

# Progress Report: Elaine and Alzheimer Unified

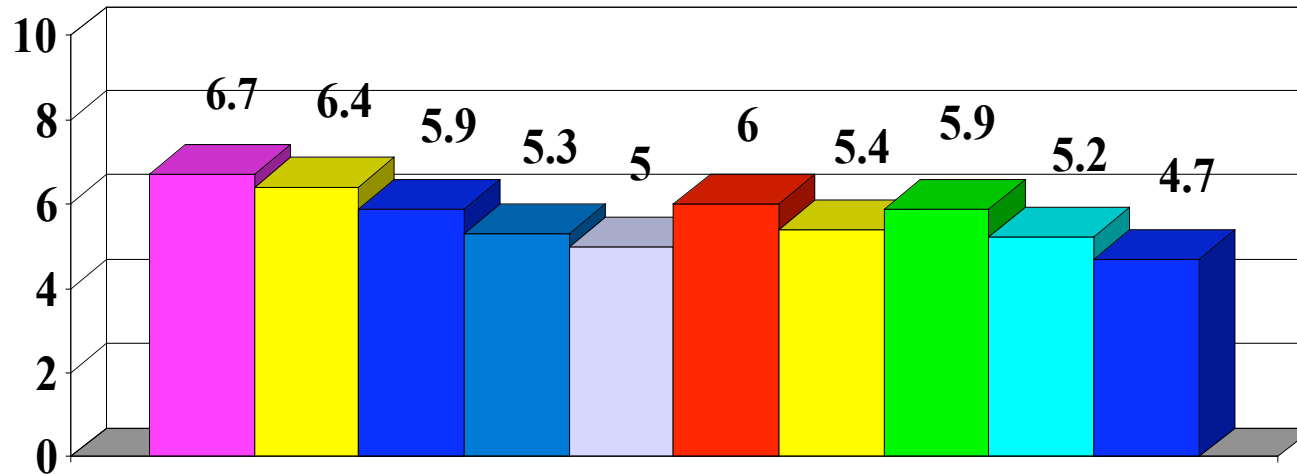
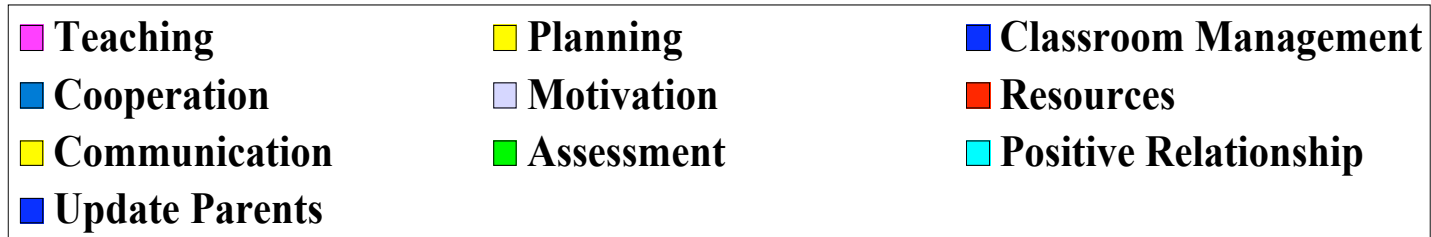
Arkansas State Board of Education  
March 10, 2003

Dr. David Fetterman, Stanford University  
Dr. Charity Smith, Arkansas Department of  
Education

# Altheimer Unified School District Taking Stock Ratings August 2002

<i>Key Activities</i>	
<i>Teaching</i>	6.73
<i>Planning</i>	6.37
<i>Classroom Management</i>	5.87
<i>Cooperation</i>	5.28
<i>Motivation</i>	5.02
<i>Resources</i>	5.96
<i>Communication</i>	5.42
<i>Assessment</i>	5.92
<i>Positive Relationships</i>	5.24
<i>Update Parents</i>	4.65

# Alzheimer School District Taking Stock August 2002

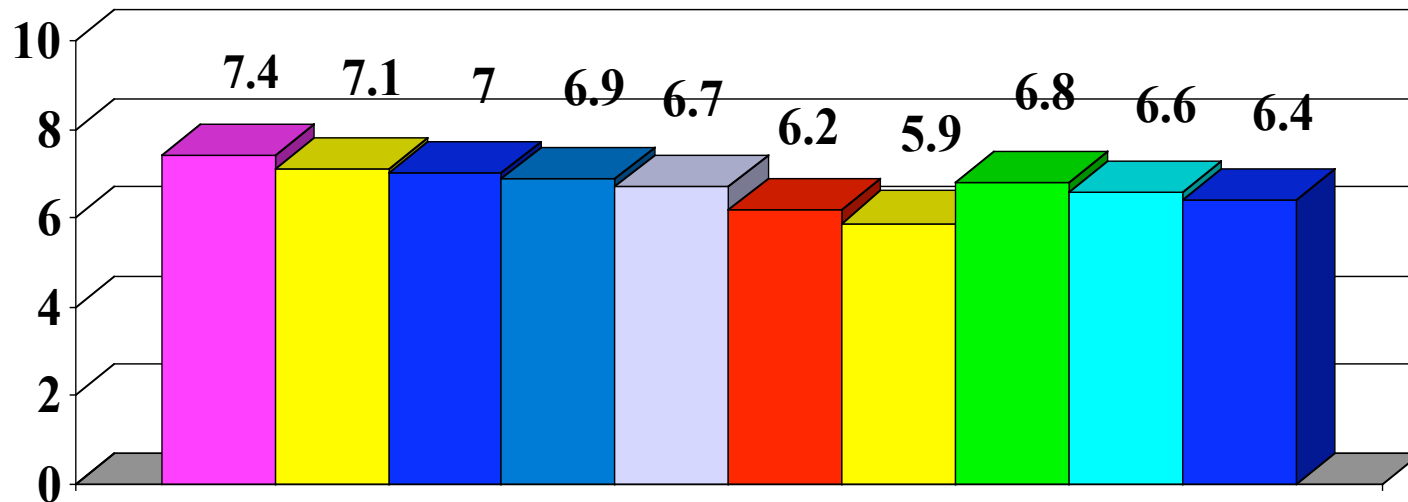
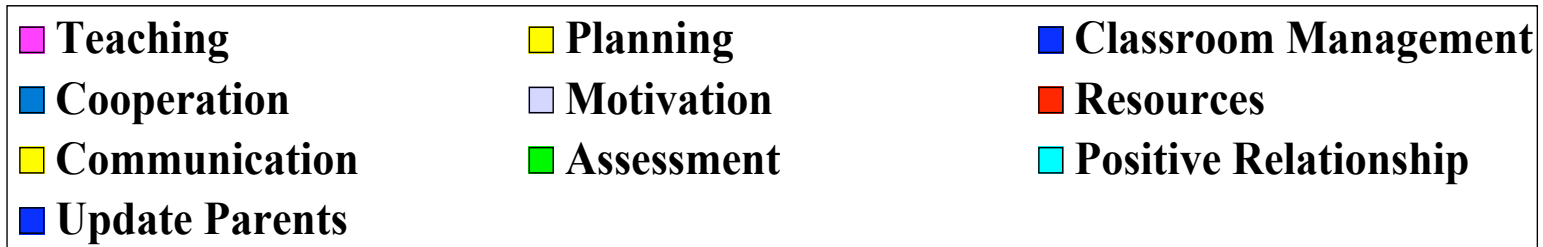


# Altheimer Unified School District Taking Stock Ratings – January 2003

<i>Key Activities</i>	
<i>Teaching</i>	7.42
<i>Planning</i>	7.10
<i>Classroom Management</i>	7.02
<i>Cooperation</i>	6.94
<i>Motivation</i>	6.73
<i>Resources</i>	6.15
<i>Communication</i>	5.92
<i>Assessment</i>	6.79
<i>Positive Relationships</i>	6.55
<i>Update Parents</i>	6.44

# Alzheimer School District Taking Stock January 2003

## Crucial Activities Identified by Participants

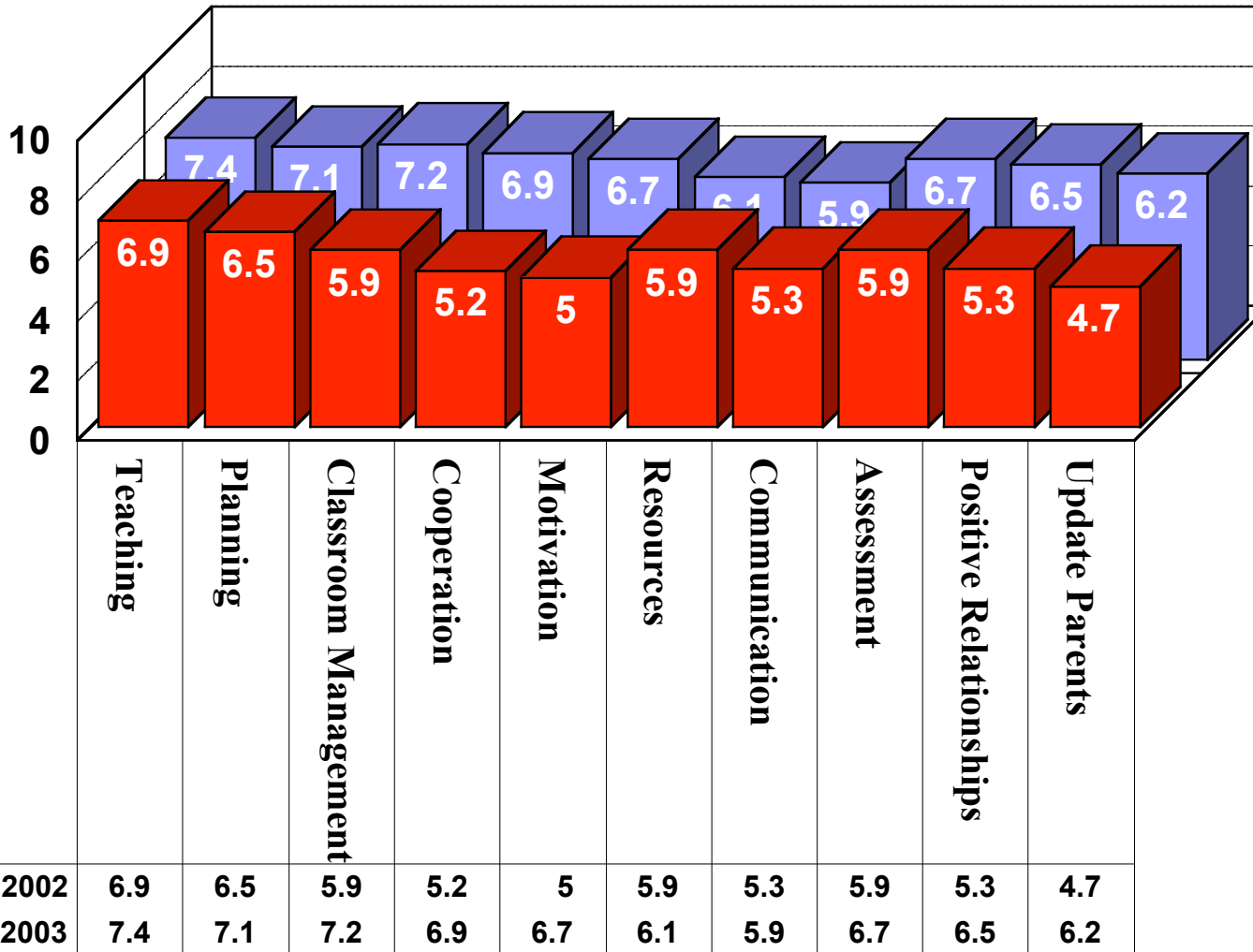


# Comparison of Altheimer Unified School District ratings between August 2002 and January 2003

<i>Key Activities</i>	<i>January 2003</i>	<i>August 2002</i>
<i>Teaching</i>	7.42	6.92
<i>Planning</i>	7.10	6.53
<i>Classroom Management</i>	7.02	5.92
<i>Cooperation</i>	6.94	5.29
<i>Motivation</i>	6.73	5.08
<i>Resources</i>	6.15	5.98
<i>Communication</i>	5.92	5.33
<i>Assessment</i>	6.79	5.94
<i>Positive Relationships</i>	6.55	5.33
<i>Update Parents</i>	6.44	4.74

# Alzheimer Comparison August 2002 to January 2003

■ Aug. 2002    ■ Jan. 2003



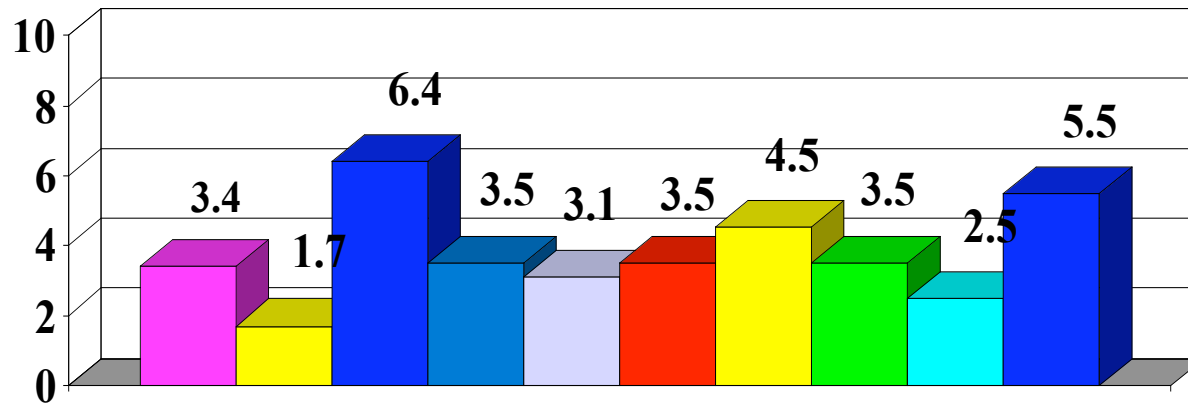
# Elaine School District Taking Stock Ratings August 2002

<i>Key Activities</i>	
<i>Teaching</i>	<i>6.3</i>
<i>Model Behavior</i>	<i>4.5</i>
<i>Resources and Materials</i>	<i>4.0</i>
<i>The "Arts"</i>	<i>3.5</i>
<i>Communication (students, teachers &amp; community)</i>	<i>3.5</i>
<i>Student Organization</i>	<i>3.4</i>
<i>Discipline</i>	<i>3.3</i>
<i>Communication (internal)</i>	<i>3.1</i>
<i>Community Involvement</i>	<i>2.5</i>
<i>Parent Involvement</i>	<i>1.6</i>



# Elaine School District Taking Stock August 2002

## Crucial Activities Identified by Participants



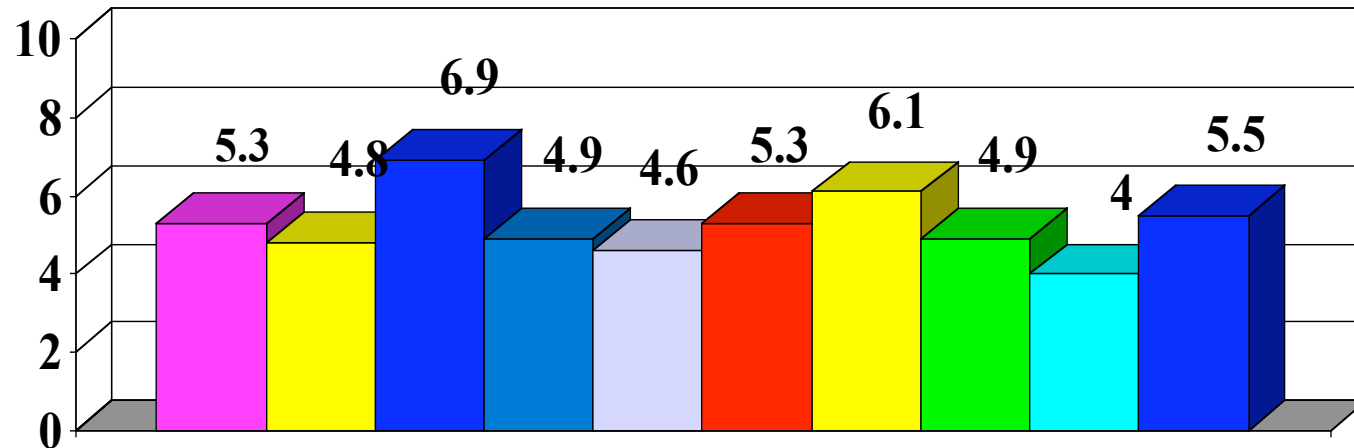
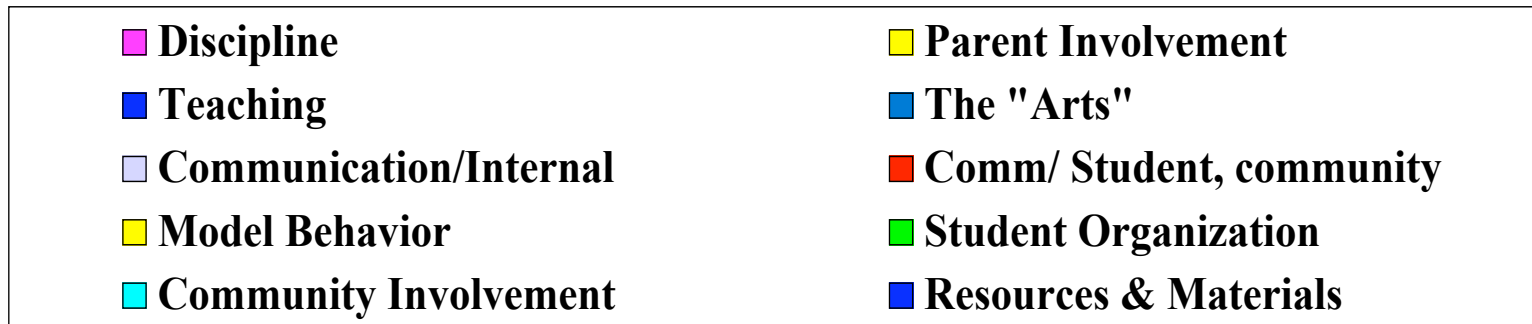
# Elaine School District Taking Stock Ratings – January 2003

## *Key Activities*

<i>Discipline</i>	5.29
<i>Parent Involvement</i>	4.83
<i>Teaching</i>	6.90
<i>The Arts</i>	4.85
<i>Communication (internal)</i>	4.61
<i>Communication (student, teachers &amp; community)</i>	5.27
<i>Model Behavior</i>	6.12
<i>Student Organizer</i>	4.85
<i>Community Involvement</i>	4.07
<i>Resources &amp; Material</i>	5.51

# Elaine School District Taking Stock January 2003

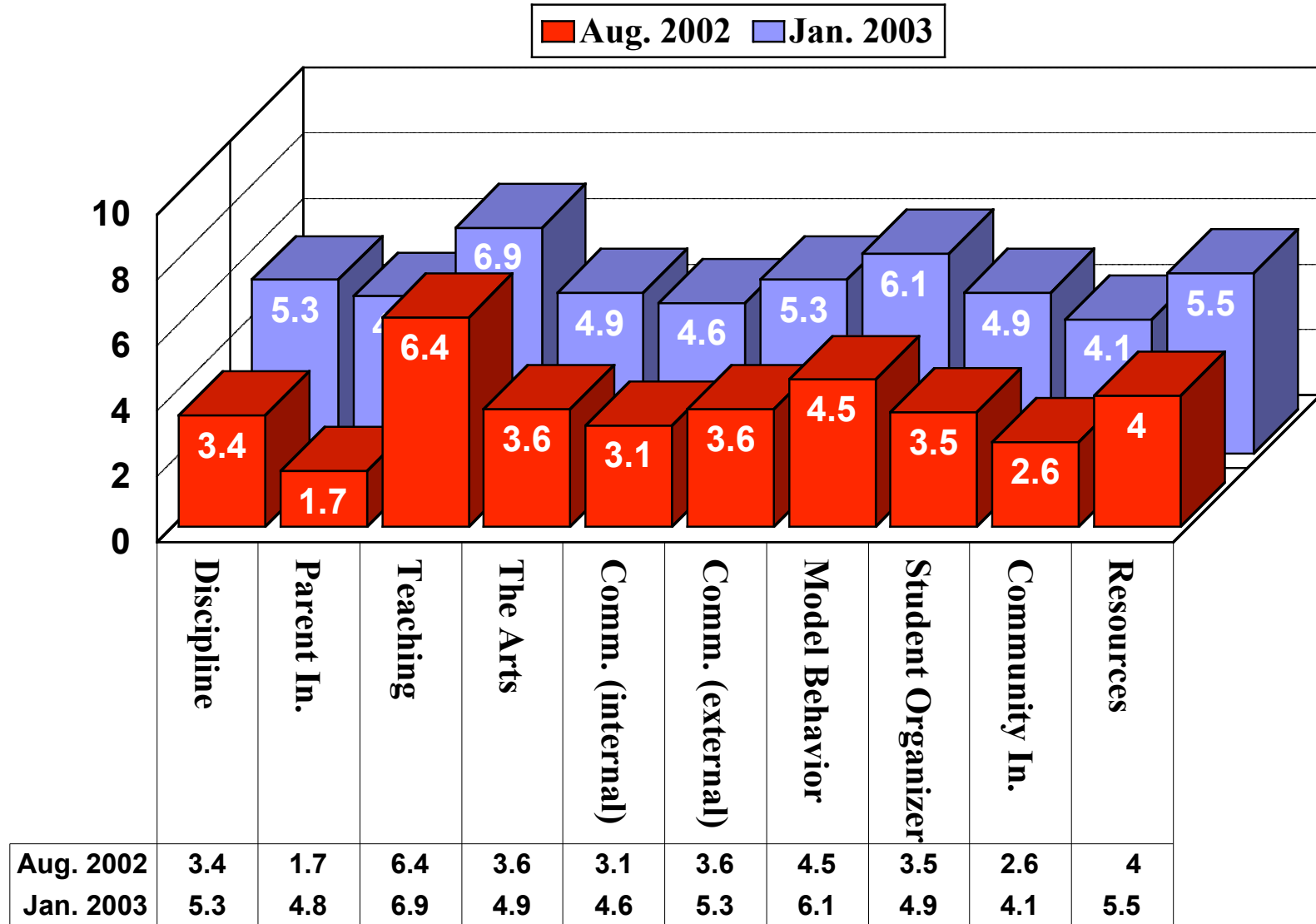
## Crucial Activities Identified by Participants



# Comparison of Elaine School District ratings – August 2002 and January 2003

<i>Key Activities</i>	<i>January 2003</i>	<i>August 2002</i>
<i>Discipline</i>	5.29	3.38
<i>Parent Involvement</i>	4.83	1.67
<i>Teaching</i>	6.90	6.38
<i>The Arts</i>	4.85	3.55
<i>Communication (internal)</i>	4.61	3.1
<i>Communication (student, teachers &amp; community)</i>	5.27	3.55
<i>Model Behavior</i>	6.12	4.52
<i>Student Organizer</i>	4.85	3.47
<i>Community Involvement</i>	4.07	2.55
<i>Resources &amp; Material</i>	5.51	4.00

## Elaine Comparison August 2002 to January 2003



# **Stay the Course: Continue the Positive Partnership between the State and the School Districts**

- The report findings document a positive trajectory of growth.
- The districts have made improvements in the areas that facilitate and support academic achievement.
- The same steps should be followed to maintain this positive path. Specifically:

- 1. School districts in distress must carefully carry out the Comprehensive School Improvement Plans.**
- 2. The districts must regularly monitor school and student performance**
- 3. The districts must recruit and retain highly qualified teachers**
- 4. The districts must increase academic rigor, alignment of curriculum and increase parental involvement.**
- 5. The districts should build on existing empowerment evaluation efforts and continuously assess and improve performance.**