

## How CEI Can Assist Arkansas Schools and Districts In Complying with ADE Rules Governing ACTAAP

ADE ACTAAP Rules	CEI's Role
<p><b>2.0 Purposes of Rules</b> 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards, and assessments.</p>	<p><b>CEI Mission:</b> To produce innovative learning solutions that enable people with educational differences to achieve academic, social, and professional success.</p>
<p><b>4.0 Academic Content Standards</b> 4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area.</p>	<p>CEI's programs provide students "with educational differences" the learning-to-learn knowledge and skills (prerequisites) they need to access and achieve the grade-level content standards established by the state and districts. <i>ELS</i> focuses on the five critical components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. <i>MLS</i> focuses on concept development and fact fluency – including standard algorithms and problem-solving</p>
<p><b>5.0 Professional Development</b> 5.01.1 All certified employees of public schools shall complete sixty (60) required, approved hours of professional development each year.</p>	<p>CEI provides the following training and professional development as support to school/district partners: 18 hours – initial <i>ELS</i> training 12 hours – initial <i>MLS</i> training 6 hours – initial <i>CB</i> training Ongoing classroom coaching during <i>ELS</i> and <i>MLS</i> lab visits during year and via e-mail and telephone consultations and through CEI Direct Comprehensive Teacher's Manual is provided for all CEI products to facilitate ongoing individual training. Additional advanced/refresher training as needed. On-going accessibility to website documents and Knowledge Base <i>SHARE</i> newsmagazine Upon request: *Workshop for technical staff on software deployment *Faculty awareness session *Parent awareness session</p>

<p><b>5.04 Approved Professional Development Activities</b></p> <p>5.04.1 All approved professional development activities, whether individual or schoolwide, shall be based on the improvement of student achievement on State criterion-referenced assessments and increasing student achievement and academic performance.</p>	<p>CEI's slogan is "Learning solutions that are key to making a difference!" All CEI staff are totally committed to providing our school/district partners with the support they need to produce the results they need in improved student performance. See "results" fliers for anticipated growth in achievement by population subgroup</p>
<p>5.04.3 <b>Approved professional development activities</b> may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Standards Certification, distance learning, internships, district/school programs and approved college/university course work consistent with National Staff Development Council Standards.</p>	<p>CEI's training and professional development programs include the following::</p> <ul style="list-style-type: none"> <li>Workshops</li> <li>Individual learning</li> <li>Peer coaching</li> <li>Distance learning</li> </ul>
<p><b>5.05 Required Focus Areas for Professional Development</b></p> <p>5.05.1 All approved professional development activities shall relate to the following areas: content (K-12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards/frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/ developmental stages; cognitive research; and building a collaborative learning community.</p>	<p>CEI's training and professional development programs include the following:</p> <ul style="list-style-type: none"> <li>Content (K-12)</li> <li>Instructional strategies</li> <li>Assessment</li> <li>Data interpretation</li> <li>Educational technology</li> <li>Principles of learning/ developmental stages</li> <li>Cognitive research</li> <li>Scientific research grounding <i>ELS</i> and <i>MLS</i></li> </ul>
<p>5.05.2 Pursuant to Act 603 of 2003, each teacher shall be required to have no less than two hours of professional development designed to enhance understanding of <b>effective parental involvement strategies</b>.</p>	<p>CEI's training and professional development programs include parent involvement components. Additionally, CEI offers its school partners a two-hour parent awareness session about the CEI programs and how their child will benefit.</p> <p><i>ELS</i> Parent Progress Reports are available in English and Spanish.</p>
<p>5.05.3 Pursuant to Act 603 of 2003 each administrator shall be required to have no less than three hours of professional development designed to enhance understanding of effective <b>parent involvement strategies</b> and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.</p>	<p>As a part of the Implementation training provided to school partner administrators, CEI includes information on how to use its programs in the school's parent involvement activities. Additionally, CEI offers its school partners a two-hour parent awareness session about the CEI programs and how their child will benefit.</p>

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5.05.4 For each administrator, the 60-hour professional development requirement shall include training in data disaggregation, <b>instructional leadership</b> , and fiscal management.	CEI's training for administrators in our partner schools includes information on the use of disaggregated data, using data for decision-making, how to monitor implementation, how to monitor student progress, how to conduct a program evaluation, and other topics related to instructional leadership.
6.0 <b>Kindergarten, Grades 1 and 2:</b> The Department shall select a developmentally-appropriate assessment to be administered to all students in kindergarten, Grades 1 and 2 in reading and mathematics.	Schools will want to use the third-party assessments provided by CEI (Diagnostic Screening Test: Reading and Diagnostic Screening Test: Math, as well as the Learning Efficiency Test-II) to triangulate their data.
6.03.1 The Department shall develop and implement <b>criterion-referenced assessments</b> .	CEI's programs will provide students "with educational differences" or the NCLB subgroups that score at low levels on the state assessments with the prerequisite knowledge and skills to be able to perform at the proficient level.
6.03.7 Accounting for <b>Students with Disabilities and Limited English Proficient Students</b>	<p>Special Education and Limited English Proficient Students have historically been the groups of students gaining the most from participation in CEI's <i>ELS</i> and <i>MLS</i> programs. Both of these programs are individualized to meet the diverse needs of a broad spectrum of students requiring interventions.</p> <p>On average, Special Education and LEP students gain about two years in one year of instruction, with some accelerating four years or more in one.</p>
6.03.7.2 The <b>Individual Education Program (IEP)</b> committee shall determine whether or not participation in the standard state assessment program is appropriate for students with IEPs.	<p>CEI's programs can be used as follows in special education programs:</p> <ol style="list-style-type: none"> <li>(1) as a part of a student's IEP</li> <li>(2) to prepare students for the alternate state assessment</li> <li>(3) to prepare students for the standard state assessment</li> <li>(4) as a tier II or III intervention in Response-to-Intervention (RTI)</li> </ol> <p>See CEI's correlation of its <i>ELS</i> program with intervention steps used in a recent study of occipitotemporal systems.</p> <p>See CEI's <i>Why ELS Works</i> and <i>Why MLS Works</i> for documentation of strategies used for students with learning disabilities, as well as learning difficulties.</p>

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	See SHARE article, <i>Dyslexics Need ELS and MLS</i> , April/May 2006.
<p>6.03.7.3 A <b>Language Proficiency Assessment committee</b> shall recommend the Arkansas Limited English Proficiency Alternative Assessment Program based on limited English proficiency only, following the guidelines established by the Board. The committee shall <b>assess English proficiency growth annually</b> to determine appropriate participation in the standard state assessment program or the Arkansas Alternate Assessment program.</p>	<p>CEI's programs can be used as follows in LEP programs:</p> <ol style="list-style-type: none"> <li>(1) as a component of the school's ESL program</li> <li>(2) to prepare students to grow at least one level in English language proficiency each year, in compliance with NCLB's Title III.</li> <li>(3) To prepare students to take the standard state assessments.</li> </ol> <p>See CEI's correlation of its <i>ELS</i> program with Limited English Proficient Instruction.</p> <p><i>MLS</i> teaches mathematics in English so that students learn the academic language necessary for test taking and success.</p>
<p>5.03.7.5 LEP students with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the Grade 11 literacy test. Districts may exercise this option. <b>LEP students must take the appropriate mathematics test.</b></p>	<p>CEI's <i>MLS</i> program, which emphasizes concept development and fluency, will assist in preparing LEP students to take the State assessment in mathematics and will also help develop academic English.</p>
<p>7.03 By the year 2013-2014 all students are expected to perform at the proficient level or above.</p>	<p>CEI provides effective interventions for all students "with educational differences." These interventions will assist schools in preparing students to perform at the proficient level.</p>
<p>7.04 Beginning with the 2004-05 school year, any student failing to achieve at the proficient level on the State mandated CRT, that student shall be evaluated by school personnel, who shall jointly develop, with the student's parents, a <b>student Academic Improvement Plan (AIP)</b> to assist the student in achieving the expected standard in subject area(s) where performance is deficient.</p>	<p>CEI's <i>ELS</i> and <i>MLS</i> programs are highly recommended as the school's intervention strategy for all students failing to achieve at the proficient level in language arts and/or mathematics.</p> <p>The third-party assessments provided with the programs will provide additional diagnostic data to determine student strengths and weaknesses.</p> <p>The programs are both highly individualized and differentiated and will enable schools through one intervention to meet the diverse needs of students failing to perform well.</p> <p>Further, the programs enable staff to monitor student progress frequently and to make adjustments in the student's program for improved learning.</p>

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	<p>Summative data will help the school predict achievement on the state benchmarks.</p> <p>The Student Management System will greatly facilitate record keeping for the AIP.</p>
<p>7.04.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An <b>analysis of student deficiencies</b> based on test data and previous student records shall be available for use in developing the Plan. The Plan shall be signed by the appropriate school administrator and the parent/guardian.</p>	<p>In addition to the state scores on previous assessments, student grades, and other available records, <b>CEI</b> school partners will also have at their disposal the results of the <i>DST:R</i>, the <i>DST: M</i>, and the <i>LET II</i>, all of which will enable them to diagnose "student deficiencies" and then to prescribe appropriate instruction. The <i>ELS</i> Placement Test will assist the committee to place the student at the appropriate level of lessons to maximize the time spent.</p> <p><b>CEI's</b> parent awareness session will enable parents of students served to understand the program and how it will benefit their child.</p>
<p>7.04.3 The AIP should be flexible, should contain <b>multiple remediation methods and strategies, and should include an intensive instructional program</b> different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, etc.</p>	<p><b>CEI's</b> <i>ELS</i> and <i>MLS</i> programs are expressly designed to provide "multiple remediation methods and strategies" that are well grounded in scientifically-based evidence. Both <i>ELS</i> and <i>MLS</i> are "intensive instructional programs" that serve as interventions and are, therefore, different from regular classroom instruction. They are true therapeutic cognitive interventions that address the root causes of learning problems and failure and correct them so that students can access general education curriculum and grade-level standards.</p>
	<p>The strategies used in these programs enable schools to use the programs in a variety of ways:</p> <ul style="list-style-type: none"> <li>Computer assisted instruction</li> <li>Tutorials</li> <li>Extended year</li> <li>Learning labs</li> <li>Saturday school</li> <li>Before/after school</li> <li>Double blocking</li> </ul> <p><b>CEI</b> recommends that students be engaged in the <i>ELS</i> program for at least 45 minutes each day for at least 4 days a week for maximum benefit. <i>MLS</i> students need 5 days.</p>

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7.04.4 The AIP shall <b>include formative assessment strategies</b> and shall be revised periodically based on results from the formative assessments.	Built into the management of the <i>ELS</i> and <i>MLS</i> programs is a formative assessment system that requires the teacher to daily and periodically evaluate progress and to make appropriate adjustments to the student's program of lessons. Mastery lessons are administered regularly. Students failing to master are automatically recycled.
7.04.5 The AIP shall include standards-based <b>supplemental/remedial strategies</b> aligned with the child's deficiencies.	Both <i>ELS</i> and <i>MLS</i> provide the necessary remediation to address the learning deficiencies of virtually all children "with educational differences." CEI's research papers on both <i>ELS</i> and <i>MLS</i> document the scientific evidence on the efficacy of content design, lesson models, instructional strategies, and implementation features used in the programs.
7.04.6 A <b>highly qualified teacher</b> and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.	<i>ELS</i> and <i>MLS</i> labs may be staffed by a highly qualified teacher or by a highly qualified paraprofessional under the guidance of a highly qualified teacher. About 60% of CEI's school partners assign paraprofessionals to their labs.
7.04.7 The AIP <b>should be individualized</b> ; however, similar deficiencies based on test data, may be remediated through group instruction.	Both <i>ELS</i> and <i>MLS</i> programs are totally individualized, so a diverse group of students can all be served effectively in one lab.
<p><b>7.05 Retention for failure to participate in the Academic Improvement Plan</b></p> <p>7.05.5 Any student who does not score at the proficient level on the criterion-referenced assessments in reading, writing, and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.</p>	<i>ELS</i> and <i>MLS</i> programs are highly motivating since instruction is carefully scaffolded for participating students to ensure that they experience a reasonable degree of success, which encourages them to stay on task. The programs are large enough that students needing interventions more than one year will have adequate instruction.
7.07 The Department shall implement a statistical system that shall provide the best estimates of classroom, school, and school district effects on student progress based on established, <b>value-added</b> longitudinal calculations.	CEI's use of the <i>DST:R</i> and <i>DST:M</i> provide pre- and post-test assessments each year so that a <b>value-added</b> calculation can be made for participating students. These and other such comparisons are useful in comparing the CEI students with a control group of similar students and in program evaluation.

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<p><b>8.0 Reading Deficiency for Students in Kindergarten through Grade Two</b></p> <p>8.01 Beginning with the 2005-2006 school year, any student who exhibits a substantial deficiency in reading shall be given intensive reading instruction based on research-based comprehensive reading instructional strategies as recommended by the Department of Education.</p>	<p>Both <i>CODEBREAKER</i> and <i>ELS</i> are programs that are effective with students in grades K-2. Both are also carefully aligned with and go beyond the five reading components identified by the National Reading Panel as necessary for comprehensive reading instruction: phonics, phonemic awareness, vocabulary, fluency, and comprehension.</p> <p><b>CEI</b> generally recommends <i>CODEBREAKER</i> as a supplement to the early reading core program that will prevent many reading failures. <i>ELS</i> is an intensive remediation (tier II-III) for students already identified as having difficulties. Many schools are also effectively using <i>CODEBREAKER</i> as an intervention.</p>
<p>8.02 <b>The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing</b> to include the following:</p> <p>8.02.1 That the child has been identified as having a substantial deficiency in reading;</p> <p>8.02.2 A description of the current services that are provided to the child; and</p> <p>8.02.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.</p>	<p>This formal, written notification to parents could also include an invitation to the <b>CEI</b> Parent Awareness Session, which will help parents understand the program in which the child will participate and how they can expect it to benefit their child by remediating the child's reading deficiencies.</p>
<p><b>9.0 School Performance Reporting and Accountability</b></p> <p>9.02 Each school shall develop one ASCIP focused on student achievement. This requirement is intended to focus the school/district annually on the school's performance data for the purposes of improved student performance, based on data and the performance of students on the state assessment system.</p>	<p><b>CEI</b> provides as a part of its <i>Implementation Toolkit</i> for administrators a sample School Improvement Plan. This sample provides a model for lab implementation, as well as the steps that could be incorporated into the school plan.</p>

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<p>9.03 The <b>purpose of the ACSIP</b> is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments.</p>	<p>The NCLB subgroups are precisely those students who CEI has served for almost 20 years: "students with educational differences." One measure of CEI's success is that more than 99% of all school partners made their AYP in 2004-2005.</p>
<p>9.04.1 The following <b>subgroups</b> must be included in the school/ school district data disaggregation:</p> <p>9.04.1.1 Students with disabilities</p> <p>9.04.1.2 Students who are English Language Learners</p> <p>9.04.1.3 Economically Disadvantaged Students</p> <p>9.04.1.4 Ethnic Subgroups</p> <p>9.04.1.4.1 Caucasian</p> <p>9.04.1.4.2 African American</p> <p>9.04.1.4.3 Hispanic</p>	<p>CEI has traditionally served those students in the bottom quartile or at the "Below Basic" performance level, regardless of their subgroup or learning need. Other students at the Basic level or approaching grade-level also have beneficial gains in CEI labs.</p>
<p>9.05 The Department, in keeping with the requirements of federal legislation, shall establish a system for determining Adequate Yearly Progress (AYP) separately for mathematics and literacy. Schools that meet the AYP determination will have <b>ALL students meeting the goal of 100% proficient on or before school year 2013-2014.</b></p>	<p>In 2006-2007 more than 99% of CEI's school partners made their AYP.</p>
<p>10.0 <b>Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified in school improvement.</b></p> <p>10.01.1 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on <b>Alert Status</b> shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.</p>	<p>Not only does CEI assist schools in staying off the School Improvement list, but CEI programs can also be highly effective in a school's efforts to get off the School Improvement list. <b>Winslow Elementary School</b>, for instance, one of the first CEI labs in Arkansas, was able to remove itself from the Academic Distressed list in one year. CEI provides assistance to schools in reviewing and revising its ACSIP Plan through its <i>Implementation Toolkit</i> and through its sample School Improvement Plan that includes a model of effective implementation of CEI's programs.</p>
<p>10.01.4 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students <b>supplementary services</b> in keeping with federal guidelines in addition to continued choice options.</p>	<p>Many districts across the country are providing their own supplemental services, rather than relying strictly on commercial services. CEI's programs can be used to provide supplemental services, if the district's proposal for doing so is approved by ADE.</p>

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10.01.5 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into <b>corrective action</b> . Schools in corrective action must continue to offer choice and supplemental service options and the school <b>must implement a plan</b> , with the approval of the Department	Intensive remediation will be required for all schools in Corrective Action. Both <i>ELS</i> and <i>MLS</i> can be effective with such schools in accelerating student achievement.
12.0 <b>Academic Distress:</b> Procedures for Identification, Classification, and Appeal of School Districts in Academic Distress 12.01 A school district for which 75% or more of the students completing the state's assessments perform at the below basic level shall be designated in Academic Distress.	Both schools approaching being identified in Academic Distress and those identified will find <i>ELS</i> and <i>MLS</i> helpful in accelerating the achievement of the vast majority of their students. <i>ELS</i> and <i>MLS</i> were developed expressly for those low performing students, regardless of the reasons for their low performance.
14.0 <b>Procedures for Assisting School Districts in Academic Distress</b> 14.01 Within 30 calendar days of classification by the State Board, each Academic Distress school district shall develop and file with the Department a modified Comprehensive School Improvement Plan to target and address any area in which the district is experiencing academic distress.	CEI's Implementation Toolkit and sample School Improvement Plan will be helpful to any school required to develop a Comprehensive School Improvement Plan with special attention to language arts and/or mathematics.

**CEI = Creative Education Institute**  
*ELS = Essential Learning Systems*  
*MLS = Mathematical Learning Systems*  
**CB = CODEBREAKER**

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