

Arkansas River Education Service Cooperative



ANNUAL REPORT OPERATIONS 2024-2025

912 West Sixth Street

Pine Bluff, Arkansas 71601

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From the Director's Desk

As we close the 2024-2025 service year, we present our Annual Report on behalf of the Arkansas River Education Service Cooperative's Governing Board and our Team Members. The services for 2024-2025 align with our vision of being the heart of learning, leadership, innovation, and prosperity. Our services have supported the goals of our districts and communities we serve, as well as LEARNS and the State's vision for education. The ARESC service teams continued to maintain a culture of high expectations, premier customer service, exciting innovations, and meaningful collaboration. It is only through these mission driven efforts and effective partnerships with stakeholders that ARESC can fulfill our vision to provide services to children, families, and schools that prepare them for a prosperous life.

Every region in Arkansas presents unique challenges and opportunities. It was this very regional uniqueness that originally led to the development of regionally based centers, resources, and leadership. Preserving this regional identity and proximity is essential to continuing meaningful support and progress. We appreciate the continued investment in localized support, ensuring the local voices of our educators, partners, and students remain at the forefront of decision-making.

In accordance with A.C.A. 6-13-120, we submit this 2024-2025 Annual Report as the condensed report of the programs, services, resources, and activities of our cooperative. This document will include information regarding professional learning, technology, early childhood, career and technical education, direct student services of unique populations, the governance of our organization and other pertinent reporting.

ARESC strives to maintain quality impactful services and to connect our member districts and the community at large with resources to support education in Arkansas. Through our partnerships with local industry, institutions of higher education, the Division of Elementary and Secondary Education and other state agencies, we are proud to serve districts in Arkansas, Grant, Jefferson, Pulaski County and other counties of Arkansas for the betterment of the children of the great State of Arkansas.

Cathi Swan, Director



Mission Statement: Our mission is to deliver cooperative support services that foster learners for life.

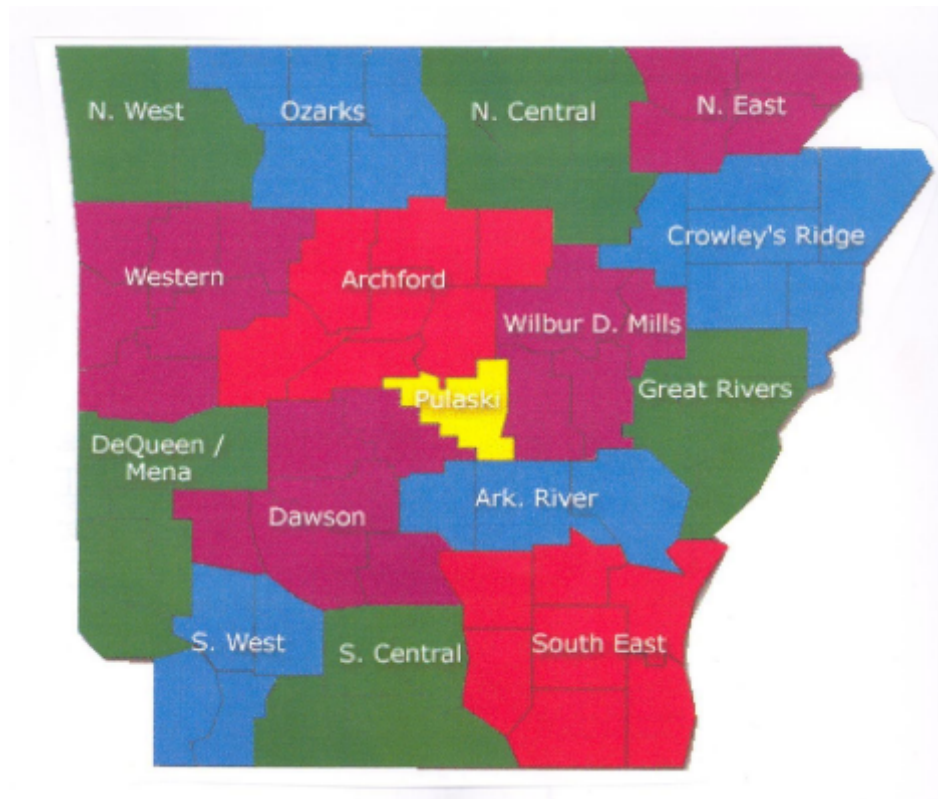
Vision Statement: We are the Heart of Learning, Leadership, Innovation, and Prosperity

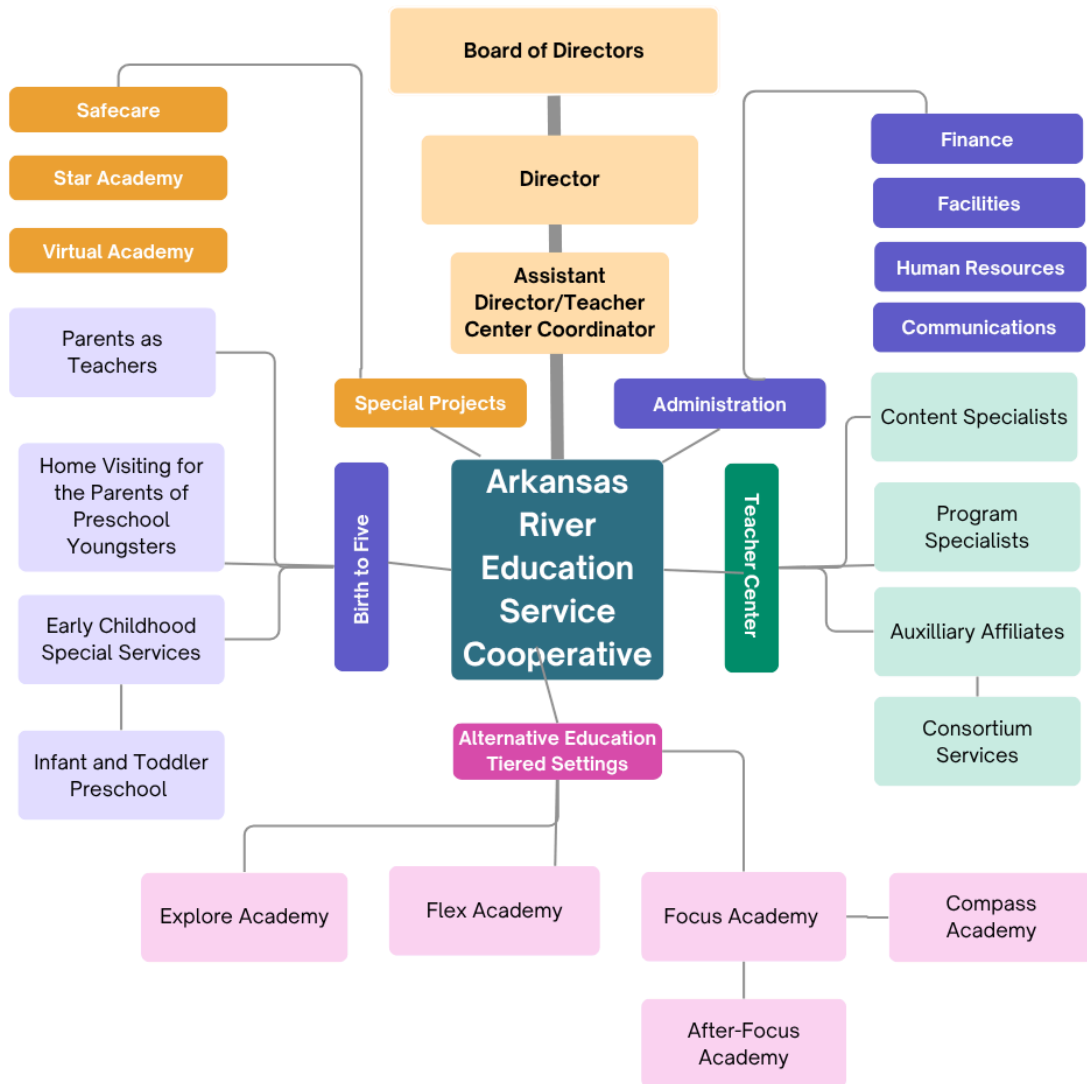
Agency Goals with Collective Commitments:

- ★ Model and support a culture of high expectations and positive energy.
 - We will speak positively and provide solutions for challenges faced.
 - We will acknowledge and celebrate others.
 - We will persevere to reach our goals.
- ★ Model, support, and facilitate learners for life in all services.
 - We will strive for excellence and distinction in our own fields.
 - We will encourage and model a growth mindset.
- ★ Promote sharing of resources and services among stakeholders based on local, regional, state, and/or federal educational priorities.
 - We will use data to set priorities.
- ★ Provide assistance to schools in meeting or exceeding accreditation standards and equalizing educational opportunities.
 - We will focus on high levels of learning for all students and the systems that are necessary for this to occur.
 - We will maintain knowledge of evidence based best practices.
- ★ Encourage and facilitate innovative practices, strategies, and learning environments.
 - We will maintain knowledge of most effective evidence based practices, strategies, and learning environments.
- ★ Provide services to children, families, and schools that prepare them for a prosperous life.
 - We are committed to a system of support for students and adults.
- ★ Establish and maintain effective working relationships with all stakeholders of the community.
 - We are committed to quality communication and positive relationships with all stakeholders.



Proudly serving Arkansas, Grant, Jefferson, and
Schools Statewide





Arkansas River Education Service Cooperative School District Members for 2024-2025

Arkansas Correctional School System Arkansas Division of Youth Services Arkansas School for the Deaf Pine Bluff School District Sheridan School District Stuttgart School District Watson Chapel School District White Hall School District
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Officers of the Board of Directors for 2024-2025

Name	Position	School District
Mr. Gary Williams	President	White Hall School District
Mr. Jeff McKinney	Vice President	Stuttgart School District
Dr. Jennifer Barbaree	Secretary	Pine Bluff School District

Members of the Board of Directors for 2024-2025

Name	Position	School District
Dr. Tracy Dowell	Superintendent	AR Correctional Schools
Mrs. Nicole Walsh	Superintendent	AR School for the Deaf
Dr. Marcella Della Rosa	Superintendent	AR Division of Youth Services
Dr. Jennifer Barbaree	Superintendent	Pine Bluff
Mr. Chad Pitts	Superintendent	Sheridan
Mr. Jeff McKinney	Superintendent	Stuttgart
Dr. Keith McGee	Superintendent	Watson Chapel
Mr. Gary Williams	Superintendent	White Hall

Teacher Center Committee Members for 2024-2025

Name	Position	School District
Larissa Davis	Teacher	Pine Bluff
Donna Vandevender	District Admin	AR School for the Deaf
Michelle Burchett	Teacher	White Hall
Sharon Whitaker	Teacher	AR Correctional Schools
Ryan Acker	Teacher	Watson Chapel
Marsha Saul	Teacher	Stuttgart
Haley Spann	Instructional Facilitator	Sheridan
James Millbrooks	Non Teacher	Arkansas Division of Youth Services
Michael Walker	Asst. Director/TCC	ARESC



Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report's Data Sheet

DATE: 6/30/2024

LEA#: 35-20

ESC#: 10

ADDRESS: 912 West Sixth Street, Pine Bluff, AR 71601 **PHONE NUMBER:** 870-534-6129

DIRECTOR: Mrs. Cathi Swan

ASSISTANT DIRECTOR/TEACHER CENTER COORDINATOR: Mr. Michael Walker

NAMES OF COUNTIES SERVED: Arkansas, Grant, Jefferson with three state-wide school districts

NUMBER OF DISTRICTS: 8

NUMBER OF STUDENTS: 15,168

NUMBER OF TEACHERS: 1084

NUMBER OF ADMINISTRATORS: 297

I. GOVERNANCE:

A. How is the cooperative governed?

Board of Directors X or Executive Committee

How many members are on the Board? 8

Executive Committee? n/a

How many times did the Board meet? 10

Executive Committee? n/a

When is the regular meeting? 3rd Wednesday of each month

B. Date of current year's annual meeting: June 12, 2025

C. Does the co-op have a Teacher Center Committee? YES X NO _____

If yes, then: How many are on the Teacher Center Committee? 8

How many members are teachers? 5

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? Fall, Winter, Spring - other meetings as needed

D. When was the most recent survey or needs assessment conducted? 12/2024

E. Have written policies been filed with the Arkansas Department of Education?

Yes X No _____

STAFFING 2024-2025

Listed below are 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 source for the positions. Place an asterisk (*) beside those who are housed at the co-op and whose salary does not flow through the Arkansas River Education Service Cooperative 2024-2025
S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

Name	Title	Funding Source
Celeste Alexander	Teacher Excellence Coordinator	S, F
Cody Knowlton	Math Specialist	S
Kelli Cypert	Career and Technical Education Coordinator	S, F
James Harris	Technology Coordinator	S
Dianna Herring	Science Specialist	S
Tom Cypert	Early Childhood Special Services Team Leader	S
Tammy Manning	K-8 Virtual Academy Principal	D
Tumiga Livingston	Preschool Coordinator	S
William Shelly	Gifted and Talented/Recruitment and Retention	S
Carla Swan	Director	B
Mike Walker	Teacher Center Coordinator/Asst. Director	B
Steven Walker	Technology Initiatives Specialist	S
Lisa Woodie	Behavior Support Specialist	D
Susan Brigham	Administrative Assistant	S
Kimberly Newton	HIPPY Coordinator	S
Dexter Miller	Technology Initiatives Specialist	S
Gerard Newsom	Technology Initiatives Specialist	S
Sherry Kennedy	Technology Initiatives Specialist	S
Monique Lee	Safecare Provider	S
Maricha Walker	Safecare Provider	S

Jarvis Hale, Jr.	Behavioral Health Technician	S
Autra Dunn	Administrative Assistant	S
Antwinette Malakyah	Teacher	S
Judy Gordon	Administrative Assistant	B
Cristian Haynes	Technology Support Assistant	D
Marcie Jacobs	Administrative Assistant	S
Paula King	Secondary Teacher	S
Barbara Marbley	PAT Coordinator	S
Lakara Lofton	PAT Parent Educator	S
Lakita Collins	PAT Parent Educator	S
Angela McBride	PAT Parent Educator	S
Chad Davidson	Facilities Coordinator	S
Terry Martin	Custodian	B
Steve Metz	Maintenance	B
Cynthia McDonald	Finance Manager	B
Sandi Metz	Administrative Assistant	B
Marguerite Norman	Home Visiting Coordinator	S
Katherine Pye	Accounts Payable/Grant Manager	B
LaKesha Anderson	Administrative Assistant	B
Larry Williams	Custodian	B
Bradley Bateman	Campus Supervisor	D
George Davis	Teacher	D
Eric Elders	Campus Supervisor	D
Nicole Hadley	Behavioral Tech	D
Jarvis Hale	Campus Supervisor	D
Cheria Jackson	LPN/Registrar	D

Gabrielle Jones	Teacher	D
Amanda Johnson	Behavior Specialist/JAG Coordinator	D
Cynthia Bullard	Mental Health Specialist	D
Heidi Rowland	Campus Supervisor	D
James Virden	School Resource Officer	D
Whitney Broughton	Behavioral Health Associate	D
Gennaifer Ashcraft	LPN/Administrative Assistant	D
Holley Wilson	Teacher	D
Stephany Brown	Campus Supervisor	D
Rebecca Mincy	Teacher	D
Lasheena Hudson	Teacher	F
Phaedra Martin	Administrative Assistant	S
Sharon Jackson	Behavioral Health Associate	D
Kateshia Marshall	HIPPY Coordinator	S
Michael Owens	Behavioral Health Associate	D
Sara Young	Behavioral Health Associate	D
Lynn Wright	Behavioral Health Technician/Resource Officer	D
Linda Yancy	Resource Officer	D
Phaedra Gipson	Administrative Assistant	S
Katrina Harroway	Paraprofessional	F
Vickey Livingston	Paraprofessional	S
Rosalind Robinson	Paraprofessional	F
Amy Stuckey	Paraprofessional	D
Manda Anderson	Teaching Assistant	D
Darla Bailey	Teacher	D
Carla Bryant	Teacher	D

Mary Bush	Teacher	D
Heather Carter	Teacher	D
Donna Depriest	Teacher	F
Seth Ellis	Teacher	D
Cindy Evans	Teacher	D
Dylan Harris	Teacher	D
Michaela Howard	Teacher	D
Alena Huett	Teacher	D
Blakelee Hyatt	Teacher	D
Debbie Moon	Teacher	S
Alicia Mosley	Teacher	D
Melissa Mosley	Teacher	D
Shelley Peyton	Teacher	S
Sheryle Sandy	Teacher	D
Makala Saunders	Teacher	D
Krystle Summers	Teacher	D
Elizabeth Vansandt	Teacher	S
Lauren Wren	Teacher	D
Jessica Blasengame	Home Based Educator	S
Kristin Brown	Home Based Educator	S
Lakendra Cunningham	Home Based Educator	S
Daranishe Davis	Home Based Educator	S
Tequilla Freeman	Home Based Educator	S
Pamela Russell	Home Based Educator	S
Betty Spinks	Home Based Educator	S
Stephani Zornek	Home Based Educator	S

Karissa Fryar	Home Based Educator	S
Yesenia Gutierrez	Home Based Educator	S
Latrenda Harris	Home Based Educator	S
Talenishe Hayes	Home Based Educator	S
Alisa Johnson	Home Based Educator	F
Amy Main	HIPPY Coordinator	F
Libby McGee	Teacher	D
Cheryl McNeil	Home Based Educator	S
Mely Mendoza	Home Based Educator	S
Lashanna Parks	Home Based Educator	S
Anja Spadoni	Home Based Educator	S
Kristin Brown	Home Based Educator	S
Tomyra Brent	Home Based Educator	S
Tamaree Callum	Home Based Educator	S
Arkita Gibbs	Home Based Educator	S
Sarai Harris	Home Based Educator	S
Nakiya Smith	Home Based Educator	S
Betty Spinks	Home Based Educator	S
Martisia Tatum	Home Based Educator	S
Dylan Harris	Teacher	D
Michael Turley	Teacher	D
Ashley Stone	Paraprofessional	S
Paula Archer	HIPPY Coordinator	S
Sharrika Ashley	HIPPY Coordinator	S
Andrea Camden	Teacher	S
Lauren Craine	Speech Therapist	S

Alicia Davidson	Speech Therapist	S
Sheryl Donham	Teacher	S
Meagan Fenters	Speech Therapist	S
LyDreana Howell	HIPPY Coordinator	S
Marquita Young	Teacher	S
Monya LaGrone	Teacher	D
Tumiga LLivingston	Preschool Director	S
Alissa Hyatt	Teacher	S
Taylor Gilcrease	Speech Therapist	S
Jennifer Rice	Teacher	S
Nicole Bayles	Home Based Educator	S
Kristi Allred	Home Based Educator	S
Regina Barnes	Administrative Assistant	B
Sarah Bowlin	Home Based Educator	S
Heather Bowman	Home Based Educator	S



Teacher Center

Below is a list of in-service training/staff professional development sessions offered through the cooperative, including month offered, topic, number of districts participating, number of participants and location. Included is a cumulative total of participants. See Professional Development Activities Report at the end of this document for additional information.

Does the co-op provide media services to schools? YES [X]

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

Does the co-op operate a "make-and-take" center for teachers? YES [X]

How many teacher visits have been made to the center?

- Number of Teacher Participants: 13,663 entered in ESCWorks
- Number of Other Participants: 1,713 not entered in ESCWorks

[List of Professional Development Sessions, 2024-2025](#)

Administrative Services

Please check administrative services offered through the cooperative:

- [X] Cooperative Purchasing
- [X] Conduct Annual Needs Assessments/Planning Assistance
- [X] Special Education Services
- [X] Gifted and Talented Assistance
- [X] Grant Writing Assistance
- [X] Personnel Application
- [X] Assist with Evaluation/Monitoring Procedures
- [X] Bookkeeping Assistance
- [X] Technology Training
- [X] Curriculum Support
- [X] Business Management training
- [X] Computer Technician
- [X] C.C.R.P.P. Administration/Collaboration
- [X] E-Rate Applications
- [X] Assessment Data Analysis
- [X] Instructional Facilitator Training
- [X] Math/Science/Literacy Specialists
- [X] Numerous professional development opportunities for teachers
- [X] Administrators and local board members
- [X] Perkins Consortium
- [X] CTE Coordinator

- [X] Professional Development
- [X] Medicaid billing
- [X] Psychological services
- [X] School Health Nurse
- [X] HIPPY
- [X] APSCN Field and Financial Support

Direct Services to Students

Please check the student services provided through the cooperative:

- [X] Student assessment program
- [X] Itinerant teachers – please list areas: (ECSE, SPEC)
- [X] Occupational therapy and physical therapy
- [X] Transition Assistance
- [X] Mentor programs (ex. Foster Grandparents)
- [X] Gifted/Talented programs: 6 participating districts
- [X] Digital instruction (ex. AR iTunes U, podcasts)
- [X] Speech Pathology services
- [X] HIPPY
- [X] Low incidence handicapped (vision/hearing)
- [X] Other (Please specify):
 - Parents as Teachers
 - Preschool
 - Alternative Education Academies (Tiered Support)
 - Early Childhood Special Education
 - Behavioral Intervention consultants
 - Virtual Academy for K-12 students and families
 - Star Academy Career/STEM Sites
 - Summer Camps
 - Student Competitions
 - ACT Prep

Anecdotal Reports

These are descriptions of activities which demonstrate partnerships, agreements or innovative ways that the cooperative has assisted local districts. The cooperative personnel may write the reports, or the descriptions may be written by local schools served by the cooperative. These reports may also include letters sent to the cooperative or evaluations of a cooperative activity.

ACT Prep Sessions - ARESC proudly collaborates with other agencies to host ACT Prep sessions at our cooperative or to arrange support at the participating school preference. 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.

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.

Two hundred sixty-one 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 student participation prior to their ACT test. Cantrell and Waller Preparatory (CW Prep) provided 50 sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.

Act 1082 Support- While literacy coaching is a part of the ESC literacy specialists' work, it is just one of many workstreams for these individuals. As a result, districts receive varying intensity of support from literacy specialists, based on their ADE Progressive Levels of Support classification, and the fact that not every school that needs support receives it. Arkansas has 5 levels of support (General, Collaborative, Coordinated, Directed, and Intensive) determined, in part, by a district's student reading outcomes on the state summative assessment. Arkansas literacy specialists support only Levels 3-5:

- **Level 5 - Intensive Support:** ADE literacy specialists conduct weekly site-visits to provide coaching and feedback in schools. Arkansas currently has five districts at this level. The percent of students that met the ACT Aspire readiness benchmark in these districts is just 13.86%, compared to a statewide average of 35%. Of the Level 5 districts, 3 have adopted approved HQIM in K-3, 1 has adopted approved HQIM in K-2 but not grade three, and one

district has not adopted HQIM.

- Level 4 - Directed Support: ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 37 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 21.95%. Of the districts, all but one have adopted approved HQIM in K-3.

- Level 3 - Coordinated Support: ESC literacy specialists provide support to districts in their region including coaching teachers, model lessons, walkthroughs with principals and professional development around the Science of Reading. Arkansas has 67 districts that receive this support. The percent of students that met the ACT Aspire readiness benchmark of these districts is 27.91%. Of the Level 3 districts, 29 have adopted approved HQIM in K-2, 7 have partially adopted HQIM in K-3, and 1 has not adopted HQIM in K-3.

Act 1082 is designed to provide specific levels of support to public school districts based on reading scores.

The goals of this support include helping schools deploy more powerful strategies, use resources more productively, and analyze the curriculum that is used. To that end, both Level 3 and Level 4 schools meet periodically with the Public School Program Advisor from the DESE and the co-op team either virtually or in-person. Level 3 schools are required to meet once every nine weeks and Level 4 schools meet monthly. During these meetings a spreadsheet is reviewed that includes the topics: Literacy Curriculum, Assessments, Science of Reading, Dyslexia, and Writing Revolution. This spreadsheet is a living document that all stakeholders can update as actions are taken in support of any of the given areas.

ESC Literacy specialists also provide regular support throughout the year to these schools. This support can be in the form of model teaching, professional development for teachers and/or paraprofessionals, classroom walkthroughs with principal, or anything that is identified by the school or in the coordinated meetings. The professional development opportunities are designed to provide personalized support to ensure that all teachers acquire the instructional expertise needed to educate all students and improve reading skills.

AR Application - The ESCs developed a series of sessions to support the gradual completion of the AR App. This helped schools differentiate the process and produce a high-quality application. The timeline of this work began in January and concluded in May. Each month a different component of the AR App was the focus. The process was designed to support the comprehensive needs assessment, data collection, team formation, creation of SMART goals, and the development of goals that align with district data and LEARNS, all of which will be implemented through the district's strategic plan.

The two main purposes of this work were to support districts in high-quality completion of the AR App and the production of the district's strategic plan and to support the Arkansas Department of Education in the approval process as a result of high-quality submissions.

Each ESC provided a series of trainings throughout the Spring semester following the below imaged timeline.



In addition to this work in support of the AR App, ESCs worked collaboratively on each of the following priorities: Safety, Mental Health, and Accelerated Learning.

Collaboration with State Education Service Cooperatives/Tailgate Topics, “Just Enough to PREP you for the Game” Leadership Administrator Support Zoom Meetings - In an effort to provide additional support to building administrator’s across the state, the Educational Cooperative Teacher Center Coordinators partnered together to offer virtual support on topics that we felt could assist in understanding new laws, DESE requirements, and other topics relevant to education and their positions. These sessions were ongoing, continuous support for aspiring and existing building leaders, assistant principals, and deans of students. Sessions were held on the last Tuesday each month (except November and December). The topics were presenter driven and were selected to help assist leadership. These sessions were intended to build the capacity of school leadership, offer support and continued learning, and establish network opportunities around district and state leaders.

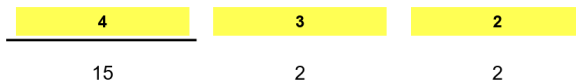
Each session lasted for a maximum time one hour or less, was recorded for flexibility, and offered feedback and questions through Zoom Chat and Mentimeter. Recordings were available by request, so that we could track interest and needs of our districts and cooperative areas.

From the data collected from participants, requests of recordings, and which co-ops had participation from their educators, we were able to determine which sessions were more beneficial for our leaders. However, we found that administrators from around the state benefitted in some capacity from these sessions.

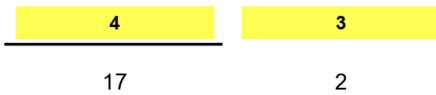
In addition, in looking at the participant evaluations from each session, we found that we were assisting our leaders in gaining knowledge on topics. For example, after the session on

Acceleration, the knowledge of level of implementation grew. See data below.

5. My level of implementation before this workshop was:



6. My planned level of implementation after this workshop will be:



Below are the sessions listed, live attendance, and requests for session recordings.

TAILGATE TOPICS ADMINISTRATOR SUPPORT FY 24-25

Tailgate Topics and Presenters	Number of Session Attendees	Number of Recordings Requested as of May 15, 2025	Cooperatives/ERZ that Attended/Requested Recordings
Tailgate Topics Meeting #1 August 27th 4:00-5:00 <u>Merit Pay: What to know and do (including talking to staff)</u> Dr. Harold Jeffcoat, Van Buren and Andy Sullivan, DESE	31	9	ARESC DAWSON ERZ-Laura Wilson GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #2 September 24th 4:00-5:00 <u>Cell-Phone Free Schools: Policy, Process, and How it's going!</u> Skipper Ward, Superintendent at Magnolia School District and Richard McMillan, Principal at Fouke High School	13	11	ARESC DAWSON GUY FENTER NE NWAESC SCSC SEARK
Tailgate Topics Meeting #3 October 29th 4:00-5:00 <u>How do I spend 50% of my time focused on instruction?</u> April McKinley, Meadow Park Elementary, North Little Rock School District Meredith McCormack, Malvern Elementary Lisa Engebretson, Mountain Pine Elementary Kiley Simms, Hot Springs High School	24	10	ARESC DAWSON NE NWAESC SCSC SEARK

Tailgate Topics Meeting #4 January 28th 4:00-5:00 <u>Acceleration: What it means for your Students, Leaders, and Counselors</u> Stacy Smith, Deputy Commissioner, ADE Dr. Kiffany Pride, Assistant Commissioner of Learning Services, ADE	83	71 *Additionally shared as part of the statewide AR APP Support throughout the state	ARCH FORD ARESC DAWSON DEQUEEN MENA CROWLEY’S RIDGE ERZ-Roger Guevara GUY FENTER GREAT RIVERS NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTHWEST WILBUR MILLS
Tailgate Topics Meeting #5 February 25th 4:00-5:00 <u>ANNUAL RATINGS: Don't get left behind!</u> Join Andy Sullivan as he shares the latest updates and what you need to do to make sure you have all your tasks completed for any staff to be eligible for merit pay. Have your questions ready to go!	45	96	ARCH FORD ARESC CROWLEY’s RIDGE DAWSON DEQUEEN MENA GREAT RIVERS GUY FENTER NORTH CENTRAL NE NWAESC OUR SCSC SEARK SOUTH WEST WILBUR MILLS
Tailgate Topics Meeting #6 March 18th 4:00-5:00 <u>What is happening with Behavior?</u> Arkansas Behavior Support Specialists Dr. Sheila Smith, Sonia Hartsfield	16	1	ARESC DAWSON GREAT RIVERS NE NWAESC SCSC SEARK
TOTAL SESSIONS: 6	TOTAL PARTICIPANTS: 212	TOTAL RECORDINGS REQUESTED: 198	*Approximate Number of Individuals Reached: 410 This does not account for recording shown in group settings

Virtual Academy at The River - Parents have choices regarding the education of their children and some demand a virtual option. As a result of this demand and in collaboration with area school districts, ARESC created K-12 Virtual Academy at the River. While our original focus was to serve schools within our cooperative region, we now partner and proudly serve twenty nine school districts from around the state.

During the 2024/2025 school year our enrollment was around 550 students. There is a staff of 14 that includes principal, teachers, and interventionists who work with parents and home districts to ensure learning. A content provider is utilized for the curriculum and additional resources are used to supplement the instruction to meet state standards and SoR instructional expectations. The students meet over Zoom for synchronous whole group instruction and small group instruction. Small group instruction is focused on specific standards for students in math and literacy. Students also have asynchronous coursework to submit daily. With the asynchronous coursework, students have weekly proctored formative and summative assessments. Weekly team meetings occur for staff members to disaggregate student achievement data so that it may be utilized to drive instructional practices and RTI process. In addition to team times dedicated to processes of a Professional Learning Community, traditional staff meetings also occur weekly or as needed. Certified teachers delivered instruction synchronously and asynchronously. The feedback from the parent survey was overwhelmingly positive about the instruction and the platforms for students. 93% of all students showed growth in ELA and Math based on our data from the NWEA.

In addition to direct instructional services for students provided for parents and students who sought a virtual option, ARESC VA provided services to meet the needs of local districts with teacher shortage areas. We partnered with districts to provide instruction in shortage areas which also provided a cost savings alternative to a full-time employee.

Hacktopia State Championship at ARESC - Our vision is that we are the heart of learning, leadership, innovation and prosperity. Knowing where we are headed makes it an easy decision anytime we are offered an opportunity to partner with local, state, or national organizations if their vision provides an opportunity to support learning, leadership, innovation, or prosperity for our schools or community. During this past school year we were contacted and asked to partner with James Houston, executive director of Enterceptor, to serve as the host for the Arkansas State Championship as well as promote. We were also asked to provide our ESCWorks platform information as a resource to support professional development for teachers. On May 21, 2025 more than 40 of the top students representing eight school districts across the state gathered at Arkansas River Educational Cooperative to crown the state champion. More importantly was the journey traveled by all students in preparation for qualification. ARESC hopes to continue this partnership and hopes to grow the number of students who attempt qualification.

Providing Praxis and Foundations for Reading Assessment Support - Many of the new hires in our area schools experience difficulties and challenges associated with gaining necessary cut scores to obtain teacher licensure. Our team has developed and established a

multi-tiered approach that customizes support based on individual needs. These strategies include one to one interventions, small group sessions and purchase of subscriptions such as 240 Tutoring and Study.com. Additional resources of study guides and practice tip books are available as needed. ARESC also contracts with retired educators to provide additional support for teachers that establishes a calendar of tasks and support and accountability. This additional support builds executive functioning capacity in participants.

Additional Praxis support provided by ARESC reaches beyond our service area to include all areas of the state. Dr. Celeste Alexander created tutorial videos and provided them to all Recruitment and Retention specialists in the state. The strategies and tips in the videos helped them to save resources when using Study.com to support their teachers.

Partnering With Districts to Provide Educational Opportunities Through a Tiered Approach - ARESC partners with Pine Bluff, Stuttgart, Watson Chapel and White Hall School Districts to provide personalized education and support utilizing four different approaches to better meet individual needs.

- **Focus Academy** is a more traditional alternative setting and serves students in grades 5-12 who are identified with two or more characteristics from the list found in the ALE process guidelines and very often have exhibited behavior issues. These students often need intense support in multiple areas with an intent of transitioning back to a traditional setting for graduation.
- Our second academy is called **Flex Academy** and it serves students in grades 9-12 who are in need of a very personalized schedule and support. These students are often in life circumstances such as pregnancy, financial crisis, anxiety, medical, other situations that have left them short of required credits for graduation. Our staff works to create an individualized plan for each student that will provide necessary support and course a flexible schedule enabling completion of their high school diplomas.
- The third academy is **Explore Academy**. ARESC has partnered with DESE, NOLA Education Group, Pine Bluff, and Watson Chapel, and White Hall districts during this year to implement school for 7th-9th grade students who need additional academic and social resources. Explore Academy is an accelerated learning program that utilizes a hands-on, STEM-focused curriculum to reach students hoping to improve their educational and social-emotional performance. Focused on helping students make the critical transition from middle school to high school, Explore Academy allows students to learn and apply their course objectives while accelerating them towards their proper grade level. Together, students participate in Math, Science, English Language Arts, and Social Studies coursework daily and Enrichment and Elective elements that will prepare them for future success in high school and beyond. Explore Academy implements the nationally-renowned curriculum of NOLA Education known as Star Academy (see: www.StarAcademyProgram.com). Star Academy is recognized as one of the most effective hands-on education programs in the country and a frequent recipient of the National Dropout Prevention Center's Crystal Star Award for its exemplary success rates.

The goals of this program are:

- 1) Reduce drop-out rate for students
- 2) Lower student attrition rates by providing an accelerated learning pathway

- 3) Deliver two years of curriculum in one year
- 4) Use hands-on, project-based learning activities
- 5) Foster individual student responsibility for learning and behavior
- 6) Provide workplace readiness and careers exposure with emphasis on soft skills

- The fourth academy for this consortium is **After-Focus Academy**. This academy serves students from our area schools who would have been expelled from the traditional educational setting. These students receive services during non-traditional school hours with one-to-one instruction. This is a blended learning environment for students that are in the court system and/or expelled from school for violations involving weapons, drugs, and or other actions that deem the student would be better served in an environment that does not include daily, all-day interaction with a school body. Students are provided digital lessons and tools to access during the school day with access to our teachers for ZOOM support or other digital means. We hold face-to-face classes from 3:30 - 5:30 throughout the week where we respond to interventions, check in with students' mental health, provide food, and other support.

Individualized and targeted wrap-around services are required and provided at each academy.

Compass Academy - As requested by school districts south of our region ARESC worked in partnership with Cleveland County, Woodlawn and Fordyce School Districts to establish and provide an educational setting to meet the needs of individual students and efficiently utilize appropriate resources. Through this partnership Compass Academy was designed and implemented during the 2024-2025 school year and serves as a Tier 2 site for sending schools. It is implemented the same format as Focus Academy.

Systems Growth - Arkansas River Education Service Cooperative recognizes the power of collaboration and high level learning that can occur at national conferences when collaborative teams attend. ARESC also understands the value of systems and the impact good systems have on student learning. It is this thought process that resulted in ARESC offering to sponsor one educator from each district to attend RTI at Works Conference in Oklahoma City this past spring. We also encouraged each district to sponsor additional district team members. Five of our districts allowed at least one of their staff members to attend through ARESC's sponsorship and four of the districts sent multiple staff members resulting in a collaborative learning community focused on student success. This effort has already resulted in deeper conversations focused on the necessary systems to support student learning for all. We look forward to seeing student data to evaluate our efforts.

Support Staff- Recognizing that critical team members for ensuring the success of our schools is not limited to certified staff, we provided full days of professional development in support of the following:

- **Administrative Assistants-** The morning time of this session focused on the "who, what, why, and how" of customer service. We provided two dates for this training to better meet the needs of our districts and their schedules. Topics included were communication skills, customer-centric conflict resolution, and tips for providing excellent service with every interaction. The afternoon focused on how important and what is needed to cause parents and students to choose their schools.
- **Bus Drivers** - Based on professional collaborations during our various job-alike groups we established a need for bus drivers to receive support in their knowledge and awareness of student disabilities and the overall behavior management plans on their buses. The first half of this day with bus drivers focused on
 - Relationships
 - Communication
 - De-escalation Skills
 - Power Struggles
 - Student Disabilities
 - Confidentiality
 - Community Relations

The second half of our day was facilitated by our partners from DESE's Division of Public School Academic Facilities and Transportation who provided required annual training for bus drivers. Through this collaborative effort and consolidation of training ARESC saved the DESE team from going to each of these participating districts.

- **Custodial and Maintenance Staff** - ARESC partnered with ASBA to provide training requirements outlined in the State Public School Facilities, Maintenance, Repair and Renovation Manual (Custodial and Maintenance Manual). Topics include: Chemical Right-to-Know, Back Safety, Bloodborne Pathogens, Slip/Trip/Falls, Heat Stress, Groundskeeping Safety, and PPE. During the first half of the day. The second half included mandated asbestos training for new hires, HAZCOM(Right-To-Know), and the annual review required for all custodians.
- **Paraprofessionals-** Our staff facilitated training titled Step 1 of Your para-PROFESSIONAL Journey. Topics included the following:
 - Confidentiality, FERPA, and HIPAA
 - Classroom and Behavior Management
 - Paraeducator Roles and Responsibilities in the Classroom
 - Working with Official and Immediate Supervisors

- Developing Positive Communication Skills

Asynchronous follow-up support and training was made available to schools through a purchased subscription allowing for on-demand and employee centered supports to be available throughout the school year.

Service To Community - Service is in our name. Our mission is to be the heart of learning, leadership, innovation, and prosperity. ARESC partners in many community service initiatives.

- **Arkansas Children's Week Family Play Day** ARESC staff members representing Early Childhood, HIPPY, PAT, SafeCare, Oakwood Pre-school, and Local Leads collaborated with various community organizations to plan and conduct Arkansas Children's Week Family Fun Day at a local church. Children from birth to teenagers attended a carnival atmosphere. Children played games, visited booths, received books, and other educational materials.

- **Curious George Summer Camp** - For the past five years, ARESC has proudly hosted the Curious George Summer Camp, fostering a strong tradition of literacy and learning. In June 2025, the cooperative will continue this impactful program, offering preschool-aged children an engaging, thematic experience designed to strengthen literacy skills and promote school readiness.

The camp serves 4- and 5-year-olds residing in the Pine Bluff and Watson Chapel attendance zones of Jefferson County. Both Pine Bluff and Watson Chapel school districts are designated as Community Eligible Free and Reduced Lunch Program schools, ensuring accessibility for families in need.

This six-week program prioritizes children currently enrolled in Oakwood Preschool, with special focus on those entering kindergarten in August 2025. A total of 40 students will benefit from dynamic, theme-based instruction, delivered in two onsite classrooms, each accommodating 20 participants per session.

The goals of "Join Curious George to Learn About Your Community" are aligned to the domains found in the Brigance Screen III for 4 and 5 year olds: Academic/Cognitive in Literacy, Language Development, and Physical Development. We provide a high-quality, engaging learning camp that emphasizes vocabulary development, provides real-life experiences, and fosters a love of reading. In addition, the camp provides opportunities to focus on mathematics, social skills, STEAM activities, and social-emotional development through the learning experiences of Curious George.

Students will participate in a pre- and post-assessment to determine vocabulary enrichment activities and measure growth. Informal assessments will be conducted daily by teacher interaction (guided discussion) and parental feedback (home activity and discussion).

The implementation of camp day includes healthy snacks and lunch, auditory rest time, book walk, circle time, shared reading, guided physical activity, fine arts activity, role-playing, teacher guided lessons (connecting, modeling, recalling, predicting, summarizing), and an off-campus community visit that includes role-playing. Each day focuses on a specific Curious George book and field trip adventure in the community.

- *Curious George at the Fire Station* (Visit local fire station, engage a firefighter to read the book, tour fire station, learn Stop-Drop-Roll)
- *Curious George Visits the Library* (Visit local library, receive a library card, read time with librarian, locate the Curious George section)
- *Curious George at the Railroad Station* (Visit Arkansas Railroad Museum, tour types of trains, ride a train, and the conductor will read the book)
- *Curious George Has a Birthday Party* (Children plan and decorate for a birthday party and attend the birthday party.)
- *Curious George Gets a Job* (Visit from community employers.)
- *Curious George Makes a Pizza* (Visit local pizza restaurant to learn about making pizzas)
- *Curious George Goes Swimming* (Visit Aquatic Center, learn about water safety)
- *Curious George Goes Fishing* (Visit Delta Nature Center to learn about habitats and environments of Arkansas Fish - Arkansas Game and Fish)

At the beginning of camp, students are given a backpack and a community visit companion (*Teach Me Curious George*). The companion accompanies each student through the camp. At the end of each day, students read to the companion and are responsible for caring for the companion. Students leave each day with a copy of the book of the day, accompanying nonfiction books, and a supporting parental involvement activity.

ARESC Fall Festival - Every October, ARESC hosts a community Literacy and learning festival. The target audience is families enrolled in Parents as Teacher, HIPPY, Early Childhood Special Services, and area Preschool Centers. We have literacy stations set up throughout ARESC, children go through mazes and tunnels, music and dance corner and make and take corners. ARESC staff dress up according to the book that they are reading. Children leave with books, learning activities, nutrition snacks, and etc.

ARESC Health Fair - Every October, ARESC hosts a community health fair. The target audience is families enrolled in Parents as Teacher, HIPPY, Early Childhood Special Services, and area Preschool Centers. We offer Flu shots, COVID vaccines, adult health screenings, blood pressure check stations, cholesterol and glucose check stations, height/weight checks, child health screenings for birth to 6 years of age, well-child health screening, vision screening, hearing screening, and health and nutrition information, and literacy materials for all participants. Our partners include the Arkansas Minority Health Commission, Jefferson County Health Department, UAMS - AHEC, UAMS - Audiologist Department, SEARK Nursing Department, and the Sheridan Lions Club. We host an average of 400 attendees at ARESC each year.

Excelby8 - Excel by Eight is focused on building a reliable resource grid where all Arkansas families and communities have what they need to thrive. Excel by Eight communities are local models for change. Parents, educators, health professionals, and other community members identify gaps in their resource grids and develop strategies for improving child outcomes. ARESC led efforts to establish Jefferson County as an official Excelby8 Community. Jefferson County, E8's newest member community, is led by Cathi Swan at the Arkansas River Education Service Cooperative. The steering committee has been formalized and includes representatives from K-12 education, health, home visiting, business, philanthropy, and higher education. In 2023, the local steering committee launched the research phase of the E8 process, gathering community input on priority areas by hosting data walk events and talking with parents, educators, service providers, and other stakeholders who work on behalf of families with children ages 0-8. Data walks are gallery-style presentations of statistics related to boxes on the E8 resource grid. Excel by Eight presents initial data to participants and asks them to react. This helps us better understand where children are excelling and where we may need to shore up local resources. ARESC staff attended the 2024 Excelby8 conference and intends to ramp up this committee action in 2025-2026 by reconvening around gathering community-wide data.

·Excelby8 Steering Committee for Jefferson County

Chair - Cathi Swan, Chair, Arkansas River Education Service Cooperative

Committee Members

Peter Austin, Jefferson Regional Medical Center

Jennifer Barbaree, Pine Bluff School District

Dr. Steven Bloomberg, Southeast Arkansas College

Dr. Kimberly Davis, University of Arkansas at Pine Bluff

Jason Duren, United Way of Southeast Arkansas

Sherri James, Southeast Arkansas Behavioral Healthcare System

Angela Lopez, Arkansas Department of Human Services

Dr. Sarper Turker, Arkansas Lighthouse Charter Schools

Chad Pitillo, Simmons Bank

Allison Thompson, Jefferson County Alliance

Dr. Gary Williams, White Hall School District

Tom Wilson, Watson Chapel School District

Summer Camp For Junior High Students

“Recycled Recreation: Crafting Games from Everyday Trash” is a two-week summer day program in July 2024 developed for students entering the 7th through the 9th grade in the 2024-2025 school year who are interested in science, engineering, art and innovation. Participants will be exploring game theory and game design and will use their knowledge to transform recycled materials into a variety of arcade-style games. Participants will engage with the Engineering Cycle to design, test and refine their creations throughout the two weeks of camp. The “Recycled Recreation:

Crafting Games from Everyday Trash” camp will be held at the Arkansas River Education Service Cooperative in Pine Bluff, Arkansas.

Camp Objectives:

- Students will understand the steps in the engineering cycle.
- Students will utilize appropriate technology to plan and carry out an investigation, collect data and form conjectures.
- Students will utilize concepts from formal game theory to create drafts and models of potential arcade-style games.
- Students will engage in the engineering cycle multiple times to build working games from recycled materials.
- Students will obtain, evaluate, and communicate information using appropriate technology to communicate findings and learning.

Meeting Unique Needs - ARESC serves three non-traditional student populations.

- 1) ARESC serves a unique population at Arkansas Correctional School District (ACS). With recent emphasis on Science of Reading and Dyslexia, we continue to support a comprehensive plan to identify and provide interventions for adult learners in need. Further support for ACS has been customized SoR training through RISE 3-6 sessions scheduled and delivered specifically for their staff.
- 2) Another unique population served by ARESC is the Arkansas School for the Deaf (ASD). One barrier that has often prevented their staff from participating in events at ARESC has been the cost of interpreters. Our cooperative has worked with ADE to secure this funding which has allowed a huge increase in ASD participation in our services. Our specialists also work to schedule and customize sessions to meet their needs.
- 3) Our newest cooperative member with unique needs is the Arkansas Division of Youth Services. ARESC’s primary support to this population is the screening, assessments and supports necessary for students who might have the characteristics of dyslexia. As with the two schools mentioned above, innovative plans of support are a must.

Human Capital Support - Human capital support continues to be a high priority in our region. One of the strategies being utilized by ARESC is regularly scheduled collaboratives that have a timely focus and support. These collaboratives are facilitated by Bill Shelly and Dr. Celeste Alexander.

Fingerprinting Services - Fingerprinting is a service that isn’t considered a high profile service but is very important to our cooperative area and beyond. During the past year our staff has fingerprinted 647 individuals that work for and/or attend the following school districts and universities.

Arkansas Correctional School
Arkansas Virtual Academy
Benton School District
Brinkley School District
Camden School District
Clarendon School District
Cleveland County School District
Conway School District
Dewitt School District
Dumas School District
El Dorado School District
England School District
ESTEM Public Charter School
Fayetteville School District
Fordyce School District
Forrest City School District
Friendship Aspire Academy
Hazen School District
Hot Springs School District
Jacksonville School District
Lighthouse Charter Schools
Little Rock School District
Palestine-Wheatley School District
Pine Bluff School District
Pulaski County School District
Sheridan School District
Star City School District
Strong-Huttig School District
Stuttgart School District
Watson Chapel School District
White Hall School District
Woodlawn School District
University of Arkansas at Pine Bluff
University of Central Arkansas
Retired(lifetime)
Arkansas River Education Service Cooperative
Subs- SubTeach
Teach For America

Paraprofessional Testing for High School Students - While many parts of our state are experiencing teacher shortages for the first time, our area is in a crisis mode when it comes to attracting teachers. One promising solution is Educators Rising. Educators Rising is a career and technical student organization (CTSO) with intra-curricular learning opportunities integrated into existing education and training programs. Educators Rising is a community-based movement that provides Grow Your Own programming through the Educators Rising Curriculum and supporting student activities. Chapters are provided classroom resources along with the opportunity to attend the National Conference where members, teacher leaders, and educators from around the nation come together to showcase the skills they have gained in their education and training programs. Area schools with this program bring their students to ARESC to take the ParaPro exam as part of their certification pathway. During the past year we proctored the exam for 24 students from White Hall and Watson Chapel High Schools who we hope will become licensed educators.

Para Testing for Adults- A total of 17 adults tested on location at Arkansas River Education Service Cooperative. Paras represented the following districts: Sheridan, Pulaski County, White Hall, Watson Chapel, Marvell Elaine, Stuttgart, Pine Bluff, and Greenbrier.

Title IX Investigation - The US Department of Education released Title IX requirements that became effective August 14, 2020. As a result of these requirements, area school districts requested that ARESC create an investigative team as well as a group of decision makers to be part of their required Title IX Personnel Team. Through partnerships with ADE and Bequette, Billingsley, & Kees, P.A. we have created cadres of investigators and decision makers with ongoing training and support. While this effort began prior to this past school year it is ongoing with recruitment of new investigators and decision makers along with necessary training.

Star Academies of Arkansas - Arkansas River ESC continues to be the HUB site for Star Academy facilitation and implementation for Arkansas school districts. Star Academy is a dynamic STEM-driven, hands on learning program proven to advance and inspire students who will thrive in a non-traditional learning environment. The program's project-based and technology delivered curriculum re-engages students while integrating hands-on learning with relevant career applications. Through their core curriculum courses, students work independently and collaboratively to develop leadership, and employability skills. While enrolled at Star Academy, students will be exposed to 100+ careers and build vital success skills such as teamwork, critical thinking, and problem-solving. These essential skills help them improve not only their academic performance, but prepare them for today's workforce. Proven at more than 78 sites over 15 years, Star Academy has marked the turning point in the lives of tens of thousands of students across the United States.

ADESC Program Descriptions

Program: ACT Prep

Funding Source: State

Competitive Grant: Yes___ No X___

Participating Districts: Statewide

Personnel: Michael Walker, Assistant Director, MSE

Re-Gina Barnes, Admin Assistant, BA

Program Summary:

The ACT Prep Grant is designed to provide additional support to students in grades 7-12 in preparation for the ACT. Through this grant, all districts in Arkansas had the opportunity to opt-in for additional support for their students 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.

Two hundred and sixty one school districts across the state opted in to On To College. 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 after school program or a summer bootcamp. Training was provided to each district.

Through this grant cooperatives hosted ACT Prep sessions for students taking the ACT. Chad Cargill provided nine sessions to six hundred eighty eight students across the state. Each student spent three hours in a live session with Chad Cargill working on strategies as well as content review.

Cantrell and Waller Preparatory (CW Prep) provided twenty four sessions across the state to almost 2,000 students. In these sessions, students spent six hours studying content from the ACT. CW Prep also shares strategies with students to utilize when taking the test. Students leave the training with a one year log-in to all the resources allowing for them to continue to prepare for the ACT.

PROGRAM: Accounting

FUNDING SOURCE: State and Local

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK

SCHOOL for the DEAF, ARK Correctional School, Arkansas Department of Youth Services, Pine Bluff

SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL

SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT *We also support several statewide and regional

initiatives that go beyond our Cooperative boundaries. **PERSONNEL:** Cynthia, McDonald, Business Manager, BS/Katherine Pye, Accounts Payable, BA

GOALS: To provide financial support to all programs and participating districts of the cooperative.

PROGRAM SUMMARY:

2024-2025 State Funding Source

Base Funding \$408,618

K-12 Content Specialist Grant \$270,000

Technology Center Grant \$80,000

HIPPY \$1,286,594.20

Early Childhood Special Education \$1,339,593.63
Career & Technical-Workforce Education Grant \$55,000
Parents as Teachers \$204,122.13
ArPEP Grant \$23,400
Novice Teacher Grant \$157,225
Team Digital \$175,000
AEGIS Build a Better Future \$20,010.00
Phone Free Pilot School Program \$170,500
Licensure Assessment Support \$20,000
Star Academy Helena-West Helena 1,050,000
Pre-K \$403,752.99
Safe Care \$208,000

2024-2025 Federal Funding Sources

Medicaid \$45,483.27
HIPPIE MIECHV \$261,000
PAT MIECHV \$138,750
EC Local Lead \$150,000
Pre-K \$70,990

PROGRAM: ADE/APSCN Student Applications Field Analyst FUNDING

SOURCE: State

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL

DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Linda Burt, APSCN Student Field Analyst, AA

Christelle Haddox, APSCN Student Field Analyst, BA

Carolynn Gunn, APSCN Financial Applications

GOALS: To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

PROGRAM SUMMARY:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by email and telephone. Various training offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover. The Financial Applications Analyst provides services to districts within Arkansas that utilize the software that stores district, school financial information.

PROGRAM: ArPEP

FUNDING SOURCE: State Grant

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF/DOLLARWAY SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Bill Shelly, ArPEP Site Facilitator, MSE

GOALS: To provide support and training to local school district ArPEP candidates. To maintain accurate records including attendance and grades in the Google Classroom platform. To communicate with DESE and provide consistent communication between DESE and the local ArPEP site.

PROGRAM SUMMARY: The ArPEP Site Facilitator facilitates the ArPEP Google Classroom site modules by retaining qualified instructors, maintaining accurate attendance records, grading assignments and maintaining accurate records of those grades and providing support and guidance to local ArPEP candidates. The Site Facilitator acts as a liaison between the Department of Education and local candidates.

Major Highlights of the 2024-2025 School Year -

Continued quality services through face-to-face meetings and 1-on-1 support.

Continued offering a "late summer cadre" (July) and served 18 local teachers in the Year 1 and Year 2 cadres.

100% of candidates were employed in local school districts during the program.

89% of candidates have already passed their Science of Reading pathway this school year.

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.

PROGRAM: Career and Technical

FUNDING SOURCE: Carl D Perkins Funding

Funding Amount: \$55,000.00

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK. SCHOOL FOR THE DEAF, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Kelli Cypert, Career & Technical Education Coordinator., BBA, M.ED, M.S.E.

GOALS: Arkansas Department of Education - Division of Career & Technical Education (ADE-DCTE) adopted a goal, which was developed by the National Association of State Directors of the Career and Technical Education Consortium (NASDCTEc) to emphasize the critical role that Career and Technical Education (CTE) plays in our nation's educational advancement and economic competitiveness. The theme goal is "Reflect. Transform. Lead." It is based the following five principles:

- CTE is critical to ensuring that the United States leads in global competitiveness.
- CTE prepares students to succeed in further education and careers.
- CTE is a results-driven system that demonstrates a positive return on investment.
- CTE is delivered through comprehensive programs of study aligned to The National Career Cluster framework.
- CTE actively partners with employers to design and provide high-quality, dynamic programs.

The goal for CTE charts an innovative and challenging path to ensure CTE will provide the education and training necessary to prepare the workforce for a global economy. Through strong CTE programs, our state and our nation are developing our most valuable resource—our people. The technical knowledge, workplace skills, and real-world experience gained through CTE prepare our current and future workforce for the high-skill, high-wage, and high-demand careers so vital in today's economy.

Statistics including student proficiency in reading/language arts, mathematics, science, and CTE skill attainment including industry-recognized credentials, as well as graduation rate, graduate placement in the workforce, completion of a program of study, and non- traditional participation/completion in a program of study are indicators used as a guide to determine where to provide additional training for teachers and students.

PROGRAM SUMMARY: CTE Coordinators provide supporting resources to enable public schools to initiate and maintain quality.

Career & Technical Education programs align in accordance with the ADE-DCTE's Strategic Plan, Goals, and Objectives. The Coordinators encourage the development, implementation, and improvement of CTE programs for all districts (consortia or single LEA).

The Career & Technical Education Coordinator for the Arkansas River Education Service Cooperative writes an annual Perkins Grant for the consortium, following the recommendations from participating districts and guidelines from the ADE-DCTE. If Perkins indicators for the consortium members do not meet the 90% threshold, a Perkins Improvement Plan for the district is also developed. Grant funded activities will be supported throughout the consortia member districts by projects. The CTE Coordinator is responsible to oversee and manage Perkins Grant funding at the cooperative level, which is associated with the approved activities, and to assist with approvable reimbursements to consortia member districts.

The CTE Coordinator assists in Perkins data collection and reporting for including student certification reports and placement reporting for CTE Concentrators that have not been included within ADE-DCTE database collaboration with the Arkansas Department of Commerce's Division of Workforce Services and Arkansas Post Secondary (Higher Education) institutions. Based on current ADE-DCTE Perkins Manuals, Operational Guides, and Policy & Procedure Manuals, the CTE Coordinator works with regional workforce stakeholders including educators, business and industry representatives, parents, and others incorporating a Comprehensive Local Needs Assessment (CLNA) for cooperative school districts within the ARESC Perkins Consortia every two years.

The CTE Coordinator assists all districts associated with the cooperative with questions and guidance related to CTE programs based on information provided by Arkansas Department of Education's Division of Career & Technical Education.

PROGRAM: Compass Academy

FUNDING SOURCE: Local

COMPETITIVE GRANT: No

PARTICIPATING SCHOOL DISTRICTS: Cleveland County School District, Fordyce School District, Woodlawn School District

PERSONNEL:

Stephany Brown, Principal, MAT
Holley Wilson, Teacher, MSE
Gennaifer Ashcraft, Administrative Assistant/LPN
Whitney Broughton, Behavioral Health Technician
James, Virden, SRO/CSSO

GOALS: The goal of Compass Academy is to provide a personalized and flexible educational experience that meets the academic, social, and emotional needs of a diverse student population.

PROGRAM SUMMARY: Compass Academy, under the direction of the Arkansas River Education Service Cooperative (ARESC), is an alternative education program designed to re-engage students who face challenges in the traditional school setting, such as academic struggles, truancy, credit recovery, and personal obstacles. We provide a supportive environment where students can reconnect with learning, build confidence, and take ownership of their education. Each student at Compass Academy has an individualized Student Action Plan that aligns academic goals with social-emotional growth, behavior expectations, and post-secondary planning. These plans are developed collaboratively with each student and are regularly reviewed to reflect progress, challenges, and changing needs. By meeting students

where they are, Compass Academy empowers them to get back on track, meet graduation requirements, and successfully transition to the next phase of life—whether it is returning to their home campus, entering the workforce, or pursuing higher education.

Major Highlights of the 2024-2025 School Year - In its first year of operation, Compass Academy laid a strong foundation for student growth and success, providing a safe, flexible, and supportive learning environment where students recovered credits, improved attendance, and reconnected with their goals. Compass Academy proudly celebrated the graduation of seven students this year, each overcoming significant challenges to meet this milestone. Six Compass Academy students met both academic and behavioral goals and were successfully transitioned back to their sending schools. Students at Compass Academy demonstrated an average growth of 1 grade level in math and 2 grade levels in ELA over the academic year, as measured by IXL Diagnostics. The greatest growth of an individual student was 3 grade levels in math and 6 grade levels in ELA, as measured by IXL diagnostics. Compass Academy students successfully recovered 42 ½ units of credit, bringing them closer to meeting their graduation requirements. Compass Academy staff worked with a local church to create a food pantry for student use. Compass Academy students received Life Skills instruction in areas such as goal-setting, career interests, social/emotional development, resume writing, and mock interviews. Compass Academy's CSSO/SRO worked with four students on taking and passing their Arkansas Driver's License exam to help them attain their driver's license.

Program: Computer Science
Funding Source: Arkansas Department of Education Grant – Act 220 of 2017
Competitive Grant: Yes
Restricted: Yes

Statewide

Personnel:

Name: Brian Lawhon
Position: Statewide CS Specialist
Degree:

Name: Alex Moeller
Position: Statewide CS Specialist
Degree:

Name: Ashley Kincannon
Position: Statewide CS Specialist
Degree: Ed.S.

Name: Joshua Rodgers
Position: Statewide CS Specialist
Degree:

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

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

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

Name: Tammy Glass
Position: Statewide CS Specialist
Degree:

Goals:

The ADE DCTE 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.

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 Impact Meeting
- High School Computer Science Certification and Preparation
- Autonomous Vehicle Workshop @ UCA

- Python Programming for Year 1 - High School CS Professional
- Python Programming for Year 2 & 3 - High School CS Professional Development
- Business Intelligence - High School CS/Business Professional
- Cybersecurity for Year 1 - High School CS Professional Development
- Cybersecurity for Year 2 & 3 - High School CS Professional
- Robotics for Year 1 - High School CS Professional Development
- Robotics for Year 2 & 3 - High School CS Professional Development
- Mobile Application Development for Year 1 - High School CS Professional Development
- Computer Science Planning and Pacing for Middle and High School
- Middle School Intro to Coding: Learn Text-Based Code (Formerly Coding Block)
- Computer Science: Teaching K-4
- Computer Science: Teaching 5-8
- Data Science for Year 1 - High School CS Professional Development
- Data Science for Year 2 & 3 - High School CS Professional Development
- Game Development and Design for Year 1 - High School CS
- Game Development and Design for Year 2 & 3 - High School CS Professional Development
- Computer Science: Intro to Block-Based Coding
- Computer Science: Transition to Text-based Coding
- Computer Engineering for Year 1 - High School CS Professional Development
- Networking for Year 1 - High School CS Professional Development
- Precision Agriculture
- Introduction to AI
- EAST Raspberry Pi
- EAST Circuit Playground

Conference Presentations:

- State TSA Conference
- Arkansas Association for Career and Technical Education
- ADE Summit
- AEA PD Conference
- HSTI
- EAST Conference

Events/Committees/Projects Assisted with:

- National Computer Science Education Week – Scheduled daily activities with local districts - December 2025
- Regional Capture the Flag Events
- TSA State Conference – March 2025
- Support of Robotics Competitions (VEX, FIRST) March 2025
- All-State Coding Competition April 2025
- SkillsUSA April 2025

Major Highlights of the Year:

- Revised pathways and standards across all CS courses
- Supported the work of the Data Science HIRED grant and the Cybersecurity HIRED grant
- Mentoring students across the state in Unity game development.
- Assisted with regional Stakeholder Meetings
- Provided training to annual ADE Counselor sessions

- Provided CS training to over 1853 education professionals and 8311 students.
- Lead Judge and Coding Challenge Creator for All-Region and All-State Coding Competition.
- Provided digital capture the flag events at schools and cooperatives around the state
- Administration statewide site visits for implementation of ACT 414
- Continued growth, development, and support of TSA
- Computer Science Completer Cords
- State of Computer Science Education Report - Code.org
- Partnered in the creation of new computer science related CTE courses

ONGOING SUPPORT:

- Specialists are in the process of revamping trainings for the upcoming summer
- Specialists have increased the number of professional development offerings as well as developed and will deliver several new trainings this summer..
- Specialists are currently working to visit all 260 districts to help support their implementation of ACT 414. This work will continue through the remainder of the year and summer.
 - o For districts who already have computer science programs in place, specialists are working to identify ways to grow and develop their program to fit their needs.

PROGRAM: Digital Learning – Virtual Arkansas (2024-2025 Academic Year)

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Districts	Served (Yes or No)
ARK. CORRECTIONAL SCHOOL	No
ARK. SCHOOL FOR THE DEAF	Yes
PINE BLUFF/DOLLARWAY SCHOOL DISTRICT	Yes
SHERIDAN SCHOOL DISTRICT	Yes
STUTTGART SCHOOL DISTRICT	Yes
WATSON CHAPEL SCHOOL DISTRICT	Yes
WHITE HALL SCHOOL DISTRICT	Yes

CENTRAL OFFICE AND ADMINISTRATIVE PERSONNEL:

John Ashworth: Virtual Arkansas Executive Director and Superintendent; EdS, MS, BS

Dr. Brandie Benton: Virtual Arkansas Deputy Superintendent of Curriculum and Instruction; Ed.D, MSE, BSE
Mindy Looney: Virtual Arkansas 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
Samantha Carpenter: Core Campus Principal; EdS, MS, BS
Tye Bibby: Concurrent Credit Campus Principal; MS, BA
Christie Lewis: CTE Campus Director; BBA, MS
Rachael Walston: Learn Anywhere Academy (LAA) Program Principal; 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	2023-2024 Results
Help Address the Arkansas Teacher Shortage	<ul style="list-style-type: none"> - VA made courses available in all critical academic licensure shortage areas - VA provided access to 101 full-time Arkansas-certified teachers for local schools
Provide a Wide Range of Courses for Arkansas Students	<ul style="list-style-type: none"> - VA provided access to 220 total courses; 160 courses with a VA teacher - These courses provided opportunities to 29,121 Content + Teacher enrollments and 6,482 Content Partnership enrollments
Ensure Educational Options for Economically Disadvantaged Students	<ul style="list-style-type: none"> - VA courses were made available to all high-poverty districts and were utilized by 88% of all Arkansas school districts with a 70% or higher FRL population - 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
Ensure Educational Options for Rural Students	<ul style="list-style-type: none"> - 60% of all Virtual Arkansas Content + Teacher Enrollments were from districts designated as rural - VA provided educational options and opportunities to all rural districts and was utilized by 97% of all districts designated as rural - 80% of all Concurrent Credit enrollments were from districts designated as rural
Provide Educational Options for Students with Scheduling Conflicts	<ul style="list-style-type: none"> - All VA courses can be taken at any time during the day, which provides flexibility in scheduling local course options to avoid scheduling conflicts - This is particularly important for smaller districts, as they have many courses only available during certain periods of the day
Maintain Positive Customer Support Ratings	<ul style="list-style-type: none"> - Virtual Arkansas had a 100% positive rating in customer support/service measures on the 2023-2024 perception survey to administrators and counselors.

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

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

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 2023-2024 School Year - Virtual Arkansas

- Provided parent orientation webinars and informational webinars throughout the school year.
- Recognized as a national leader, including the second 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.
- After designing, developing, and launching 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, saw a 65% growth in student enrollments within the concurrent credit program.
- Spearheaded and implemented the state effort to include a new Arkansas Military Service and Security Pathway for students interested in a military future.
- Implemented a large-scale assessment improvement initiative that aligned course curriculum and assessments with the ATLAS assessment.
- Executive Director continues to serve the role of President for the Virtual Learning Leadership Alliance (VLLA), a partnership of 20 state virtual programs dedicated to advancing quality online learning.
- Multiple Virtual Arkansas directors serve as national online learning workgroup chairs, demonstrating our commitment innovation and online learning leadership at the national level.
- Partnered with Arkansas Tech University to offer summer college courses
- Designed, developed, or enhanced 44 courses
- Designed and implemented 10 new Credit Recovery courses

Virtual Arkansas Data (Based on 2023-2024 School Year)

- Have saved Arkansas school districts over \$72,500,000 in enrollment fees over the last eleven years
- Have served over 311,000 enrollments over the last 11 years
- Virtual Arkansas Students had an 92% Pass Rate
- 12,726 Unique Arkansas Students Engaged in 29,121 Content + Teacher Enrollments
- 26,730 Credits Earned
- 78% of Virtual Arkansas teachers have a Master's degree or above
- 165 Content+Teacher courses available to students throughout Arkansas
- Concurrent Credit students Earned 9,284 College Concurrent Credit Hours
- 80% of Concurrent Credit enrollments from rural districts
- Career and Technical Education: 5,884 enrollments over two semesters
- 1,952 Computer Science enrollments
- 2,007 Advanced Placement Enrollments
- 97% of all Arkansas Rural Districts Served by Virtual Arkansas
- 60% of all Virtual Arkansas Content + Teacher Enrollments From Districts Classified as Rural
- 94% of all Arkansas public school districts served

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Local School Districts

Funding Amount: \$1,753,511.00

COMPETITIVE GRANT: No

RESTRICTED: ☒ **NON-RESTRICTED:** ☐

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Wendy James/jamesw@aresc.k12.ar.us/Tom Cypert - cypert@aresc.k12.ar.us - Coordinator
Susan Brigham, Medicaid/Budget Clerk - brighams@aresc.k12.ar.us Marcie Jacobs, Records &

Accountability Data Specialist - jacobsm@aresc.k12.ar.us Lindsey Burkett, Behavior Specialist - burkettl@aresc.k12.ar.us

Andrea Camden, Speech Therapist - camdena@aresc.k12.ar.us

Alicia Davidson, Speech Therapist - davidsona@aresc.k12.ar.us

Meagan Fenters, Speech Therapist - fentersm@aresc.k12.ar.us

Lauren Craine, EC SPED Teacher - crainel@aresc.k12.ar.us

Sheryl Donham, EC SPED Teacher - donhams@aresc.k12.ar.us

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Alyssa Hyatt, EC SPED Teacher - hyatta@aresc.k12.ar.us

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Antwinette Malakyah, EC SPED Teacher - malakyaha@aresc.k12.ar.us

Jennifer Rice, EC SPED Teacher - ricej@aresc.k12.ar.us

Beth Vansandt, EC SPED Teacher - vansandtb@aresc.k12.ar.us

Carlisha Treadwell, EC SPED Teacher- treadwellc@aresc.k12.ar.us

GOALS: The goal of the Early Childhood Division is to facilitate a system approach through a seamless delivery of services by monitoring the process from screening to the IEP design and implementation.

PROGRAM SUMMARY:

The Early Childhood Division envisions learners ages 3 to 5 who are physically, socially, and emotionally healthy and demonstrate academic readiness for future school success.

Major Highlights of the 2024-2025 School Year

- *Delivered Child Find Packets to current centers
- *Participated in multiple child find activities/mass screenings
- *Established relationships with new centers
- *Staff fully certified in Early Childhood SPED
- *Participated in multiple professional development opportunities
- *Participated in ARESC Fall Festival
- *Participated in ARESC Annual Health Fair
- *Participated in ASEP fall conference

* The ARESC Early Childhood Special Services team provides the special education and related services for our traditional school district partners. We provide three SLIDE Classrooms that allow parents that have children with multiple service appointments to schedule one session and receive them all. ARESC Early Childhood Special Services has 90 slots for children in the SLIDE classrooms.

- *Assists with Jefferson County Excelby8 Community.
- *Participates in the ARESC Early Learning Action Team.
- *Assists with the annual Curious George Summer Camp

Program: ESCWorks

Funding Source: Local

Competitive Grant: No

Participating Entities

Arch Ford Education Service Cooperative	Northcentral Arkansas Educational Service Cooperative	Wilbur D. Mills Education Service Cooperative
Arkansas River Education	Northeast Arkansas Educational	Arkansas Department of

Service Cooperative	Cooperative	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 training 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 session.

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 training 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 training for new and veteran teachers on how to use the platform.
- Input training, 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 FY24-25.

PROGRAM: English for Speakers of Other Languages (ESOL)

FUNDING SOURCE: LEA Shared Services

COMPETITIVE GRANT: No

RESTRICTED: Yes

PARTICIPATING DISTRICTS: Statewide

PERSONNEL:

Name and Position	Degree
Maria Touchstone, ESOL Program Director	Master's Degree Educational Leadership

GOAL:

The Division of Elementary and Secondary Education (ADE) English Learner (EL) support program is the result of a collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

PROGRAM SUMMARY:

ADE works with schools and Education Service Cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with school improvement program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

PROGRAM: Explore Academy

FUNDING SOURCE: Initial Program Cost: Temporary Assistance for Needy Families(TANF) Dropout Prevention Grant / Facilities,Staffing,Transportation Funding Source: Participating School Districts

COMPETITIVE GRANT: No

RESTRICTED: X NON-RESTRICTED: PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Brad Bateman, Campus Supervisor, MSE
Dylan Harris, Teacher

Monya LaGrone, Teacher
Michael Owens, Electives Facilitator
Rebecca Mincy, Teacher
Mary Bush, Teacher

GOALS: An Alternative Education that provides a personalized accelerated learning environment where students can engage the curriculum with project-based learning.

Major Highlights of the 2024-2025 School Year -

Students and Staff from Explore held their end of the school year awards day on May 28. Many students were recognized from attendance to academics to most improved. Students and staff from Explore Academy participated in a "Fun Day" on May 9 with games and snacks throughout the day to celebrate the work they have done this school year. Many former students attended and former students who are now 11th graders spoke to students about the things they learned while at Explore and encouraged students to make good decisions and work hard.

Increased attendance rate for 91% of students.

Students decreased write-ups and referrals to the office by 98% compared to the 23/24 school year to the 24/25 school year

9th grade students for first semester had a 100% completion and pass rate averaging 4.5 credits, projected for second semester finishing with at least 8 credits

Students were given I-Learns Assessment in Math. Based on projections the following was identified

Regardless of 7th, 8th or 9th grade, the earliest identified gap in critical concepts was around the beginning of 3rd grade. Math content in 3rd grade includes word problems and proportionality, rounding, area and circumference, and fractions. All students on average increased in grade level by 3+ grade levels.

9th Grade

- Lessons mastered per hour in 2025 were 12% greater than in 2024, and Chapters mastered per hour were 35% greater.
- For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 51% to 94%.

8th Grade

- Lessons mastered per hour, and Chapters mastered per hour in 2025 were each about 39% greater than in 2024.
- For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 51% to 96%.

7th Grade

- Lessons mastered per hour in 2025 were 3% greater than in 2024, and Chapters mastered per hour were 5% greater.
- For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 50% to 94%.

Student growth for literacy and reading benchmarks

9th Grade

- 86% of students in one or more areas (2023 - 2024)
- 93% of students in one or more areas (2024 - 2025)

8th Grade

- 100% of students in one or more areas (2023 - 2024)
- 100% of students in one or more areas (2024 - 2025)

7th Grade

- January benchmarks showed 75% growth in one or more areas since August (2024 - 2025)

From parent surveys for the 2024-2025 school year

- 100% were satisfied with the quality of teaching
- 100% felt their child was safe at Explore Academy
- 100% felt their child was valued as a student at Explore Academy
- From anonymous parents "I am most satisfied with the Big progress that my son has made and all the new things that he has learned since he's been at Explore! He's always eager and ready to go to school to see what's new for that day. The teachers and principal are very passionate and care for each and everyone of the students. I LOVE IT!!!
- I have noticed changes in my daughter for the better. She is excited about going to school now. I love how they keep me notified on every situation concerning my daughter through phone calls immediately. Everyone there is so caring thanks to Explore, my daughter has improved educationally, socially and emotionally!!
- I love how professional and caring the staff is. They always keep me updated on my child's progress. The smaller class setting has made a difference and I have seen great improvement in my child's academics.

PROGRAM: Facilities and Maintenance and Transportation

FUNDING SOURCE: LEA's

Funding Amount: \$50,000

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

PINE BLUFF (& DOLLARWAY) SCHOOL DISTRICT; SHERIDAN SCHOOL DISTRICT; STUTTGART SCHOOL

DISTRICT; WATSON CHAPEL SCHOOL DISTRICT; & WHITE HALL SCHOOL DISTRICT

PERSONNEL: Chad Davison, Facilities Compliance Coordinator

GOALS: To assist school districts with the multi-year facilities plan / project planning and funding, as well as maintenance and transportation rules and regulations.

PROGRAM SUMMARY: Public School districts are required to have a minimum six (6) year facilities master plan. The coordinator of this program provides school districts in the ARESC and GRESC areas with training, services, and site visits to support proper planning. This program coordinator typically drafts and compiles all of the data necessary for submission with the facilities master plans, as well as other facilities-related submissions. All submissions are sent to and all efforts are coordinated with the Arkansas Division of Public School Academic Facilities & Transportation.

Major Highlights of the 2024-2025 School Year -

Facilities Master Plan (& Training):

All public school districts had their facilities master plans submitted and approved, for the 2025 preliminary master plan (odd year update, due 2/1/2025). For each eligible project, we will identify and apply to receive state assistance funding through the next Partnership Program (27-29, which will be due, for Early Review, by 11/1/2025). As needed, training continues to be held for Facilities, & the CMMS (now Operation Hero) for maintenance personnel, as well as annual Safety training, including Asbestos Awareness.

Partnership Funding:

25-27 Partnership Cycle - One ARESC project (from one district) for a total state share of \$11,592,181.71. However, this project is currently not yet funded, as the state had to draw a funding line, where they ran out of money. This project is 4th in line below, and will likely receive the state share later this year (2025). With this one, and the last three Partnership funding programs, that's a total of \$54.3 million in facilities state share money for the public school districts of ARESC.

PROGRAM: Flex Academy

FUNDING SOURCE: ADE, Local

COMPETITIVE GRANT: No

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Eric Elders, Director, MSE

Heidi Rowland, Principal, MSE

Amanda Johnson, JAG Specialist, MS

George Davis, Teacher, MA

Michael Turley, Teacher, MA

GOALS: To provide a personalized academic plan for students unable to attend traditional school.

PROGRAM SUMMARY: The Flex Academy (Alternative Learning Environment) Under the direction of The Arkansas River Education Service Cooperative (ARESC); provides academic excellence for participating districts.

The students who entered this program, faced some life altering situation that otherwise may have caused them to drop out of school. The Flex Academy is designed to meet and adjust academic learning to assist him/her in their academic endeavor by creating a “success plan” for each student’s unique situation.

Major Highlights of the 2024-2025 School Year

Attendance Goals

Seniors 48% met both in person and virtual goals, 43% met either in person or virtual goals, and only 9% did not meet attendance goals

Underclassmen 63% met both in person and virtual goals with the remainder meeting either online or virtual goals

*only three students transferred or were dropped for attendance which demonstrated improvement from previous years

Academic Goals

Seniors 23 seniors (100%) met graduation requirements

Overall 98% of credits attempted were achieved with an average of 5 credits attempted per student—not including data on credits fulfilled on campus (ROTC and SEARK classes as well as those completed before entering the program)

PROGRAM: Focus Academy

FUNDING SOURCE: ADE, Local

COMPETITIVE GRANT: No

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: PINE BLUFF SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL:

Eric Elders, Director, MSE

Jarvis Hale, Onsite Coordinator (Focus), BA

Michaela Howard, Teacher, BS

Amanda Johnson, Behavioral Facilitator, MS
Cheria Jackson, Admin. Asst./LPN Nurse, LPN, BS
Sharon Jackson, Behavioral Health Associate
Jarvis Hale, JR, Behavioral Health Associate
George Davis, Teacher, MA
Gabrielle Jones, Teacher, BS
Seth Ellis, Teacher, BS
Libby McGee - Teacher, BS
Nicole Hadley, Paraprofessional
Officer Yancy, SRO
Officer Wright, SRO and Facilitator

GOALS: To provide an alternative learning environment to help students succeed academically. **Major**

Highlights of the 2024-2025 School Year - During the year, the Focus Academy staff (Teachers, Behavior Interventionist, Therapist, Administrators, etc.) successfully transitioned 22 students back to the sending school districts.

Attendance Rate

Middle School Average days missed 9. Increased attendance 71%

High School Average days missed 11. Increased attendance 65%

After Focus data is included in the numbers

Behavior

Middle School 120 write ups, 94 suspensions, 78 parent conferences, 62% decreased behavior risk

High School 80 write ups, 62 suspensions, 39 parent conferences, 71% decreased behavior risk

After Focus data is included in the numbers

Academics

Middle School Students showed an average growth of 1.7 year growth in math and 1.9 in English language arts per IXL data, middle school language arts nationally recognized by the NOLA program with highest scores on entire platform

High School 96.5% of credits attempted were passed

PROGRAM: HIPPY (Home Instruction for Preschool Youngers)

FUNDING SOURCE: Arkansas Better Chance and Maternal Infant Early Childhood Home Visiting

Funding Amount:: \$1,452,698.00 (ABC) \$164,000.00 (MIECHV)

COMPETITIVE GRANT: No

RESTRICTED: Yes

NON-RESTRICTED: ____

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

Pine Bluff School District

Sheridan School District

Stuttgart School District

Watson Chapel School District

White Hall Cleveland School District

Woodlawn School District

Star City School District

Fordyce School District

Spartman School District

Forrest City School District

Lee County School District

Brinkley School District

McCrary School District

August School District

Newport School District

Clarendon School District

Pulaski County School District

Jacksonville School District

Little Rock School District

North Little Rock School District

Sherwood School District

PERSONNEL:

Name	Position	Degree
Flannigan, Marguerite	Program Coordinator	MSE
Archer ,Paula	Field Coordinator	BSE
Ashley, Sharriaka	Field Coordinator	MSA
Howell, LyDreana	Field Coordinator	BSE
Newton, Kimberly	Field Coordinator	BSE
To be Hired (Pine Bluff)	Field Coordinator	BSE
Main,Amy	Field Coordinator	BSE
Marshall, Kateshia	Field Coordinator	BSE
Dunn ,Autra	Adm. Assistant - Financial	BSA
To be Hired	Adm. Assistant - Curriculum Assistant	BS
Allred, Krisiti	Home Based Educator	HSD/CDA
Bowlin, Sara	Home Based Educator	AA
Bowman, Heather	Home Based Educator	CDA
Brown, Kristin	Home Based Educator	HSD
Burnett, Asia	Home Based Educator	MS
Cunningham, LaKendra	Home Based Educator	BA
Freeman, Tequila	Home Based Educator	HSD/CDA

Fryar, Karissa	Home Based Educator	CDA
Gutierrez, Yesenia	Home Based Educator	CDA
Harris, LaTrenda	Home Based Educator	CDA
Hayes, Talensihe	Home Based Educator	AA/CDA
Blasgenme, Jessica	Home Based Educator	HSD
Johnson, Alisa	Home Based Educator	HSD/CDA
Spinks, Betty	Home Based Educator	AA/CDA
McNeil, Cheryl	Home Based Educator	CDA
Mendoza, Manuela	Home Based Educator	AA/CDA
Russell, Pam	Home Based Educator	CDA
Parks, LaShanna	Home Based Educator	AA/CDA
Spadoni, Anja	Home Based Educator	AA
Davis, Darnisha	Home Based Educator	AA
Smith, Nakiya	Home Based Educator	BA
Bayles, Nicole	Home Based Educator	HSD
Tatum, Martisia	Home Based Educator	HSD
Brent, Tomyra	Home Based Educator	HSD
Gibbs, Arkita	Home Based Educator	HSD

Callum, Tamaree	Home Based Educator	AA
Harris, Sarai	Home Based Educator	HSD
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To Be Hired (Pine Bluff)	Home Based Educator	CDA
To be Hired (Redfield)	Home Based Educator	BSA
To be Hired (Stuttgart)	Home Based Educator	HSD/CDA
To be Hired (Stuttgart)	Home Based Educator	HSD/CDA
To be Hired (Sherdian)	Home Based Educator	HSD/CDA
To be Hired (Sheridan)	Home Based Educator	HSD/CDA
To be Hired (Lincoln County)	Home Based Educator	HSD/CDA

GOALS: The goal of the Arkansas River Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their children's first teacher, assist the caregivers in better preparing their children for success in school, to refer families to community services as needed and to serve as a liaison between the home and the public schools.

PROGRAM SUMMARY: The ARESC- HIPPY Program served 875 students, ages 2, 3, 4, and 5 within twenty-two (22) school districts during the 2024-2025 program year. The ARESC-HIPPY Program is staffed by one Program Coordinator, seven Coordinators, two Office Support Staff and thirty- six (36) Home-based Educators administered the Ages and Stages Developmental Screening, Vision Initial Screening, and Hearing Initial Screening to each child. The Ages and Stages Developmental Screening and Family Map are used on MIECHV children as well as the other screenings. Families are then given references if needed for smoking cessation, mental health help and for low cost health insurance. The staff also assisted each family in acquiring the documentation necessary for the child to successfully enter school, such as birth certificate, social security card, health screening, and immunization records. The staff also enters each family and child into the state data system, ETO and COPA, which tracks monthly enrollment and Ages and Stages IED Assessment, which is the statewide assessment.

Major Highlights of the 2024-2025 School Year -

The ARESC-HIPPY holds an Annual Health Clinic each year for its families and children in October to help parents get their child's health screenings. All of the physicians and nursing volunteer their time for a great cause.

The ARESC-HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education with complimentary findings. Arkansas State HIPPY audited each field office, also with Stellar Ratings. It is the highest award available for the state. The HIPPY team was involved in creating an EXCELby8 Community for Jefferson County. ARESC-HIPPY had a successful HIPPY US Accreditation audit. ARESC-HIPPY is accredited for the next five years by HIPPY US and International.

PROGRAM: K-12 Math 2024-2025

FUNDING SOURCE:

Funding Amount: \$90,000

COMPETITIVE GRANT: No

RESTRICTED: Yes

NON-RESTRICTED:

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Cody Knowlton, K-12 Math Specialist, BS

GOALS:

The goals of the ARESC Math Instructional Specialist Program are as follows:

1. Support the adoption and implementation of HQIM across all participating districts to ensure instructional coherence aligned to Arkansas Math Standards.
2. Provide job-embedded instructional coaching focused on evidence-based strategies for grades 4–8, Algebra I, and Geometry in schools identified as D or F or 60% need support.
3. Develop instructional leadership by training and supporting administrators on the use of the DESE Math Leadership Walkthrough Tool.
4. Increase the quality of Tier 1 instruction through lesson modeling, co-teaching, instructional planning, and classroom-based support.
5. Facilitate HQIM launch and sustainment through curriculum-based professional learning (HQPL), pacing support, and implementation fidelity tools.
6. Support ATLAS assessment and classroom tool integration to build formative assessment practices and improve instruction.
7. Offer DESE Elevate Math PD in Fluency, Standards, and Interventions to strengthen foundational math teaching practices.
8. Mentor and support novice teachers through cognitive coaching and instructional modeling.
9. Collaborate with PLCs and school leadership teams to unpack standards, build assessments, and align interventions to student data.
10. Maintain alignment with DESE grant goals through monthly data reporting, meeting participation, and collaborative implementation with state and regional partners.

PROGRAM SUMMARY: 2024–2025

The 2024–2025 ARESC K–12 Math Program provides targeted, job-embedded support to educators and instructional leaders across the cooperative in alignment with the Arkansas Initiative for Instructional Materials (AIIM) and the DESE Elevate Math Initiative. The program supports participating districts through coaching, professional learning, curriculum support, and leadership development focused on improving math instruction and student outcomes. The ARESC Math Specialist met three times face to face and monthly virtually with the DESE program manager to plan coaching cycles and instructional support based on district needs, summative and formative assessment data, and school improvement plans. Coaching cycles focus on grades 4–8, Algebra I, and Geometry, particularly in schools with a D or F rating. These cycles include co-planning, lesson modeling, goal setting, feedback, and student evidence analysis. A landscape analysis was conducted across participating districts to assess HQIM adoption and implementation. Ongoing technical support was provided to assist school and district leaders in selecting, launching, and sustaining the use of high-quality curriculum materials. Support also included implementation planning and fidelity monitoring.

Additional areas of focus in 2024–2025 include:

- Coaching cycles focused on SMART goals, lesson modeling, co-teaching, and reflection on instructional practice
- Mentoring of novice teachers through cognitive coaching strategies
- Facilitation of DESE Elevate Math PD, including sessions on fluency, interventions, and standards
- Implementation support for the ATLAS Classroom Tool and interim assessments
- Professional learning and walkthrough training for administrators using the DESE Math Leadership Walkthrough Tool
- Support for Professional Learning Communities (PLCs), including identifying essential standards, building assessments, and planning responsive instruction
- Delivery of virtual and in-person professional development sessions tailored to district needs

Specialist Training: Math Leadership Walkthrough Tool, Elevate Math PD content, Cognitive Coaching Certification, Content Coaching through TNTP, ATLAS Classroom Tool, RTI at Work (Solution Tree)

Cooperative Schools: Contact was made with every school district in the ARESC Cooperative area to continue to build and strengthen relationships, offer technical and material assistance, inform them of the professional learning opportunities and student learning opportunities, provide teacher professional development, support for Professional Learning Communities (PLCs), and any other support that can be provided by the Math Specialist. Contact was made with ARESC districts to provide coaching, curriculum support, professional development, and technical assistance. Priority schools were identified based on academic performance data to receive intensive instructional coaching and HQIM implementation support. Coaching priority was provided to: Stuttgart Park Avenue Elementary (2 teachers, 2 cycles) White Hall High School (3 teachers, 4 cycles), Pine Bluff High School (1 teacher, 1 cycle)

Other support included: unwrapping standards, writing learning targets, writing common formative assessments, implementation of Effective Teaching strategies and Effective Instructional Practice, disaggregation of CFA data, facilitation of implementation of first grade standards based report cards. Professional Development and Support: On-site and virtual support was provided for cooperative teachers and administrators through Math coaching cycles in the areas of: using the ATLAS Classroom Tool, identifying essential standards, unwrapping essential standards, writing learning targets, planning and implementing five act math lessons, discovery learning, writing formative assessments, analyzing

data from formative assessments, constructing DOK questions, and Establishing Standards Based Report Cards.

Professional Development Offered in 2024-2025:

ARESC-Elevate Math Fluency - KickOFF - Embark on a six-hour professional learning journey to uncover the importance of math fluency and dispel common fluency fallacies. Participants will gain insight into related truths and acquire practical strategies, tasks, games, and routines for improving math fluency skills in their classrooms while learning how to support Arkansas fluency standards. Secure your spot to unlock the keys to good beginnings for fluency!

ARESC-Elevate Math Fluency: Addition/Subtraction of Whole Numbers - Take your math instruction to the next level in this dynamic session designed to empower educators with innovative strategies for building fluency in addition and subtraction of whole numbers. Explore engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

ARESC-Deep Dive Into the AR Math Standards: K-5 -In this session, teachers will examine and unpack the new 2023 Arkansas Math Content Standards for K-5.

ARESC-Deep Dive Into the AR Math Standards: 6-GEO - In this session, teachers will examine and unpack the new 2023 Arkansas Math Content Standards for 6-Geometry.

ARESC-Elevate Math Fluency: Multiplication/Division of Whole Numbers - Take your math instruction to the next level in this dynamic session designed to empower educators with innovative strategies for building fluency in multiplication and division of whole numbers. Explore engaging activities, actionable tools, and proven techniques aligned with Arkansas Math Standards to enhance student mastery and confidence.

Major Highlights of the 2024-2025:

The Mathematics Department has assisted schools in a variety of ways including:

- Coaching cycles in level 4 and 5 schools, or or 60% need support
 - Pine Bluff High School
 - White Hall High School
 - Park Ave Elementary
- Math Coaching Cycles-classroom observations, SMART goals, TNTP walkthrough tool, providing professional feedback, consultation for lesson planning and resources, model lessons, creating common formative assessments, creating common summative assessments, planning interventions, classroom behavior management strategies
- Facilitated completion of a standards based report cards for Second grade in White Hall School District.
 - Establishment of collective commitments for the Second grade team
 - Establishment of essential learning targets (Math, ELA, Science)
 - Pacing for essential learning targets (Math, ELA, Science)
 - Creation of common formative assessments for each essential learning target (Math, ELA, Science)
 - Creation of common summative assessments for each essential learning target (Math, ELA, Science)
 - Creation of interventions for each essential learning target

- Facilitated the implementation of ATLAS Classroom Tool in math classrooms (Park Avenue Elementary School, White Hall High School, Pine Bluff High School)
- Cognitive Coaching to build capacity with novice teachers
- Team Meetings/Professional Learning Communities Support
 - Weekly/biweekly meetings with Pine Bluff High School, White hall High School, Park Avenue Elementary, Taylor Elementary
- Monthly CTM meetings-White Hall High School
- Offering professional development and collaboration among teachers through blended learning (Zoom, Google Meet)
- Collaboration with other content specialists to provide cross-curriculum units
 - STEM Model Lessons (Dianna Herring, Bill Shelly)
- Collaboration and support from DESE state math specialists for support for Level 5 school districts
- Elected to board position for Arkansas Council of Teachers of Mathematics.
 - Vice President of Middle Schools

PROGRAM: K-12 Science

FUNDING SOURCE: ADE State Grant

Funding Amount: \$90,000

COMPETITIVE GRANT: No

RESTRICTED: Yes

NON-RESTRICTED: ____

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Dianna Herring, K-12 Science Specialist, BS

GOALS:

The goals of the ARESC Science Instructional Specialist Program are as follows:

1. To assist all participating education institutions in meeting goals and implementing grade level Arkansas Science State Standards
2. To enrich the curriculum base content knowledge and teaching strategies of science teachers.
3. To assist with the implementation of high quality instructional materials
4. To assist in mentoring novice teachers
5. To assist teachers in implementing phenomenal science to ensure all students receive equitable instruction and opportunities
6. To assist in the school improvement process (PLC)
 - a. Identifying essential standards
 - b. Unpacking essential standards
 - c. Writing formative assessments
 - d. Analyzing data from formative assessments
 - e. Planning and implementing interventions based on data
7. To provide training and support for the implementation of the ATLAS Classroom portal
8. To provide high quality coaching (TNP and Cognitive) to build capacity in science educators

9. To provide support and resources that support science educators in the licensure process

PROGRAM SUMMARY:

The 2024-2025 science program primarily focused on increasing the knowledge and skills of science educators through job-embedded coaching cycles of support. The ARESC specialist met monthly with the DESE program manager to plan coaching support cycles based on quantitative and qualitative data, district needs assessment, and school improvement plans. The ESC specialist provided through-year professional learning through a comprehensive coaching system to improve teacher efficacy and build instructional capacity targeted at increasing student outcomes. The ESC specialist also conducted a landscape analysis at each cooperative district on high quality instructional materials and high quality professional learning. Other areas of focus included:

- Ongoing building and strengthening of relationships with cooperative schools; professional development for administrators, teachers, and coaches
- Teacher and administrator conferences in order to evaluate and improve science teaching and learning through increased content understanding and improved instructional strategies
- Mentoring novice teachers (Cognitive coaching)
- Ongoing support in the work of Professional Learning Communities
- Science Content Coaching through TNTP

The ESC specialist provided multiple targeted professional development opportunities for principals, assistant principals, and instructional facilitators focused on the DESE Science Walkthrough Tool. These sessions were designed to build a fundamental understanding of effective science instruction and to ensure consistent use of the tool across campuses. In addition to training, the specialist actively supported instructional leaders by participating in classroom walkthroughs, modeling the use of the tool, and collecting observational data. The specialist then facilitated collaborative feedback sessions, sharing insights with teachers to promote instructional improvement and alignment with best practices in science education.

The ESC specialist provided ongoing professional development focused on the effective implementation of high-quality instructional materials (HQIM), specifically supporting the use of OpenSciEd and Amplify Science. Through daily school visits, the specialist worked directly with teachers to model best practices, offer instructional coaching, and address challenges related to HQIM integration. Training and support also incorporated the use of the ATLAS Classroom Tool to enhance instructional planning and fidelity of implementation. These efforts ensured that educators were equipped with the knowledge and strategies necessary to deliver rigorous, student-centered science instruction.

Specialist Training: ATLAS Classroom Tool, Cognitive Coaching Certification, Content Coaching through The New Teacher Project (TNTP), RTI at Work (Solution Tree), Three-dimensional formative assessment writing, Standards Based Grading and Reporting, Providing Feedback to Promote Professional Growth Micro-credential, Collaboration with Professionals to Increase Student Success Micro-credential, Creating a Trauma Sensitive Classroom Micro-credential

Cooperative Schools: Contact was made with every school district in the ARESC Cooperative area to continue to build and strengthen relationships, offer technical and material assistance, inform them of the professional learning opportunities and student learning opportunities, provide teacher professional development, support for Professional Learning Communities (PLCs), and any other support that can be provided by the Science Specialist. Coaching cycles of support were provided for target schools. High quality instructional materials support included White Hall School District (Open SciEd), Sheridan School

District (Open SciEd), Stuttgart School District (Amplify Science). Principals in the following districts participated in professional development in using the science walkthrough tool: Watson Chapel School District, White Hall School District. Other support included: unwrapping standards, writing learning targets, writing common formative assessments, implementation of three-dimensional lessons, disaggregation of CFA data, facilitation of implementation of first grade standards based report cards.

Professional Development and Support: On-site and virtual support was provided for cooperative teachers and administrators through science coaching cycles in the areas of: using the ATLAS Classroom Tool, using morphology in the science classroom to support the science of reading, identifying essential standards, unwrapping essential standards, writing learning targets, planning and implementing three-dimensional lessons, science investigations, writing phenomenon, writing performance tasks, writing formative assessments, analyzing data from formative assessments, science journals, constructing DOK questions, laboratory experiments and materials. Other professional development provided included: GPS: Three-dimensional Assessment, Introduction to Arkansas K-12 Science Standards, GPS: Anchoring Phenomenon Routine, Morphology in the Math and Science Classroom, GPS: Physical Science/Chemistry, GPS: Biology, Establishing Standards Based Report Cards.

Major Highlights of the 2024-2025 School Year -

The Science Department has assisted schools in a variety of ways including:

- Four 6 week science coaching cycles for level 4 and 5 schools
 - Stuttgart High School
 - Stuttgart Junior High School
 - White Hall High School
 - Watson Chapel Junior High School
 - Sheridan Intermediate School
 - East End Intermediate School
- Support site visits to ARESC school districts
 - Arkansas School for the Deaf-4
 - Pine Bluff School District-34
 - Sheridan School District-46
 - Stuttgart School District-32
 - Watson Chapel School District-31
 - White Hall School District-58
- Science Coaching Cycles-classroom observations, SMART goals, TNTP walkthrough tool, providing professional feedback, consultation for lesson planning and resources, model lessons, creating common formative assessments, creating common summative assessments, planning interventions, classroom behavior management strategies
- Facilitated completion of a standards based report cards for second grade in White Hall School District.
 - Establishment of collective commitments for the second grade team
 - Establishment of essential standards (Math, ELA, Science)
 - Pacing for essential learning targets based on essential standards(Math, ELA, Science)
 - Creation of common formative assessments for each essential learning target (Math, ELA, Science)
 - Creation of common summative assessments for each essential learning target (Math, ELA, Science)

- Training fo
- Creation of interventions for each essential learning target
- Facilitated the implementation of ATLAS science interim assessments at ARESC Focus Academy, Flex Academy, and Explore Academy
- Facilitated the implementation of ATLAS Classroom Tool in science classrooms (Park Avenue Elementary School, Watson Chapel Junior High School, Pine Bluff Junior High School)
- Assisted with science lab resources and materials (22 teachers)
- Cognitive Coaching to build capacity with novice teachers
- Novice teacher licensure support with micro-credentials through ALP (2 teachers)
- Team Meetings/Professional Learning Communities Support
 - Weekly/biweekly meetings with Pine Bluff High School, Broadmoor Elementary, Watson Chapel Junior High School, Coleman Elementary School, White Hall High School, Meekins Middle School, Pine Bluff Junior High School, Stuttgart Junior High
- Monthly CTM meetings-White Hall School District First Grade (Taylor Elementary)
- Offering professional development and collaboration among teachers through blended learning (Zoom, Google Meet)
- Collaboration with other content specialists to provide cross-curriculum units
 - STEM Model Lessons (Cody Knowlton, Bill Shelly)
- Collaboration and support from DESE state science specialists developing professional development sessions for Fundamental Understanding of Science Education
- Implementation of the Science of Reading strategies in the science classroom
- Facilitated collaboration for Biology Integrated teachers across ARESC districts.
- Facilitated collaboration for Physical Science Integrated teachers across ARESC districts.
- Facilitated collaboration for district testing coordinators between Pine Bluff School District, Watson Chapel School District, Stuttgart School District and White Hall School District.
- Facilitated licensure success for two novice teachers through the micro-credential pathway.

PROGRAM: Virtual Academy at The River

FUNDING SOURCE: Local - Participating School Districts

COMPETITIVE GRANT: No

RESTRICTED: **NON-RESTRICTED:** __X__

DISTRICTS Served

Pine Bluff School District

Alma School District

Bentonville School District

Booneville School District

Bryant School District

Calico Rock School District

Cave City School District

Cedarville School District

Concord School District
Highland School District
Lakeside (Garland Co) School District
Mammoth Spring School District
Mansfield School District
Mt Home School District
Mt View School District
Ozark School District
Rosebud School District
Sloan-Hendrix School District
Two Rivers School District
Wynne School District
Southside School District
Sheridan School District
Stuttgart School District
Atkins School District
Clarendon School District
Clinton School District
Dover School District
Fordyce School District
Guy-Perkins School District
Lafayette County School District
Blytheville School District
Earle School District
Flex Academy
Focus Academy

PERSONNEL:

Tammy Manning, Principal MSE/NBCT
Mandy Anderson, Administrative Assistant
Mikala Saunders, Administrative Assistant
Michelle Wren, Lead Teacher
Alicia Mosley, Teacher
Carla Bryant, Teacher

Melissa Mosley, Teacher
Krystal Summers, Lead Teacher
Cindy Evans, Teacher
Darla Bailey, Teacher
Amy Stuckey, Paraprofessional
Alena Huett, Teacher
Tess Akin, Teacher
Lindsay Reinart, Teacher
Cassidy Vanhook, Teacher
Sheryle Sandy, Teacher
Heather Carter, Teacher

PURPOSE: The mission of The Virtual Academy at The River is to prepare students to be lifelong learners by using an innovative approach and digital platforms to ensure the success of every student.

GOALS: The program's primary goal is to partner with districts to provide a virtual learning option for students.

- Deliver high-quality instruction
- synchronous/asynchronous
- Small group instruction
- One-to-one interventions
- Bridge learning gaps
- Wrap-around services

PROGRAM SUMMARY: Virtual Academy @ The River partners with local Arkansas school districts and Education Service Cooperatives to provide synchronous and asynchronous instruction for K-8th graders.

Major Highlights of the 2024-2025 School Year -

- Served **34 school districts**
- Provided instruction for approximately **1233 students**

Parent comments from the survey:

I love everything about this program! The staff is supportive, the teachers are great, and my kids are actually learning and thriving. Thanks for all you guys do. ❤️

We absolutely love this program and all the teachers!! Anna has completely excelled in virtual with the one-on-one interaction and more visual for her learning with her autism!! I am beyond proud of her and the hard work she does and how understanding each teacher has been with her.

I'm glad there is another option for kids who can't attend regular school.

PROGRAM: Technology

FUNDING SOURCE: State Grant

Funding Amount: \$80,000.00

COMPETITIVE GRANT: No

RESTRICTED: Yes NON-RESTRICTED: ____

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS, SCHOOL, ARKANSAS DIVISION of YOUTH SERVICES, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: David Harris, Technology Coordinator, BSE, MBA/Cristian Haynes,

GOALS: To provide quality technology support for the cooperative, its programs, and for the member school districts. Assist member school districts with implementation and assessment of cybersecurity best practices. Provide professional development on technology topics for school personnel with emphasis on security and data privacy.

PROGRAM SUMMARY:

Supporting districts in their efforts to provide technology for teaching and learning.

Provide Atlas Online Testing support to area school districts.

Provide quality professional development in technology software and hardware for technology coordinators, technology support staff, administrators and teachers.

Provide ongoing support to the cooperative staff: hardware/software/network maintenance and training.

Provide quality professional development in data privacy and security to school and coop personnel.

Instructing and assisting in teacher workshops, school board training, and superintendent training. Host

meetings with the member district technology coordinators at least four times a school year. Aid with

Technology Plan writing and assistance to the cooperative and member school districts. Attend state

Technology meetings with other co-op technology coordinators. Attend Professional development (HSTI, ACOT, etc.) to provide districts with the most updated information/training opportunities. Maintain

equipment and software used in Coop operations.

Assist with inventory of technology equipment.

Maintain technical equipment used by participants and presenters at Coop training and events. Assist with development and implementation of Coop computer security and usage policies. Participate in the Cyber Incident Response Team for the State of Arkansas K-12 community.

ACTUAL LEVEL OF PERFORMANCE:

1.a. The Technology Coordinator engaged in 100% of the expected training, attending 20 meetings total: 5 virtual and 15 face-to-face.

Meetings included sessions with DIS, CIRT, Tel-AR, and other state/co-op technology coordinators.

The Technology Coordinator completed 16 days of Cybersecurity Training, including:

July 10, 2024 – GoTo Cybersecurity Pilot Program Webinar

Oct 7–8, 2024 – Attorney General Cybersecurity Summit

Nov 12–15, 2024 – ACOT Conference

Jan 29–30, 2025 – Tel-AR Conference

March 12–14, 2025 – WRS Summit

April 7–9, 2025 – Cyber Incident Response Team Training

June 17, 2025 – HSTI CIO Summit – DIS Cyber Day

Additionally, the Technology Coordinator presented at:

HSTI – “PD in Your PJ’s”

Attorney General Cyber Summit – “Cyber Scamming Training for Seniors”

1.b. The Technology Coordinator provided 100% of the targeted capacity-building opportunities.

Hosted 6 regional Act 504 Watch Parties:

Feb 20, Mar 4, Mar 6, Mar 11, Apr 1, Apr 3, 2025

Also hosted a make-up on-site session for a district on Mar 17, 2025.

Participated in Act 504 Workgroup Meetings focused on NIST controls:

Sep 5, Oct 3, Nov 5, Dec 13, 2024

Additionally, provided internal cybersecurity training to co-op staff using Fortinet resources.

2.a. The Technology Coordinator exceeded the target, providing 37 meetings to co-op/district/school tech staff.

Notable events include:

Daily Tech Check-ins with Stuttgart School District from Aug 27–Sep 27, 2024

Recurring Tech Team meetings with Stuttgart School District

Support meetings with MSP K12itc

Microsoft, Blocks, Act 846-focused sessions

Group Tech Team meetings on Sep 12, Oct 9, Nov 6, Dec 11, 2024

On-site support and training throughout the year

2.b. The Technology Coordinator attended 24 total meetings with DIS, state agencies, and other co-op tech coordinators (19 virtual, 5 face-to-face), meeting 100% of the performance target.

3.a. The Technology Coordinator identified and addressed multiple technology needs.

Delivered Act 504 and 846 compliance support through regional workshops focused on NIST control groups.

Hosted “Tech Day” on Sep 17, 2024 with Don Benton to review E-Rate updates.

Acted as interim Tech Director for Stuttgart School District, supporting legal compliance (Act 504, Act 754), training onsite techs, coordinating MSP, and offering daily to weekly check-ins.

Work included policy writing, legal review, training, and incident response planning.

PROGRAM: Recruitment & Retention (Novice Teacher Mentoring)

FUNDING SOURCE: State Grant

Funding Amount:

COMPETITIVE GRANT: No

RESTRICTED: Yes **NON-RESTRICTED:**

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT

PERSONNEL: Bill Shelly, Mentoring Program Specialist, MSE

GOALS:

- To train and support successful classroom teachers through a comprehensive mentoring, peer coaching, training system for Novice teachers.
 - Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Mentor training and TESS (Teacher Effectiveness Support System)
 - District retention of fully trained teachers
- Trained and supported teachers remain in the teaching profession

PROGRAM SUMMARY: The DESE provides grant funding to ESC's to provide training and support to Novice teachers. ARESC utilized that funding to provide face-to-face group meetings, mentoring for novice teachers, online support and resources, professional learning materials and individualized (1-on-1) support.

Major Highlights of the 2024-2025 School Year -

Provided virtual support and training through Zoom and other platforms.

Reduced the number of Year 3 novice teachers in the region due to retention efforts.

Assisted 20 teachers in earning their Lead Teacher designation through NIET and TNTP to build mentoring capacity within districts.

Provided coaching training to potential mentor teachers and support teachers.

PROGRAM: ParaProfessional Assessment

FUNDING SOURCE: Educational Testing Services (ETS)

Funding Amount: No Grant was required. ETS does not charge an educational agency to become a testing center and download technology requirements for testing. The candidates pay ETS \$55.00 online per testing session. ARESC does not charge the candidates any other amount (i.e. sitting/facility fees).

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS: ARK SCHOOL for the DEAF, ARK DEPT of CORRECTIONS SCHOOL, , PINE BLUFF SCHOOL DISTRICT, SHERIDAN SCHOOL DISTRICT, STUTTGART SCHOOL DISTRICT, WATSON CHAPEL SCHOOL DISTRICT, WHITE HALL SCHOOL DISTRICT
ARESC has also provided tests for candidates from **districts** state-wide in Arkansas.

PERSONNEL: Re-Gina Barnes, Testing Facilitator, BA

GOALS: To provide the opportunity for candidates to meet the qualification requirements for New Paraprofessionals hired after January 8, 2002.

PROGRAM SUMMARY: The qualification requirements for new federally funded instructional ParaPros are as follows:

- Completed two (2) years of study at an institution of higher education, or
- Obtained an associate's degree or higher, or Passed the ParaPro Assessment with a score of 457 for Arkansas. Other states may require a different passing score which is provided by ETS.

The ParaPro Assessment for prospective and practicing paraprofessionals measures skills and knowledge in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction. The test consists of 90 multiple choice questions across the subject areas of reading, mathematics, and writing. Approximately two-thirds (2/3's) of the questions in each subject area focus on basic skills and knowledge. Approximately one third (1/3) of the questions in each subject area focus on the application of those skills and knowledge in the classroom context. Fifteen (15) of the questions in the test

(five in each subject area) are pretest questions and do not count toward the test taker's score. The test questions are arranged by subject area, with reading first, then mathematics, then writing. If a candidate does not score the required score of 457 for Arkansas (or the required score for any other state), then ETS requires the candidate to wait at least 3 weeks before re-taking the assessment.

PROGRAM: Parents as Teachers (PAT)

FUNDING SOURCE: ABC and MIECHV

Funding Amount: ABC 111,360.00 MIECHV 111,000.00

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

PINE BLUFF SCHOOL DISTRICT x

SHERIDAN SCHOOL DISTRICT

STUTTGART SCHOOL DISTRICT

WATSON CHAPEL SCHOOL DISTRICT x

WHITE HALL SCHOOL DISTRICT x

PERSONNEL:

Barbara Marbley, ABC/MIECHV Coordinator/Parent Educator

Krystal Cosen, Parent Educator,

Genia Barnes, Parent Educator,

Angela McBride, Parent Educator,

GOALS: To encourage parent-child interaction through the use of PAT curriculum activities, personal visits and group meetings. To monitor child development through child assessments.

PROGRAM SUMMARY: PAT uses the research based curriculum developed by Parents As Teachers National Center in St. Louis, Mo. Independent research shows that at age 3, children who have participated in the PAT program score above the national norm in achievement.

Major Highlights of the 2021-2022 School Year - During this year we were able to keep our required number of families for each program. We kept our children active and engaged through home visits and participating with them in their activities. We continued our group meetings by doing them live on our Facebook page as well

as face to face. We will have graduation face to face this year here at ARESC. The date is June 15, 2023. We have about 30 3 year olds graduating.
MIECHV served and screened twice monthly

PROGRAM: Preschool

FUNDING SOURCE: Arkansas Better Chance / CCDF

Funding Amount: \$408,400.00

COMPETITIVE GRANT: No

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

PARTICIPATING ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE SCHOOL DISTRICTS:

WATSON CHAPEL SCHOOL DISTRICT

PERSONNEL:

Tumiga Livingston, Director, M Ed Ldrshp

Lindsey Burkett, Assistant, MSE

Donna DePriest, Teacher, MSE

Paula King, Teacher, AA

Debbie Moon, Teacher, BA

Shelley Peyton Teacher/ MSE

Ashley Stone Teacher/BA

LaSheena Hudson, Paraprofessional, CDA

Katrina Harroway, Paraprofessional, CDA

Phaedra Martin-Gipson, Paraprofessional, CDA

Vickey Livingston, Paraprofessional, CDA

Rosalind Robinson, Paraprofessional, AA

GOALS: Arkansas River Education Service Cooperative Preschool Program is committed to providing high-quality early childhood education to children ages 3-5 with qualifying household incomes.

PROGRAM SUMMARY: Arkansas River Education Service Cooperative Preschool Program currently has five center based learning environments located in Jefferson county. All programs must satisfy the requirements specified in The Child Care Licensing Act, teacher licensure requirements, Arkansas Better Chance policy, as well as annual professional

development requirements. Arkansas Child Development and Early Learning Standards: Birth through 60 months are used to assist in the development of learning goals for preschool children.

PROGRAM: Star Academies of Arkansas, 2024-2025

FUNDING SOURCE: TANF

COMPETITIVE GRANT: No

RESTRICTED: Yes NON-RESTRICTED: ____

PARTICIPATING SCHOOL DISTRICTS:

Dumas School District

Camden Fairview School District

Blytheville School District

Osceola School District

Pine Bluff School District through ARESC Consortium Sites

Watson Chapel School District through ARESC Consortium Sites

White Hall School District through ARESC Consortium Sites

Magnolia School District

Stuttgart School District

Strong-Huttig School District

El Dorado School District

Lake Village School District

PERSONNEL: ARESC Staff, Dr. Celeste Alexander, Special Projects Coordinator

Purpose: Arkansas Star Academy Sites are implemented to increase the graduation/retention rates, education, and skill levels of youth to prepare them for transition to college or employment. This type of proactive intervention in the lives of youth will make it more likely they will become independent and productive members of society. Studies support that project-based learning develops self-directed students who ultimately become self-directed, employable citizens. Employers and industry partners increasingly want employees who demonstrate initiative and skills when communicating, performing technical duties, and creatively solving unexpected problems. Students learn to drive their own progress, whether working individually, in peer-pairs, or with the whole class. The ownership they take over their course projects sets the foundation for the ownership they will take over their projects in high school and in their careers. Through the application of content via STEM-based projects, students transfer their knowledge and skills to other settings, including their self-determined career pathway(s) explored

throughout the program. All core academics, even English and writing, help students envision new career opportunities in science, technology, engineering and mathematics. ARESC partnered with NOLA, Inc. to provide this service. NOLA powers the Star Academy model of teaching and learning.

The ARESC Dropout Prevention Program addresses the following goals:

- End the dependence of needy parents by promoting job preparation, work, and marriage
- Prevent and reduce the incidence of out-of-wedlock pregnancies.
- Reduce the drop-out rate for over-age students
- Foster individual student responsibility for learning and behavior
- Provide workplace readiness and career exposure with emphasis on life/soft skills.
- Improve literacy and numeracy skills
- Improve attendance
- Decrease discipline issues

Program Goals - ARESC led an innovative learning setting for 7th-9th grade students from schools rated C, D or F by the State and with supporting community demographic information. The students were from districts that have 93 to 100% free and reduced lunch population, behind 2 or more grade levels in reading and mathematics, and had other drop-out indicators. ARESC worked with local schools to identify the students and families that would benefit from this innovative new teaching and learning program. Students that needed an educational boost or new motivation for learning were targeted. There was an application/placement process where the student was the focus of the discussion and decision making process for placement.

Each program served up to eighty (80) students per academic year. Results will be based on academic, attendance, discipline, and personal growth data.

Current Status - All installed sites are operational and implementing programming with fidelity. Each site is implementing based on their local needs. Some are targeting 7th graders, some are targeting 8th graders, some are targeting 9th graders, and some are targeting a combination of each of the grade bands.

Arkansas River ESC (ARESC) is providing email, phone, and on site support with quarterly checkpoints. ARESC staff is providing support to all sites by providing supplemental professional development, storage and unpacking services, technology guidance, teacher support, inventory training/tagging visits, ribbon cutting planning, data compilation, data analysis, and overall implementation support.



**Map of current Star Academy Sites.*

Hope is not in this grant but we provide support and included them on the map.

Arkansas River ESC Impact on Student Performance
Report to ARESC Board of Directors - Act 802
2024-2025

Program	Impact
Oakwood Preschool ABC/CCDF	<p>Oakwood Preschool had a highly successful 2024–2025 school year. The staff utilized Pearson’s Work Study Software to monitor the progress of 100 students, assessing their growth against developmentally appropriate benchmarks for each age group. Instruction was guided by the <i>Adventures in Learning</i> curriculum, approved by Arkansas State University Early Childhood Services.</p> <p>By the end of the year, students demonstrated impressive achievement, surpassing 85% proficiency across all developmental domains. These domains include personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical development, health, and safety. These results highlight the effectiveness of both the curriculum and the teaching methods implemented at Oakwood Preschool.</p>
PAT	<p>During the 2024-2025 year, the ARESC-PAT program served a total of 100 (60- ABC, 40 - MIECHV) individual families with target children aged to three years. PAT will have 18 children graduating from the PAT program and transition to the HIPPY program</p>
HIPPY	<p>ARESC-HIPPY served 715 (607 -ABC, 108- MIECHV) families for the 2024-2025 school year. We serve the following communities: Arkansas, Jefferson, Grant, Saline, Monroe, Woodruff, St. Francis, Lee, Cross, Pulaski, Lincoln, Cleveland, and Dallas Counties. HIPPY children and families are assessed using the Ages and Stages Questionnaires, ASQ/SE, Family Map and every 10 week assessment skill sheet.</p>
Early Childhood Special Services	<p>We screened approximately 3,278 students, evaluated 1,176, and provided services for 389 students who qualified under IDEA.</p> <p>According to the Annual Performance Report, we scored a positive rate change in Indicator 06-A (percent of children with IEPs aged 3,4, and 5 who are enrolled in a preschool program attending a regular early childhood program receiving the majority of special education and related services in the regular early childhood program). Although our rate is still under the state rate, our current goal is 25%. We also had positive rate changes in all Early Childhood Outcomes rates, exceeding the state rate in 6 of the 7 areas. Our strongest indicators were Indicator 11, Child Find, Indicator 12, Transition, and Timely and Accurate Date, in which we scored 100% in all three. Again, higher than the state average.</p> <p>On the Early Childhood Family Outcomes Survey, 96.3% of parents reported school-facilitated improvement. Of the 135 surveys, 130 averaged an overall score of 5 or better.</p>

	<p>gap in critical concepts was around the beginning of 3rd grade. Math content in 3rd grade includes word problems and proportionality, rounding, area and circumference, and fractions. All students on average increased in grade level by 3+ grade levels.</p> <p><u>9th Grade</u></p> <ul style="list-style-type: none">• Lessons mastered per hour in 2025 were 12% greater than in 2024, and Chapters mastered per hour were 35% greater.• For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 51% to 94%. <p><u>8th Grade</u></p> <ul style="list-style-type: none">• Lessons mastered per hour, and Chapters mastered per hour in 2025 were each about 39% greater than in 2024.• For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 51% to 96%. <p><u>7th Grade</u></p> <ul style="list-style-type: none">• Lessons mastered per hour in 2025 were 3% greater than in 2024, and Chapters mastered per hour were 5% greater.• For Chapters taken (not challenged past), Chapter Pre to Post tests improved from 50% to 94%. <p>Student growth for literacy and reading benchmarks</p> <p><u>9th Grade</u></p> <ul style="list-style-type: none">• 86% of students in one or more areas (2023 - 2024)• 93% of students in one or more areas (2024 - 2025) <p><u>8th Grade</u></p> <ul style="list-style-type: none">• 100% of students in one or more areas (2023 - 2024)• 100% of students in one or more areas (2024 - 2025) <p><u>7th Grade</u></p> <ul style="list-style-type: none">• January benchmarks showed 75% growth in one or more areas since August (2024 - 2025) <p><u>From parent surveys for the 2024-2025 school year</u></p> <ul style="list-style-type: none">• 100% were satisfied with the quality of teaching• 100% felt their child was safe at Explore Academy• 100% felt their child was valued as a student at Explore Academy• From anonymous parents "I am most satisfied with the Big progress that my son has made and all the new things that he has learned since he's been at Explore! He's always eager and ready to go to school to see what's new for that day. The teachers and principal are very passionate and care for each and everyone of the students. I LOVE IT!!!
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	<ul style="list-style-type: none">I have noticed changes in my daughter for the better. She is excited about going to school now. I love how they keep me notified on every situation concerning my daughter through phone calls immediately. Everyone there is so caring thanks to Explore, my daughter has improved educationally, socially and emotionally!!I love how professional and caring the staff is. They always keep me updated on my child's progress. The smaller class setting has made a difference and I have seen great improvement in my child's academics.																																																																		
Career & Technical Education	<p>Based on the 2024 Career & Technical Education Consortium Report on Performance Measures for Concentrators, ARESC CTE support for Career & Technical Education Programs had an overall positive impact on student achievement from FY2022 to FY2024. The data below reflects student achievement for CTE Concentrators well above the FY24 Targets.</p> <table><tr><td></td><td>Score</td><td>Score</td><td>Score</td><td>(Target)</td></tr><tr><td><u>Perkins V Indicator for Concentrators</u></td><td><u>FY22</u></td><td><u>FY23</u></td><td><u>FY24</u></td><td><u>(FY24)</u></td></tr><tr><td>• Four Year Graduation Rate</td><td>95.67</td><td>> 97</td><td>96.53</td><td>(96.91)</td></tr><tr><td>• Five-Year Graduation Rate</td><td>95.32</td><td>96.42</td><td>98.20</td><td>(97)</td></tr><tr><td>• Academic Proficiency Reading/LA</td><td>61.22</td><td>62.04</td><td>62.37</td><td>(65.39)</td></tr><tr><td>• Academic Proficiency Mathematics</td><td>56.54</td><td>54.98</td><td>53.86</td><td>(58.59)</td></tr><tr><td>• Academic Proficiency in Science</td><td>63.28</td><td>62.46</td><td>62.89</td><td>(66.31)</td></tr><tr><td>• Post program placement for CTE Concentrators 2024</td><td colspan="4">was 76.83.</td></tr><tr><td>• Attainment of Industry Certifications for CTE Concentrators for 2023</td><td colspan="4">was 55.76.</td></tr></table> <p><u>CTE Concentrators</u> are defined as ‘a student who has completed one foundational CTE credit and one additional CTE credit for a total of two CTE credits within the same approved CTE program of study’.</p> <p>As a contrast to the CTE Concentrator achievement for 2024, students that did <u>not</u> have a CTE Concentration (two completed CTE courses) achieved the following scores. The student group is referenced as ‘NON-Concentrators’. The data indicates a strong correlation between student academic achievement and CTE Concentration for students with ARESC support.</p> <table><tr><td></td><td>NON-Concentrators</td><td>Concentrators</td></tr><tr><td><u>Perkins V Indicator</u></td><td><u>FY24 Score</u></td><td><u>FY24 Score</u></td></tr><tr><td>• Four Year Graduation Rate</td><td>75.04</td><td>96.53</td></tr><tr><td>• Five-Year Graduation Rate</td><td>79.78</td><td>> 97</td></tr><tr><td>• Academic Proficiency Reading/LA</td><td>59.75</td><td>62.37</td></tr><tr><td>• Academic Proficiency Mathematics</td><td>55.38</td><td>53.86</td></tr><tr><td>• Academic Proficiency in Science</td><td>57.44</td><td>62.89</td></tr></table>		Score	Score	Score	(Target)	<u>Perkins V Indicator for Concentrators</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>(FY24)</u>	• Four Year Graduation Rate	95.67	> 97	96.53	(96.91)	• Five-Year Graduation Rate	95.32	96.42	98.20	(97)	• Academic Proficiency Reading/LA	61.22	62.04	62.37	(65.39)	• Academic Proficiency Mathematics	56.54	54.98	53.86	(58.59)	• Academic Proficiency in Science	63.28	62.46	62.89	(66.31)	• Post program placement for CTE Concentrators 2024	was 76.83.				• Attainment of Industry Certifications for CTE Concentrators for 2023	was 55.76.					NON-Concentrators	Concentrators	<u>Perkins V Indicator</u>	<u>FY24 Score</u>	<u>FY24 Score</u>	• Four Year Graduation Rate	75.04	96.53	• Five-Year Graduation Rate	79.78	> 97	• Academic Proficiency Reading/LA	59.75	62.37	• Academic Proficiency Mathematics	55.38	53.86	• Academic Proficiency in Science	57.44	62.89
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Math, & Science	<p>During the 2024–2025 school year, under the direction of the Arkansas Department of Elementary and Secondary Education (DESE), the focus of the Math Specialist was on providing job-embedded coaching cycles. These coaching</p>																																																																		

cycles were designed to offer sustained, on-site professional learning tailored to the needs of teachers and instructional teams. Support centered on the implementation of high-quality instructional materials, alignment to state standards, and the development of effective science teaching practices. Through regular classroom visits, co-planning, modeling, and reflection, the coaching cycles aimed to build instructional capacity and improve student outcomes in math across the region. Our team used the school data from the Atlas and the 2023-2024 data to support schools. We are providing the achievement from 2023-2024 since we do not have a baseline or comparison due to change of state assessments. Please find the 2023-2024 student achievement data.

*During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **41** face-to-face site visits were conducted in the **Pine Bluff School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.*

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
6	10%	14%	4% increase in the number of students who scored proficient.
7	8%	10%	2% increase in the number of students who scored proficient.

*During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **52** face-to-face site visits were conducted in the **Stuttgart School District** to provide*

job-embedded coaching and implementation support focused on improving instructional quality and student performance.

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
ALG	17%	28%	11% increase in the number of students who scored proficient.
Geo	15%	19%	4% increase in the number of students who scored proficient.

*During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **65** face-to-face site visits were conducted in the **Watson Chapel School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.*

Math

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
5	21%	39%	18% increase in the number of students who scored proficient.

Math

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS

summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **37** face-to-face site visits were conducted in the **White Hall School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

Math

<u>Grade Level:</u>	<u>In need of support 2022-2023</u>	<u>Level 1 (ATLAS) 2023-2024</u>	<u>Result:</u>
8	44%	33%	decrease in the number of students who scored “in need of support/basic understanding”
ALG	49%	27%	decrease in the number of students who scored “in need of support/basic understanding”
Geo	59%	39%	decrease in the number of students who scored “in need of support/basic understanding”

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and

professional learning in alignment with district goals. A total of **21** face-to-face site visits were conducted in the **Sheridan School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
5	40%	45%	5% increase in the number of students who scored proficient.
7	39%	49%	10% increase in the number of students who scored proficient.
8	43%	49%	6% increase in the number of students who scored proficient.
ALG	28%	37%	9% increase in the number of students who scored proficient.
Geo	22%	33%	11% increase in the number of students who scored proficient.

During the 2024–2025 school year, under the direction of the Arkansas Department of Elementary and Secondary Education (DESE), the focus of the Science Specialist was on providing job-embedded coaching cycles. These coaching cycles were designed to offer sustained, on-site professional learning tailored to the needs of teachers and instructional teams. Support centered on the implementation of high-quality instructional materials, alignment to state standards, and the development of effective science teaching practices. Through regular classroom visits, co-planning, modeling, and reflection, the coaching cycles aimed to build instructional capacity and improve student outcomes in science across the region. Our team used the school data from the Atlas and the 2023-2024 data to support schools. We are providing the achievement from 2023-2024 since we do not have a baseline or comparison due to change of state assessments. Please find the 2023-2024 student achievement data.

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS

summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **68** face-to-face site visits were conducted in the **Pine Bluff School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
Biology	5%	12%	7% increase in the number of students who scored proficient.

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **47** face-to-face site visits were conducted in the **Stuttgart School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
3	22%	29%	7% increase in the number of students who scored proficient.
4	25%	29%	4% increase in the number

			of students who scored proficient.
6	14%	18%	4% increase in the number of students who scored proficient.
Biology	25%	26%	1% increase in the number of students who scored proficient.

*During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **62** face-to-face site visits were conducted in the **Watson Chapel School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.*

ScienceScience

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
3	12%	13%	1% increase in the number of students who scored proficient.
5	13%	21%	8% increase in the number of students who scored proficient.
8	5%	12%	7% increase in the number of

			students who scored proficient.
Biology	10%	13%	3% increase in the number of students who scored proficient.

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **54** face-to-face site visits were conducted in the **White Hall School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

Science

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
3	39%	45%	6% increase in the number of students who scored proficient.
6	34%	35%	1% increase in the number of students who scored proficient.
Biology	23%	28%	5% increase in the number of students who scored proficient.

During the 2023–2024 school year, student achievement data from the ACT Aspire Summative Assessment was reviewed and compared with the ATLAS summative data to identify trends in instructional practices and student outcomes. This comparative analysis helped inform targeted support and professional learning in alignment with district goals. A total of **12** face-to-face site visits were conducted in the **Sheridan School District** to provide job-embedded coaching and implementation support focused on improving instructional quality and student performance.

<u>Grade Level:</u>	<u>Ready or Exceeding 2022-2023</u>	<u>Proficient (ATLAS) 2023-2024</u>	<u>Progress shown in proficiency despite assessment changes.:</u>
5	34%	45%	11% increase in the number of students who scored proficient.
7	37%	52%	15% increase in the number of students who scored proficient.
8	42%	49%	7% increase in the number of students who scored proficient.
Biology	27%	43%	16% increase in the number of students who scored proficient.

Mentoring/Novice

Number of Novices served in 2023-2024 - 201
Number of Novices Served in 2024-2025 - 194

During the 2023-2024 and 2024-2025 school years, the mentoring program specialists conducted 422 site visits to novice teachers and building administrators. We conducted an additional 1,572 Zoom meetings, phone calls and emails to support novice teachers, mentors, building administrators and central office staff in Arkansas River ESC school districts.

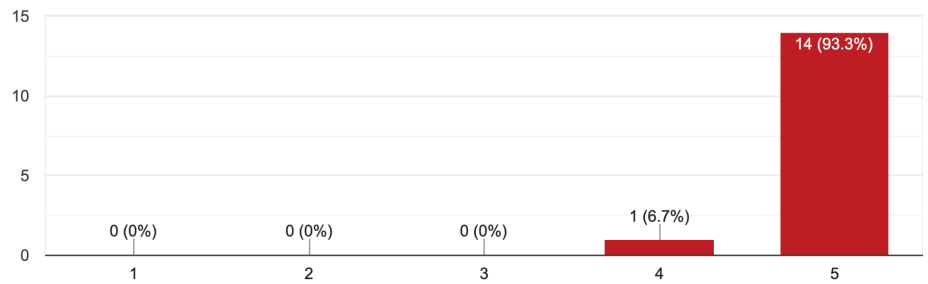
The results of the end of year Novice Teacher survey for 2024-2025 is as follows:

A	B	C	D	E	F	G	H	I	J	K	L	M
Mentoring Program	Response Rate	Responses	Plan to Return to Teaching Position	Received Mentoring Support	Assigned a Support Person	Mentor Prog Impact Decision to Stay	Mentor Program Est norms of professionalism	Mentor Program Progress to Effective Teaching	Mentor support helped make progress on PGP Goal	Mentor Prog Understand TESS summative evaluation process	Support Person Improve Teaching	mentoring support helped increase their knowledge of the Framework for Teaching or the FIT Clusters.
ARK. RIVER	144	75%	87%	88%	81%	69%	96%	95%	89%	93%	88%	93%

GT Enrichment	<p>During the 2023-2024 and 2024-2025 school years, a total of 217 parents, coaches and students completed evaluations of student enrichment opportunities held at Arkansas River ESC including Quiz Bowl, chess and the Jefferson County Spelling Bee. 97% of survey participants reported student growth in the evaluations of enrichment opportunities. 2,318 students in grades 3-12 participated in enrichment opportunities those 2 years.</p>																		
Dyslexia	<p>ARESC Total Number of Students Receiving Dyslexia Intervention Services in grade K-12 during the 2023-2024 school year: 884. This is an increase of 252 students from the 2022-2023 school year.</p> <p>Arkansas River ESC coordinated a Take Flight recalibration training opportunity for all CALT interventionists in ARES school districts. BUILD training was coordinated and held at ARES for K-1 interventionists. Level II assessment training was also coordinated and held at ARES for coordinators and interventionists who would be administering these assessments in their school district.s. Monthly support meetings were held either on-site or at ARES in order to provide districts with the latest updates for the 2023-2024 school year, as it relates to the LEARNS Act. Emphasis has been placed on Early Interventions, K-3 ATLAS assessments, IRPS, and 4-12 screenings as outlined in the dyslexia rules.</p> <p>Results of the Monthly Dyslexia Specialist Support Survey:</p> <p>Overall Satisfaction 1. How satisfied are you with dyslexia support provided this month? 15 responses</p> <table><thead><tr><th>Satisfaction Level</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>0</td><td>0%</td></tr><tr><td>3</td><td>0</td><td>0%</td></tr><tr><td>4</td><td>1</td><td>6.7%</td></tr><tr><td>5</td><td>14</td><td>93.3%</td></tr></tbody></table>	Satisfaction Level	Count	Percentage	1	0	0%	2	0	0%	3	0	0%	4	1	6.7%	5	14	93.3%
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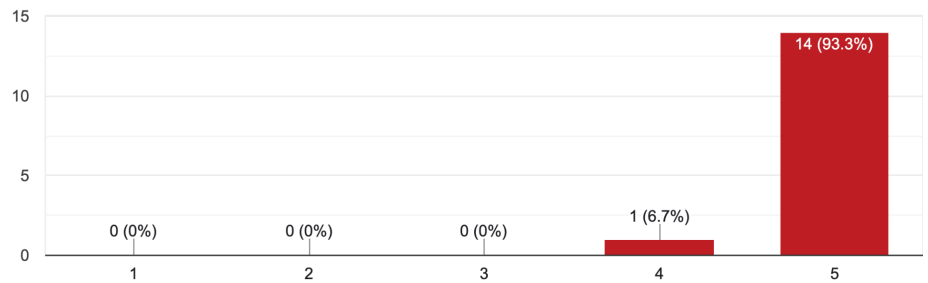
Support Services 2. How effective was the support you received?

15 responses



Qualify of Professional Learning 3. How effective was the professional learning you received?

15 responses



Additional Comments on Monthly Survey:

Thank you for always keeping me informed and supporting SSD.

Denise consistently goes above and beyond to offer support wherever it's needed. She is always willing to assist in any area where I need help. I am incredibly grateful for her knowledge and assistance this year as we navigate numerous new state-mandated changes.

Denise is an excellent Specialist. She's always there to support in any way needed. I love working with her.

It was a meaningful way to close out the month by reflecting on the year—identifying areas of growth, recognizing strengths, and discussing the support needed moving forward. I've felt incredibly supported by you throughout this year, and I sincerely appreciate it.

Denise is doing an awesome job and is always there for my questions, concerns, and guidance.

This month, dyslexia support has centered on the required middle-of-year data. Denise has been instrumental in distributing the necessary information from the state department and ensuring we fully understand the requirements. I'm looking forward to meeting with her on Thursday to analyze our district's middle-of-year data and determine the next steps.

Behavior Support	<p>The 2024-2025 behavior management program primarily focused on increasing the quality of instructional time using trauma informed practices, de-escalation strategies, social/behavioral interventions, and small group lessons by school personnel to influence students with and without assessment or documented special education needs. The program also concentrated on documentation of behaviors, student needs and the effectiveness of interventions to make decisions in placement as well as reaching out to the Arkansas BSS Circuit for students not responding to interventions as well as expected. Support varied based on student needs as well as request by schools. There were eighteen students who were supported in small group sessions 1-3 times per week. Seven self contained classrooms were supported through periodic visits that included positive behavior supports that included rewards for good behavior. Additional students received Tier one supports through teacher coaching.</p>
ACT Prep	<p>There were 261 school districts across the state that 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 and the program will be provided for two years.</p> <p>Chad Cargill provided 6 sessions for 522 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. Chad has written a book with all of his tips and strategies and every student received a copy of the book to study further.</p> <p>Cantrell and Waller Preparatory (CW Prep) is providing 16 sessions across the state to almost 400 students. In these sessions, students spend six hours studying content from the ACT. CW Prep also shares strategies with students when taking the test. Students leave the training with a one-year log-in to all the resources that were shared so they can use them to continue studying for the ACT.</p>
Fingerprinting Services	<p>ARESC provided fingerprinting for 647 professionals during the 2024-2025 school year. Individuals were from the following districts:</p> <p>Arkansas Correctional School</p>

	Arkansas Virtual Academy Benton School District Brinkley School District Camden School District Clarendon School District Cleveland County School District Conway School District Dewitt School District Dumas School District El Dorado School District England School District ESTEM Public Charter School Fayetteville School District Fordyce School District Forrest City School District Friendship Aspire Academy Hazen School District Hot Springs School District Jacksonville School District Lighthouse Charter Schools Little Rock School District Palestine-Wheatley School District Pine Bluff School District Pulaski County School District Sheridan School District Star City School District Strong-Huttig School District Stuttgart School District Watson Chapel School District White Hall School District Woodlawn School District University of Arkansas at Pine Bluff University of Central Arkansas Retired(lifetime) Arkansas River Education Service Cooperative Subs- SubTeach Teach For America
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Cooperative Finance Overview

Arkansas Educational Cooperatives are funded from three primary sources: state, local, and federal.

State funds are awarded to Educational Service Cooperatives through targeted grants. The grant budgets and goals originate from the Arkansas Department of Elementary and Secondary Education. Grant funds are reimbursed by DESE after program appropriate expenditures occur. The grants include targeted funds for reading specialists/coaches, math specialists, dyslexia specialists, science specialists, technology specialists, special education, curriculum training, and other grants as determined by DESE. The funds are carried over only by special permission from the Department of Education. DESE also provides \$408,000 annually to each cooperative for general operations. State funds represented 34.54% of all cooperative revenues in FY24 or \$59,312,684.

Local revenue is money that comes to a cooperative from local school districts by agreement. The services associated with these agreements include staff shared between districts, professional development services, special education testing, interest income, cooperative operations, repair services, and other special projects as determined by participating districts and the cooperative. Local funds accounted for 37.05% of cooperative revenue or \$63,636,084 in FY24.

Federal funds are governed by federal & state laws and rules for each program. They are reimbursed by DESE after program appropriate expenditures are made. Balances are regulated by federal rules. Federal Programs operated through cooperatives include the Migrant program, Arkansas Better Chance, the Perkins Program, and Special Education ages 3-5. Currently cooperatives have ARP ESSER funds that are associated with ABC, Early Childhood Special Education, and the Homeless program. For the fiscal year 2024, the cooperative Federal revenue total was \$48,136,507 or 28.03% of all FY24 revenue.

Total revenue for 23-24 was \$171,741,194. This includes the broad categories above, plus revenue of \$655,920. Additional revenue occurred in select cooperatives and included insurance claims, food service programs for students, and other revenue streams not common to the group.

Local, State , Federal, Other and Total

