

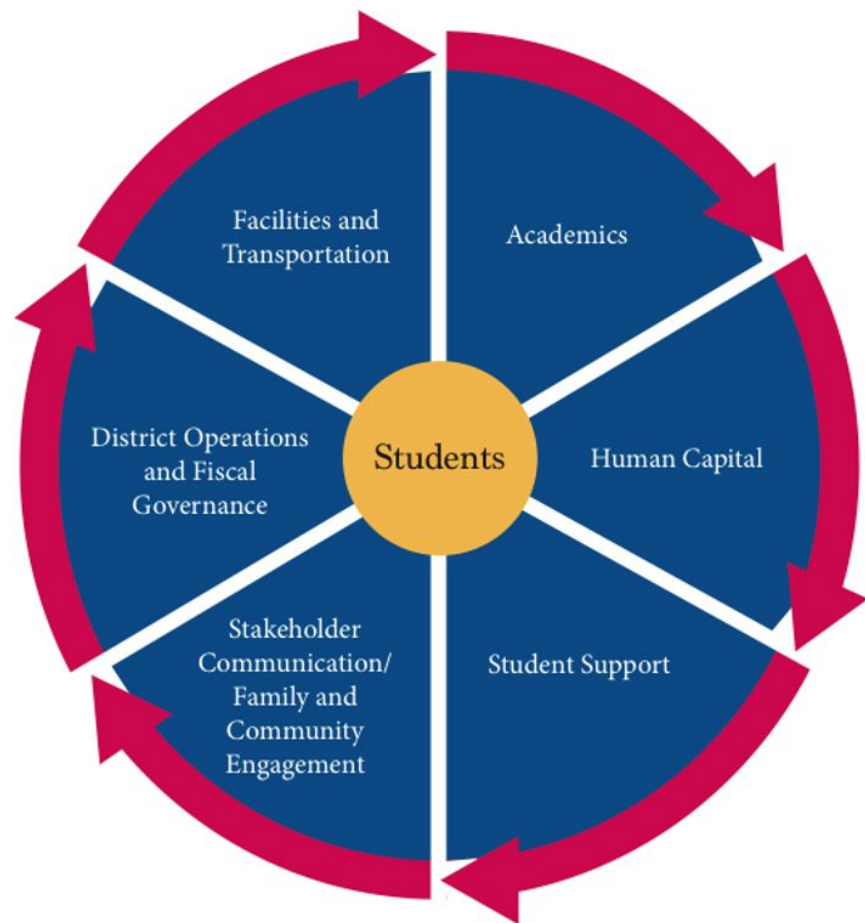
# Vision

The Division of Elementary and Secondary Education is transforming Arkansas to lead the nation in student-focused education.



# Mission

The Division of Elementary and Secondary Education provides **leadership, support, and service** to schools, districts, and communities so every student graduates prepared for **college, career, and community engagement**.



# Act 1240 Decision Making

→ Application must:

- ◆ Meet Act 1240 criteria
  - Enhanced Learning Opportunities
  - Promote Innovation
  - Access to Effective teachers
- ◆ Clearly communicate the goals of the request
- ◆ Identify appropriate waivers aligned to the goals and demonstrate the need for the waiver



# Act 1240 Decision Making – Critical Questions

- Is the waiver to “**do more?**” or “**do less?**” for kids?
- Are other types of flexibility more appropriate? (Licensure exceptions; SfA waiver; etc)
- What is the result of not granting the waiver?
- Is the waiver going to mask a problem within the district that will negatively impact students?
- Is the request an attempt to avoid a possible SfA violation?
- Connecting Levels of Support to approval of waivers (*Arkansas Educational Support and Accountability Act of 2017*)
  - Particularly important when there are concerns about district capacity to utilize the flexibility appropriately

# ACT 930 of 2017

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING THE ARKANSAS EDUCATIONAL**  
**SUPPORT**  
**AND ACCOUNTABILITY ACT (AESAA)**  
**2018**



Arkansas Department of Education

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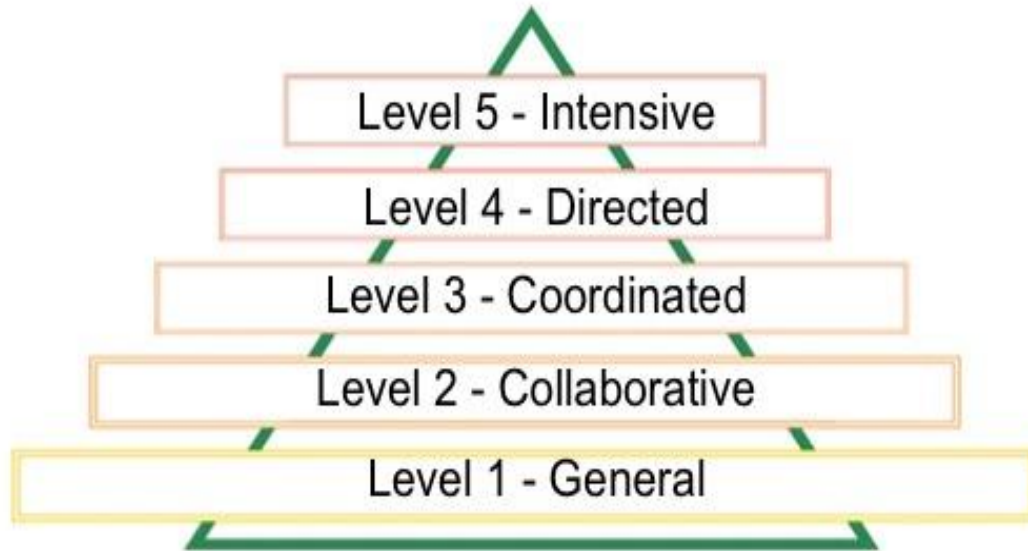
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# 8.0 Levels of Support for Public School Districts



# Levels of Support

## Level 1 General

General support provides guidance and tools to assist districts in creating a strategic direction to progress towards a local vision, creating systemic processes that result in a high percentage of students graduating on-time and with the skills to be successful in post high school life.

## Level 2 Collaborative

Collaborative support provides minor or temporary technical assistance or personalization of a Department initiative or state expectation to district leadership in address underperforming subgroups and district challenges to improve student trend data.

## Level 3 Coordinated

Coordinated support provides technical assistance with district leadership to address all students, underperforming subgroups, and district challenges to improve student trend data. The Department will monitor the LEA work with the utilization of a continuous cycle of inquiry in order to support schools in improving student learning.

# Levels of Support

## Level 4 Directed

Directed support includes directly guiding the development and implementation of the school-level plans, district support plan, and allocation of resources. The LEA will utilize a continuous cycle of inquiry in order to support schools in improving student learning.

## Level 5 Intensive

Districts are classified for intensive support by the State Board of Education based on Commissioner's recommendation.

## 7.0- Equitable Access to Excellent Educators

- Public school districts are responsible for **recruiting**, **hiring**, **retaining**, and **developing** **effective teachers** and **leaders** by using programs provided by the Department.

- Each public school and school district shall ensure that its educators provide instruction that aligns with the academic standards established to prepare students to demonstrate the skills and competencies necessary for successful academic growth and high school graduation.

# State Systems of Support

- Multiple Pathways to Teaching (*Recruitment and Preparation*)
- Focused Induction and Mentoring (*Support*)
- Meaningful Support and Evaluation (*Support and Development*)
- Strong Teacher Leadership with Career Advancement Opportunities (*Retention*)

# General Support:



## Professional Learning Opportunities

- Professional Growth Plans
- Educational Cooperatives' Trainings
- Teacher and Administrator Mentoring
- Teacher Academies
- Microcredentials
- Educator Career Continuum

## Resources and Technical Assistance

- High Poverty/ High Minority Report
- Strategic Staffing Models
- Routes to Licensure and Exceptions
- Licensure Assessment Ready
- Arkansas Human Capital Handbook



## Recruitment and Retention

- Educators Rising
- Teacher Residency Model
- Teacher and Administrator Recruitment and Retention Plan
- Master and Lead Teacher Designations
- Opportunity Culture Schools



# **Intensive Support (includes all General Supports) as well as:**

- **Audits**
  - HR Systems Analysis
  - Licensure Audit
- **Training**
  - eSchool and eFinance
  - LEA Insights
  - Data entry
- **Support**
  - Differentiated Mentoring
  - HR Bootcamps; licensure assessment; pathways to licensure
  - Teacher Residency Model
- **Monitoring and Decision Making**
  - All hires/staffing assignments
  - Master Schedule
  - Standards for Accreditation
  - Teacher and Administrator Recruitment and Retention Plan
  - Progress for the ADE Support plan

## District Systems Analysis Template

### The Human Capital System

#### Recruitment

- A. The district has established a district-wide process/plan that serves as a blueprint for uniformity in recruiting, hiring/onboarding, and retaining quality applicants to meet the needs of the district and includes a method of evaluating the effectiveness of the process. The recruitment process should promote diversity and develop equity across the district.
- B. The district has a process for personnel administration, benefits, payroll and other employee services.
- C. The district has an effective process for onboarding new employees that ensures that employees understand their impact on the mission and vision of the district; the process should include a system of feedback and reflection.

#### Support/ Developing Staff

- D. The district has a process for using and implementing trend data and standards to frame workforce planning and compensation strategies, reviewing the strength of its workforce.
- E. The district has a program of performance management that includes evaluation and timely feedback.
- F. The district has a process of ensuring compliance with all employee requirements and certifications.
- G. The district has a viable process for ongoing training on utilizing TESS/ LEADS as support systems for all educators.
- H. The district has a written plan for professional development for employees and/or jobs that are not included in the Academic System plan.

#### Retention

- I. The district has a viable process and an action plan that ensures that all staff members are working in the position that is most beneficial to student success.
- J. The district has a process that examines current recruitment and retention trend data in the district, schools, specific academic areas, grade levels, and other areas of need/concern.



# A District Support Plan

1. Specify the support the district will provide to the schools
2. Establish priorities regarding goals or anticipated outcomes
3. Identify resources
4. Describe the time and pace of support and monitoring
5. Describe the measure for analyzing and evaluating that the support was effective

# ADE Support Plan

1. Identify the support to be provide by ADE
2. Describe the role of the ADE, role of the district, and timeline for implementation

8.08 The district improvement/exit plan shall contain, at a minimum, the following elements:

Identification of each criteria for improvement;

Specific expectations for exit criteria.

Specific corrective action steps for each criteria for improvement;

A timeline for the completion of each corrective action step;

Specific measurements for review of progress and monitoring of implementation; and

A specific timeline for review of progress and monitoring of implementation;