley's Ridge Cooperatives.
- Certified 47 students in CPR, AED and/or First Aid, meeting the certification needed as part of graduation requirements.
- Assisted with the scheduling of vaccination clinics in conjunction with ADH for school districts within the coop.
- Provided student education about STD and Teen pregnancy prevention; this reached a total of over 375 students.
  - Educated students about the dangers of vaping, tobacco, stimulants and opioid use. Reaching over 1700 students in the Highland, Viola, Midland, Cave City and IZARD County Consolidated districts.
  - Implemented the Corals Reef vaping prevention presentations reaching over 375 students in grades K-3rd

## COSA (Coordinator on Special Assignment)

**Funding:** .5 out of Operating  
**Competitive Grant:** No  
**Grant Type:** Non-Restricted

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### Districts Served:

Batesville	Highland	Mountain Home	Viola
Calico Rock	Izard County	Mountain View	
Cave City	Mammoth Spring	Norfolk	
Cedar Ridge	Melbourne	Salem	
Concord	Midland	Southside	

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### Personnel:

Mandy Blevins: Coordinator

**MISSION:** Transforming generations through learning

**VISION:** To facilitate positive student outcomes by leveraging partnerships between communities, education agencies and school districts.

### CORE VALUES:

- We will build shared knowledge of systems processes through adult learning.
- We will provide the support needed for implementation of the Science of Reading.
- We will provide the support needed for districts to improve letter grades.
- We will celebrate successes

### GOALS:

- By the end of the 2023-2024 school year, 100% of SoS Schools will have identified at least 4 essential standards using new state standards with learning targets.
- By the end of the 2023-2024 school year, each SoS school K-2 assessment will show growth.
- By the end of the 2023-2024 school year, 100% of students receiving services from HQIA's will show growth based on the K-2 assessment.
- By the end of the 2023-2024 school year, 8 out of 16 school districts will participate in the Communities of Practice Grant.

### **PROGRAM SUMMARY:**

A COSA is a coordinator for Professional Learning Communities (PLC). PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. It is a system to build effective practices within our school districts. The system has been referred to as Systems of Support.

#### Districts that received the System of Support Grant

- Batesville School District
- IZARD County Consolidated School District
- Midland School District
- Mountain View School District

#### Districts that participated in the Boardroom to Classroom

- Batesville School District
- Calico Rock School District
- Cedar Ridge School District
- Highland School District
- IZARD County School District
- Mammoth Spring School District
- Midland School District
- Mountain Home School District (Year 2)
- Mountain View School District

### **Major Highlights of the 2023-2024 School Year**

- All Sos Schools have identified at least 4 Essential Standards. 3 of the 4 schools have learning targets for those standards. Mountain View is still working on learning targets and have set a goal to have them completed by the end of summer 2024.
- This is the end of year K-2 Data. The SoS Schools on average have a larger number of novice teachers.
  - K: 5 of the 8 show growth
  - 1st: 4 of the 8 show growth
  - 2nd: 4 of the 8 show growth
- HQIA based on K-2 Data
  - Batesville: 94% of students show growth
  - ICC: did not have HQIA's serving K-2 Students
  - Midland: 100% of students show growth

- Mountain View: 100% of students show growth
- CoP Grant
  - 13 out of 16 school districts have participated in the communities of practice grant.

**Impact on Student Performance**

- In the 2022-23 school year, one district was involved in the PLC process. During the 2023-24 school year, this number increased to 8 districts.
- In the 2023-2024 school year, all System of Support school districts have identified essential standards with learning targets based on the new state standards.
- In the 2023-2024 school year, students receiving intervention from High Quality Instructional Assistants showed growth on the K-2 assessment.
- In the 2023-2024 school year, 13 of our 16 school districts participated in the CoP Grant focused on HQIM.

## Computer Science

**Funding Source:** Arkansas Department of Education Grant – Act 220 of 2017  
**Competitive Grant:** Yes  
**Restricted:** Yes

**Districts Served:**

Batesville	Highland	Mountain Home	Viola
Calico Rock	Izard County	Mountain View	
Cave City	Mammoth Spring	Norfolk	
Cedar Ridge	Melbourne	Salem	
Concord	Midland	Southside	

**Personnel:**

<b>Name:</b> Kelly Griffin	<b>Name:</b> Alex Moeller
<b>Position:</b> Director of Computer Science	<b>Position:</b> Statewide CS Specialist
<b>Degree:</b> Ed. S in Educational Leadership	<b>Degree:</b>
<b>Name:</b> Ashley Kincannon	<b>Name:</b> Jim Furniss
<b>Position:</b> Statewide CS Specialist	<b>Position:</b> Statewide CS Specialist
<b>Degree:</b>	<b>Degree:</b>

**Name:** John Hart  
**Position:** Statewide CS Specialist  
**Degree:** MLIS

**Name:** Leslie Leber  
**Position:** Statewide CS Specialist  
**Degree:** MSE

**Name:** Adam Musto  
**Position:** Statewide CS Specialist  
**Degree:**

**Name:** Tammy Glass  
**Position:** Statewide CS Specialist  
**Degree:**

**Name:** Zachary Spink  
**Position:** Statewide CS Specialist  
**Degree:** MSE

**Name:** Mark Barnes  
**Position:** Statewide CS Specialist  
**Degree:**

**Name:** Stacy Reynolds  
**Position:** Statewide CS Specialist  
**Degree:** MSE

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### **Goals:**

The ADE DESE Office of Computer Science’s established goals and associated tasks for computer science education implementation in Arkansas are divided into five categories:

**1. Standards, Curriculum, and Pathways** - Successful implementation of computer science education in Arkansas requires the development and periodic revision of a comprehensive and vertically articulated set of K-12 computer science curriculum standards and courses, the local creation of well-developed curriculum that supports student learning, proper alignment of the K-12 expectations and opportunities to industry needs, and appropriate K-20 pathway development for students seeking formal computer science education beyond high-school.

**2. Educator Development and Training** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to knowledgeable and informed computer science teachers. ADE in collaboration with the Arkansas Educational Cooperatives and other partners must support quality computer science educator development and training opportunities for all Arkansas Educators and Administrators.

**3. Licensure** - Successful implementation of computer science education in Arkansas requires the ADE and its partner organizations to anticipate and address the needs of the Arkansas educational system with regards to licensed and endorsed computer science teachers. ADE will continue and further research and implement, when appropriate, flexible licensure pathways and practices, based on legislation and regulation.

**4. Outreach and Promotion** - Successful implementation of computer science education in Arkansas requires the active use of a broad range of mediums, digital tools, and human networks to properly communicate about the Arkansas Computer Science Education Initiative and respond to the needs and concerns of Arkansas students, educators, community members, and industry leaders.

**5. Program Growth and Student Success** - Successful implementation of computer science education in Arkansas requires encouraging broad school implementation, supporting lighthouse schools to expand their programs, increasing statewide teacher capacity, growing student interest, and increasing stakeholder interest and support using innovative programs and outreach initiatives.

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**Program Summary:**

Education Service Cooperatives, in partnership with the Arkansas Department of Education, administers the Computer Science Support Program for grades K-12 (Support for Integrating the Embedded K-8 Standards; Middle School Introduction to Coding: Grades 5-8; and High School CS). In the interest of providing Arkansas educators with access to quality computer science (CS) professional development (PD), the Arkansas Department of Education (ADE) Office of Computer Science provided grants for ten Computer Science Specialists beginning in 2017. The computer science specialists each serve the CS PD needs state-wide for all ESCs, and Public School Districts. Assistance is provided to local school district educators through PD services including sessions (ADE developed & customized based on needs assessments) at the Cooperative as well as support on-site in living the mission and striving for the vision of Computer Science Instruction in Arkansas.

**Vision**

*All Arkansas students actively engaging in a superior and appropriate computer science education*

**Mission**

*To facilitate Arkansas's transition to becoming and remaining a national leader in computer science education and technology careers*

**PD Offered:**

- Computer Science: Teaching K-4
- Computer Science: Intro to Block Based Coding
- Computer Science: Teaching 5-8
- Computer Science: Transition to Text Based Coding

- Middle School Intro to Coding: Learn to Text Based Code (Formerly Coding Block)
- Teaching Middle School Intro to Coding (Former Coding Block Resources)
- High School Computer Science and Certification Preparation
- High School Computer Science and Certification Preparation - Fall 5 Saturdays
- High School Computer Science and Certification Preparation - Spring 5 Saturdays
- Physical Computing training (Raspberry, Arduino, etc.)
- App in A Day
- AP Computer Science Principles Student Day
- AP Computer Science A Student Day
- Introduction to Unity and Virtual Reality
- Creating Embroidery Designs with Turtlestitch
- Intermediate Artificial Intelligence
- Intermediate Mobile Application Development
- Intermediate Robotics
- Intermediate Cybersecurity
- Intermediate Python
- Intermediate Game Design
- Intermediate Java
- Intermediate Networking
- Intermediate Data Science
- Advanced Python
- Advanced Java
- Advanced Networking
- Advanced Cybersecurity
- Advanced Data Science
- Advanced Artificial Intelligence
- Advanced Robotics
- Advanced Mobile Application Development
- Advanced Placement Computer Science A
- Advanced Placement Computer Science Principles
- Advanced Game Development and Design
- Administrator Supporting Computer Science Education in Their Schools

**Conferences Presented at:**

- State TSA Conference



## Special Projects & Programs

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or state-wide. These projects or programs provided an opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents varied.

**Program Name: Communities of Practice (CoP)**

**Funding Source: Arkansas Department of Education**

Restricted  Non-Restricted

**Description:**

Building Communities of Practice (CoP) is focused around Identifying Learning Loss and Accelerating Learning using High-Quality Instructional Materials (HQIM). DESE, in partnership with a national partner, will bring together groups of Arkansas system leaders (district and school teams). The Community of Practice will explore the leadership practices necessary to implement math and/or literacy instruction and learning supports that meet the moment, while staying focused on long-term recovery and acceleration

goals.

The CoP includes a series of sessions that includes research and evidence-based strategies to address and plan for the acceleration of learning using HQIM.

Grantee will select vendors from those approved by Rivet Education to contract with for professional services to engage in content coaching, with emphasis on HQIM.

We partnered with TNTP for professional services. [TNTP Proposal](#)

We had 13 out of our 16 school districts participate in some form of support from TNTP. In the summer of 2023 there was a kickoff session for leaders to learn more about the HQIM they are currently using in their districts. In the fall, winter and spring TNTP coaches, school principal, instructional facilitators and Coop Representatives participated in classroom walkthroughs with a “Look For” tool to examine instructional strategies in place. After classroom walkthroughs there was a debrief session. The teacher also received feedback from the principal. There were Professional Learning days at the Northcentral Coop for those leaders to make next step plans for their school. Throughout the year there were Zoom sessions with TNTP as well. Ending the 2023-2024 school year 6 of our school districts now have a High Quality Professional Learning Plan

**Program Name: Professional Learning Communities: Boardroom to Classroom**

**Funding Source: Arkansas Department of Education**

Restricted  Non-Restricted

In support of the DESE’s PLC Initiative, Co-ops have been participating in the Boardroom to Classroom trainings monthly with Janel Keating from Solution Tree. As part of this process, Janel Keating guided educators in developing successful districtwide professional learning communities to ensure high levels of learning for every student. High-performing districts develop when collaborative teams at every level align their concepts, practices, and vocabulary. Aligning this work is a top-down, bottom-up cyclical process, starting with the district level and ending with collaborative teacher teams. This session provided district and school leaders with the tools and strategies needed to create a districtwide culture of continuous improvement. Co-ops are an integral part of this work and have been supporting districts involved in these sessions through Specialist support, and working with administrators who are implementing PLC processes.

Northcentral Co-op has 4 of 16 school districts who received the Systems of Support Grant and 5 more districts involved in the Boardroom to Classroom. All 9 of these districts have begun the process of implementing systems in each of their schools. These include forming collaborative teams, identifying essential standards, developing and implementing Common Formative Assessments, and basing decisions about student learning on data. Co-op employees have attended onsite coaching days with districts in order to gain a better understanding of the process as well as to support the teachers and administrators as they learn.

The results of the work in this project are shown in our PLC Capstone Project link below:

[Presentation Link](#)

**Program Name: ACT Prep**

**Competitive Grant:** Yes  No

**Program Summary:** The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparing for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students in taking the ACT. The grant included a subscription to On To College for high school students and prep sessions for any student taking the ACT.

261 school districts across the state opted-in to OnToCollege. This program can be used at the school level in multiple ways. Schools are able to use this resource as a class during the school day, an afterschool program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students to participate in prior to their ACT test. Chad Cargill provided 9 sessions for 688 students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies for taking the ACT as well as content review.

**Program Name: Teacher Evaluation Support System (TESS)**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

**Program Name: Instructional Facilitating**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** Instructional facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training refines the Instructional Facilitator's understanding of their various roles and distinguishes between effective and ineffective coaching practices. The training also provides leadership skills for reform, fostering internal commitment in others, and determining when it is or is not appropriate for modeling in a classroom.

**Program Name: EtherScope Project**

**Competitive Grant:** Yes \_\_\_ No X

**Goals and Description:** EtherScopes were purchased to place at each Coop in the state. These EtherScopes are being used in districts to test bandwidth and search for problems before online testing starts with the new PARCC assessment. These EtherScopes are available for district to use at no cost to them. They simply check out the tool and test their service locally.

**Program Name: Specialist's Unit Meetings**

**Competitive Grant:** Yes \_\_\_ No X

Goals and Description: Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a monthly basis as a professional learning community. Mathematics specialists receive professional development that is current, research based, and data driven. Currently, we have been collaborating with two separate partners: Office of Innovation, for an in depth training on Cognitive Coaching and TNTP for an in depth study on a continual coaching cycle. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs. During the current 2023-24 school year we have focused on implementing the new AR math standards, creating the support documents that directly coincides with our standards, and a new fluency document.

Literacy Unit Meetings take place monthly for all state literacy specialists/coaches to convene as a professional learning community. This time is built by a state level team to share, execute, and receive professional development that is data-driven to impact student achievement and fulfill requirements of LEARNS. TNTP and Cognitive Coaching trainings have been completed throughout the year.

**Program Name: Arkansas Leadership Excellence and Development System (LEADS)**

**Competitive Grant:** Yes  No

Goals and Description: Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Northcentral Coop supports the needs of the individual districts and the implementation of LEADS.

## Impact on Student Performance

Northcentral Arkansas Education Service Cooperative  
Impact on Student Performance  
2023-2024

Program	Impact
COSA	<ul style="list-style-type: none"> <li>● In the 2022-23 school year, one district was involved in the PLC process. During the 2023-24 school year, this number increased to 8 districts.</li> <li>● In the 2023-2024 school year, all System of Support school districts have identified essential standards with learning targets based on the new state standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• In the 2023-2024 school year, students receiving intervention from High Quality Instructional Assistants showed growth on the K-2 assessment.</li> <li>• In the 2023-2024 school year, 13 of our 16 school districts participated in the CoP Grant focused on HQIM.</li> </ul>
CTE	<ul style="list-style-type: none"> <li>• Consortium participants increased from 75% in 2021-2022 school year to 81.25% in 2022-2023 school year.</li> <li>• Industry certifications increased from 12.33% to 66.90%.</li> <li>• Awarded 2 State Start-Up Grants totaling \$75,862.50 for our CTE consortium member schools</li> <li>• Completed Off-Cycle Applications for new Programs of Study being offered in the Fall of 2024</li> </ul>
Early Childhood	<ul style="list-style-type: none"> <li>• Percentage of kindergarten eligible children dismissed from receiving special services went from 36% to 42% in the 2023 school year.</li> <li>• <a href="#">Bearkatz</a> This is a comparison between children who attended a licensed ABC Preschool and those who did not. This is kindergarten data of students who previously attended ABC Preschool.</li> </ul>
Literacy/Math/Science	<ul style="list-style-type: none"> <li>• Specialists spent much of their time in Level 3 schools to assist in decreasing the number of students reading below grade level. <a href="#">Link to tracking data from these districts.</a></li> <li>• Specialists spent at least 70% of their time coaching/supporting teachers and leaders in D schools in the NAESC coop region.</li> <li>• In the 2023-2024 school year, 13 of our 16 school districts participated in the CoP Grant focused on HQIM. Specialists participated in walk-throughs with school leaders and coached teachers on lesson internalization</li> </ul>
Mentoring/Novice	<ul style="list-style-type: none"> <li>• 66% of novices who began Year 1 in 2021-22 remain in the NAESC mentoring program in the 2023-24 school year</li> <li>• 157% increase in ArPep participation from 2022-23 to 2023-24 Linked below is evidence of our recruitment and retention processes at NAESC. <a href="#">23-24 Geographical Teacher Shortage Area List for Website with Charter.pdf</a></li> </ul>
TCC	<ul style="list-style-type: none"> <li>• The overall measurement for all our programs and services at NAESC is through a self assessed letter grade. This letter grade is an average of all 49 school buildings within our borders. The link below is a report of letter grade status and performance targets that have been reported to our member districts.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="#">Teacher Center NAESC Letter Grade</a></li> </ul>
Technology	<ul style="list-style-type: none"> <li>● Provide monthly Security Awareness Insider for DESE statewide for technology personnel.</li> <li>● Represented the state of Arkansas at state and national cyber conferences as an educator of technology.</li> <li>● NAESC technology coordinator serves as the Assistant Director of the Cyber Incident Response Team. This team is a free resource for all Ar districts for educating their personnel along with assisting in cyber threats.</li> <li>● 100% of uninterrupted student learning time due to cybersecurity measures in place by technology coordinator.</li> </ul>