



ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT WAIVER ANNUAL PROGRESS REPORT

District Name: Ashdown

Superintendent: Casey Nichols

Email Address: cnichols@ashdownschools.org

Phone Number: 870898 Date Waivers Granted: 4/14/2016

School Year Waivers Implemented: 2019-20

Name of Charter School(s) Attended by District Students

Waiver Topic: Flexible Scheduling

Briefly explain the original rationale used when the waivers were requested and describe how the use of the waivers have impacted the district, specifically the teachers, by waiver topic. Consider including any unintended benefits or consequences that have developed from the district's utilization of its waivers and any teacher feedback that the district has received. Please attach any data collected that demonstrates changes in the district.

Flexible Scheduling for Early Start Date (12/14/17): The rationale for the early start date was that it would provide our teachers with more teaching days to ensure that all standards were addressed and teaching was accomplished before testing window. Time is an important factor for teachers! We are relying on data to drive our instruction, and are working to implement the professional learning communities that will enable this to be possible. The extra days that we were able to add to our teaching time has been used with integrity so that we are able to provide our students with the instruction that is needed. This directly ties to the the second waiver we received for our High School for flexibility of scheduling for personalized instruction.

Flexible Schedule for Personalized Learning (4/14/16): The rational for this waiver was that if we had flexibility in scheduling that we could ensure that we were reaching all of our students where they were. Our District has become a Professional Learning Community, and we have established goals to make using data and having real conversations about students and learning a priority on each campus. At Ashdown High School, we focused on the fact that data showed us that not every student had the same needs, and that some were slipping through the cracks because we were teaching to the middle and missing out on instructional needs of all. Like I said before, "Time," is a precious commodity to teachers! We needed to find time so that teachers could differentiate instruction as needed for all of the students. We decided that to make this possible that we would need to find time in our day. The two things our teachers were asking for was; time for addressing tiered interventions one on one or small group, and time to meet together to discuss students and strategies to reach them. On a secondary campus, this is hard time to find, but we came up with the idea of flex time to give each content area time during the week to send students, who mastered content, to a commons area in order to keep back students, who needed more assistance, in order to shore up the tier one instruction that was received but needed to be retaught! This concept has allowed our teachers to focus in on individual students needs, and keep them on track for success as they progress through our high school. Over the year, we have modified this flex time to include speakers and enrichment for students who have completed work and concepts in the classroom.

Because of these flex times, the conversation in our district has changed to more student focused discussions and not blanket group statements. As a result of these flex waivers, our district showed growth in all content areas that were tested last school year, and was ranked #7 in the State of Arkansas for growth. Out of the box thinking and planning will help us to maintain this progress.

Briefly explain the original rationale used when the waivers were requested and describe how the use of the waivers have impacted the district, specifically the students, by waiver topic. Consider including any unintended benefits or consequences that have developed from the district's utilization of its waivers and any student feedback that the district has received. Please attach any data collected that demonstrates changes in the district.

Flexible Scheduling for Early Start Date (12/14/17): The rationale for the early start date was that it would provide our teachers with more teaching days to ensure that all standards were addressed and teaching was accomplished before testing window. Just like teachers, time is an important factor for many students. Some students, "Get it," the first time, but many students need time to learn concepts and apply them. As a district, the flex start has allowed teachers to help students maximize that time to be successful.

Flexible Schedule for Personalized Learning (4/14/16): The rationale for the flex scheduling to address individual instruction and personalized learning was that students could get real time help on standards and concepts that they were struggling with. Students that have showed mastery of standards and concepts are allowed to go to a commons area that is monitored by a certified teacher. The commons area offers our students time to work on college courses, work from other classes, attend tutoring if needed, and just time to decompress. With these students out of the classroom, teachers are able to go back and reteach one on one or small group for the students who are struggling to master standards and concepts. The flex concept is done by the four core areas of math, ELA, science, and social studies. We flex one day a week for the four cores, and we use one day for advisory. In advisory, our students work on student success plans, look at grades, explore courses, and do enrichment activities. These advisory classes have been a big success, especially since we have added a career coach to our staff to guide these classes.

Provide a description of how the waivers have impacted school growth including the graduation rate. Please attach any data collected that demonstrates changes in the district.

As a result of these flex waivers, our District showed growth in all content areas that were tested last school year, and was ranked #7 in the State of Arkansas for growth. Out of the box thinking and planning will help us to maintain this progress.

Our graduation rate, according to the last school report card, was 87%. We hope to improve this as we continue to implement strategic planning in our High School to ensure all students have a plan for after graduation before they leave the halls of Ashdown High School. We are working on this goal by offering something for all students in our school. The list is growing, and I have included it here, as follows: Career pathways in agriculture, television production, medical technology (CNA, pharmacy tech), Business entrepreneurship (coffee shop), microsoft certifications, drama, computer science, unmanned aerial, JAG, teacher cadet, EAST, choir, band, boys and girls athletics, cheer, etc. We are also working on the building character and offering the credit for service learning which is pushing our students to engage with the community in a service manner that builds respect and rapport with other adults and businesses in our area. We also added a career coach this school year that has helped to open their minds to what is available post high school and helped them to make connections to post secondary institutions and other future possibilities!

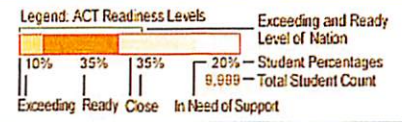
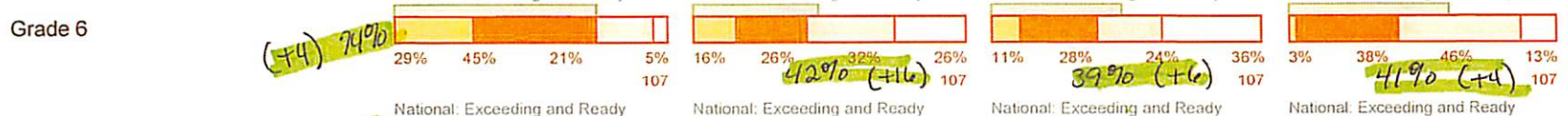
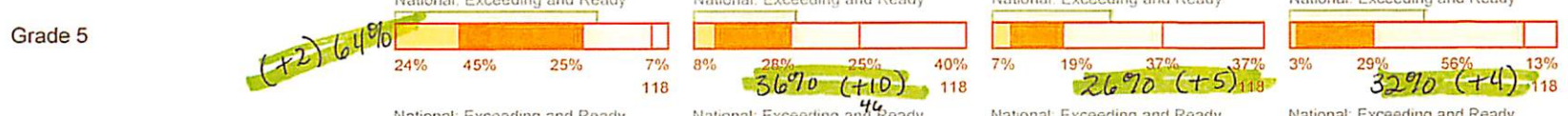
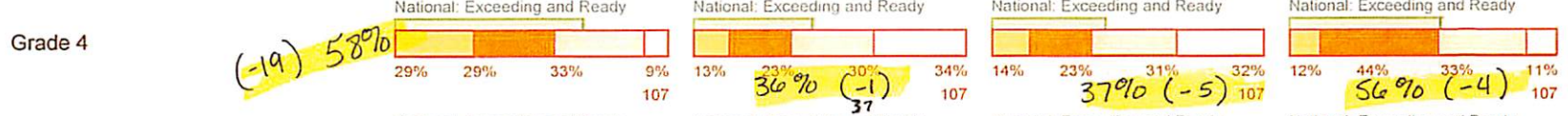
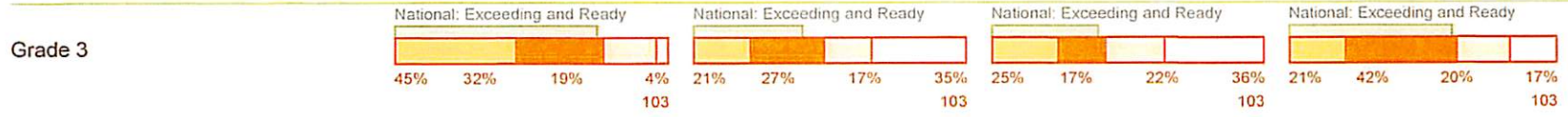
Provide a description of how the waivers have impacted student achievement. Please attach any data collected that demonstrates changes in the district.

All campuses in our district showed progress in growth last school year. We were ranked #7 in growth in the State. We have room to still grow, but consistency in our efforts to keep conversations student centered and data driven are allowing us to keep the course.

Submit completed forms to Kelly McLaughlin by email at kelly.mclaughlin@arkansas.gov.

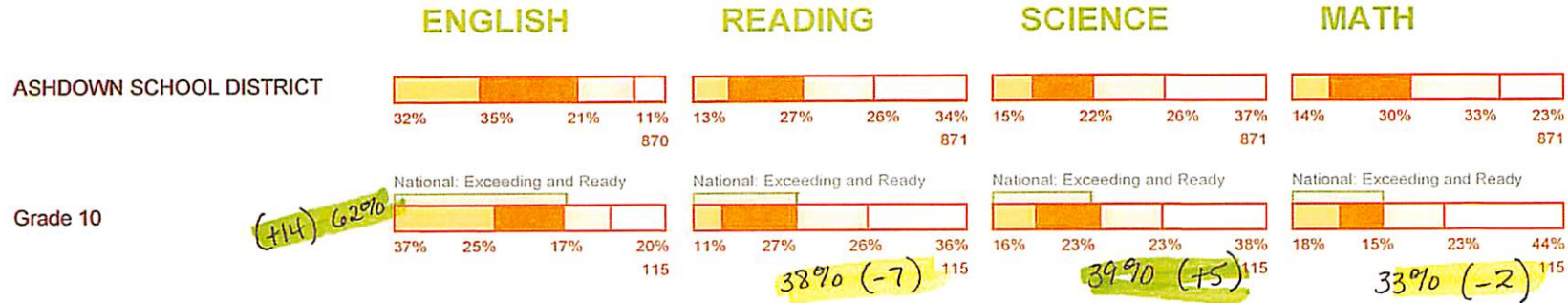
Questions should be directed to Kelly McLaughlin by email at kelly.mclaughlin@arkansas.gov or by phone at (501) 682-2130.

18-19 applies to apples



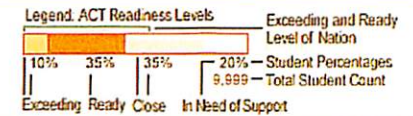
SUMMATIVE Assessed Apr 8, 2019 - May 8, 2019

How can decisions be informed based upon grade level subject proficiencies?



SUBJECT FOCUS Better proficiency in science may improve scores.

ACT Aspire Science Assessments assess students' science practices using real-world scientific scenarios. Scenarios in upper-grade assessments include student investigations, formal scientific research, formal scientific data from references, and students or scientists providing competing explanations for real scientific phenomena. At the earlier grades, topics generally focus on everyday student discovery rather than formal science.



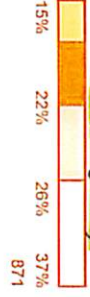
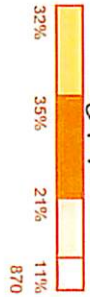
ENGLISH

READING

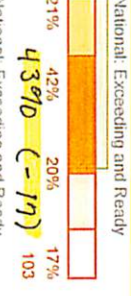
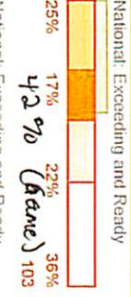
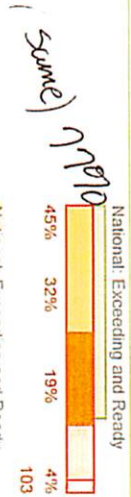
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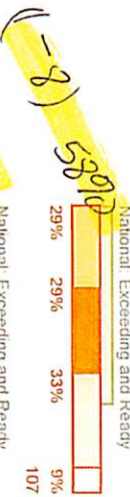
ASHDOWN SCHOOL DISTRICT



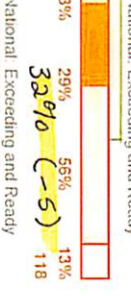
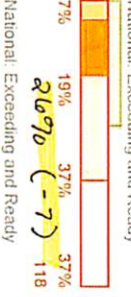
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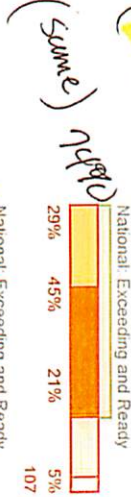
Grade 4



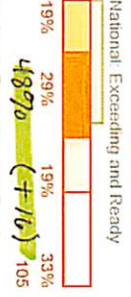
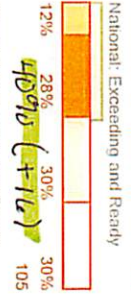
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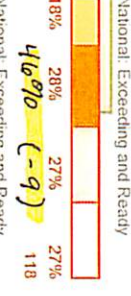
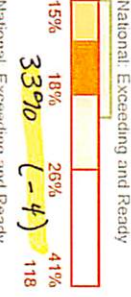
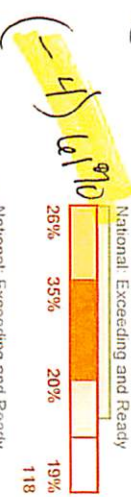
Grade 6



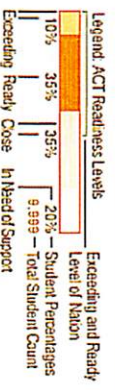
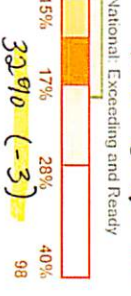
Grade 7



Grade 8

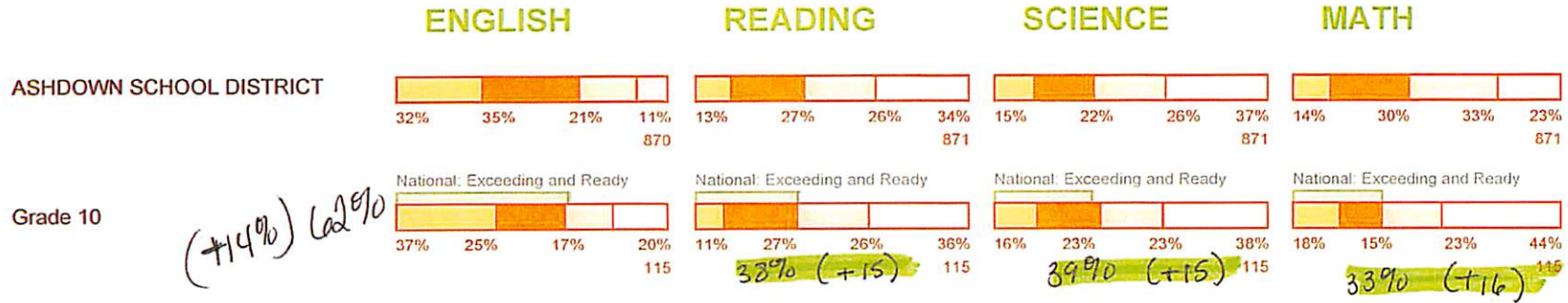


Grade 9



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