

Succeed Scholarship

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Prepared for the Interim Senate Committee on Education
and the Interim House Committee on Education



BUREAU OF LEGISLATIVE RESEARCH



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Introduction

Act 827 of 2019 requires the House Committee on Education and the Senate Committee on Education to biennially conduct a study of the Succeed Scholarship program. A crosswalk of the statutory reporting requirements for the House and Senate Education Committees, the participating private schools, and the Division of Elementary and Secondary Education is provided in Appendix A.

The statute requires the House and Senate Education Committees to compile a biennial report, due on March 1 of each even-numbered year. This report has been prepared in fulfillment of that requirement.

METHODOLOGY

The Bureau of Legislative Research (BLR) worked with the Division of Elementary and Secondary Education (DESE) at the Arkansas Department of Education to develop two questionnaires for private schools to report the information they are statutorily required to provide. Each school was asked to submit one form for the school and one form for each student at the school participating in the Succeed Scholarship program. DESE sent the questionnaire by email to participating schools on November 30, 2021, with the final results provided on January 27, 2022. Of the 44 schools eligible to participate in the program, six schools did not have any participating students for the 2020-21 school year. Of the 38 schools that had students participating in the program in the 2020-21 school year, 33 submitted reports. Copies of the questionnaires are provided in Appendices B and C. A copy of the eligible private schools is provided in Appendix D.

Additionally, in November 2021, DESE provided to the BLR a spreadsheet of Succeed Scholarship students that included a variety of information that the division collects from student applications¹. The BLR used the information from DESE and the information collected from the private schools to produce this report.

Overview

The General Assembly created the Succeed Scholarship Program in 2015 with Act 1178. The program provides state-funded scholarships to use at a private school of their choice to students with disabilities, students in foster care, and, following Act 689 of 2021, students who are children of a member of the uniformed services. According to Arkansas Code § 6-41-905, the maximum scholarship amount per student is the foundation funding amount for the current school year, as established under Arkansas Code §6-20-2305 (\$7,018 for 2020-21). Under the DESE rules², DESE (or its designee) disburses payments to the parents or legal guardians of participating students monthly. The parents or legal guardians endorse the check for payment to the school. The amount provided will be the lesser of the foundation funding amount or the cost of tuition and fees for the school. Scholarship funds do not come from the General Assembly's Public School Fund or any county, city, or district tax revenue.

¹ Arkansas Code § 6-41-903 requires certain information to be submitted annually to the State Board of Education or its designee. Such information includes, for example, lists, in deidentified formats, of students who have exemptions to standardized testing and students with portfolios documenting their progress.

² Arkansas Division of Elementary and Secondary Education Rules Governing the Succeed Scholarship Program (effective July 2, 2020), 7.03.

Currently, the Reform Alliance serves as DESE’s designee. DESE disburses funds to the Reform Alliance. The Reform Alliance then distributes checks to the participating private schools. Checks are made out to the parents of each participating student; private schools are responsible for having parents endorse the checks over to the private schools.

STUDENT ELIGIBILITY AND TESTING

This report provides data for the 2020-21 school year. At that time, to be eligible for the scholarship, a student was required to:

- Be in foster care or have been in the foster care system and achieved permanency through adoption, reunification, or permanent guardianship³; or
- Have an individual education program/individualized service plan, or have been medically diagnosed as a child with a disability.

In addition, the student must have been currently enrolled in a public school and have attended a public school for at least one full academic year (except for those students who participated in the Program during the prior school year). Exceptions were allowed for students who were dependents of a member of the uniformed services or if the superintendent of the student’s resident school district waived the school attendance requirement.

The student must also have been accepted for admission into an eligible private school and have had a parent or legal guardian notify the student’s current school district of the request for a scholarship at least 60 days before the date of the first scholarship payment. For students in foster care, the Department of Human Service approves the student’s placement in an eligible private school if placement in the eligible private school is in the best interest of the student. Students are also eligible if they participated in the Succeed Scholarship Program during the prior school year and have not yet attained 21 years of age.

The General Assembly made changes to the Succeed Scholarship Program in the 2021 Regular Session that changed the requirements of the program going forward. For example, two major changes were made to the program eligibility requirements. Under Act 741 of 2021, a definition of “a student with a disability” was added and is now defined as a student who has been identified by a public school district as having a disability consistent with the Individuals with Disabilities Education Act, or a student who has been medically diagnosed by a licensed physician as a child with a disability under the Individuals with Disabilities Education Act.

Furthermore, Act 689 of 2021 expands eligibility to children who are dependents of a member of the uniformed services⁴. Those students may only receive a scholarship if funds remain after all other eligible students (those with disabilities and in foster care) have received a scholarship. Students who

³ Arkansas Code § 6-41-901(a)(1) defines “foster care” as “care of a child by a group home or group facility on a twenty-four-hour-a-day basis away from the home of the child’s parent or parents.”

⁴ Arkansas Code § 6-41-901(a)(3) defines “member of the uniformed services” as an active duty or reserve component member of the United States Army, United States Navy, United States Air Force, United States Marine Corp, United States Space Force, or United States Coast Guard; a member of the National Guard; a member of the National Oceanic and Atmospheric Administration Commissioned Officer Corps; or a member of the active or reserve component of the United States Commissioned Corps of the Public Health Service.

are dependents of an a member of the uniformed services are still allowed an exception from the requirement that the student must be currently enrolled in a public school and have attended public school for at least one academic year.

The General Assembly also changed the exemption from standardized testing requirements. Previously, a student with an individual education program or an individualized service plan that provided for an exemption from standardized testing was not required to take a nationally recognized norm-referenced test as established by the State Board of Education. Under Act 741 of 2021, however, a student “who is determined by the private school to need an exemption to standardized testing due to the nature of the student’s disability” is not required to take a national recognized norm-referenced test.

PRIVATE SCHOOL REQUIREMENTS

According to Arkansas statute § 6-41-903(b), private schools must:

- Meet the accreditation requirements set forth by the State Board of Education (SBOE), Arkansas Nonpublic School Accrediting Association (or successor), or another accrediting association recognized by the SBOE as providing services to severely disabled individuals; or is an associate member of or has applied for accreditation by the Arkansas Nonpublic School Accrediting Association or its successor, or another accrediting association recognized by the SBOE as providing services to severely disabled individuals.
- Demonstrate fiscal soundness by being in operation for one school year or provide the Department of Education with a statement by a certified public accountant confirming the school is insured and has sufficient capital or credit to operate in the upcoming school year;
- Comply with antidiscrimination provisions of federal law;
- Meet state and local health and safety requirements;
- Be academically accountable to parents or legal guardians for meeting educational needs of students;
- Employ or contract with teachers who hold baccalaureate or higher degrees;
- Employ or contract with at least one teacher who holds a current, valid standard license in special education issued by the State Board of Education;
- Comply with all state laws and regulations governing private schools; and
- Adhere to the tenets of the schools’ published disciplinary procedures before expulsion of students receiving scholarship.

Private schools maintain relative autonomy from the state, with the exception of receiving money for each student in the Succeed Scholarship Program. Each private school will still be responsible for administering a nationally recognized norm-referenced test as established by the SBOE or prepare a portfolio for the student’s parent or guardian regarding the student’s progress. The school may also be required by the SBOE to confirm semiannually that the student is enrolled and still attending the school.⁵ However, the curriculum and education plans for students with a disability attending the private school are not subject to the regulatory authority of the SBOE.

⁵ Arkansas Division of Elementary and Secondary Education Rules Governing the Succeed Scholarship Program (effective July 2, 2020), 5.05.

Participating Students

Statutorily Required Information: *The number of students currently participating in the Succeed Scholarship Program.*

BLR used three sources of data to determine the number of students who participated in the Succeed Scholarship in the 2020-21 school year: 1) the DESE spreadsheet; 2) information that BLR and DESE collected in the two questionnaires from private schools; and 3) quarterly statements from the Reform Alliance to DESE (provided by DESE).

It is possible for students to withdraw from the program during the school year. If a student withdraws, that scholarship slot may be awarded to another student at any approved school.

According to the DESE spreadsheet, 503 students participated in the Succeed Scholarship program at some point in the 2020-21 school year. The DESE spreadsheet includes every student approved for the scholarship; however, some students approved do not actually enroll in or attend the private school.

BLR and DESE received questionnaires from 33 of the 38 schools that had students participating in the program in 2020-21. Those 33 schools reported 457 students.

The table below shows the monthly breakdown of the number of payments the Reform Alliance made on behalf of individual students to private schools.

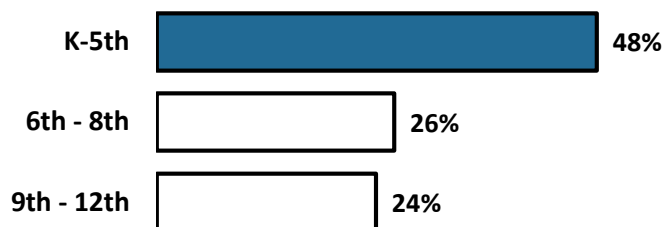
2020-21 School Year Number of Students Participating Each Month									
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
477	469	465	473	472	473	471	470	470	469

Based on the Reform Alliance spreadsheets, 493 total students participated in the Succeed Scholarship program during the 2020-21 school year. Of those 493, 447 attended private school for the full academic year.

Statutorily Required Information: *Report from private schools regarding the demographic data of students who have applied for the Succeed Scholarship under this subchapter and students who were awarded the Succeed Scholarship under this subchapter, including without limitation the geographic location in the state of the students who are participating in the Succeed Scholarship Program.*

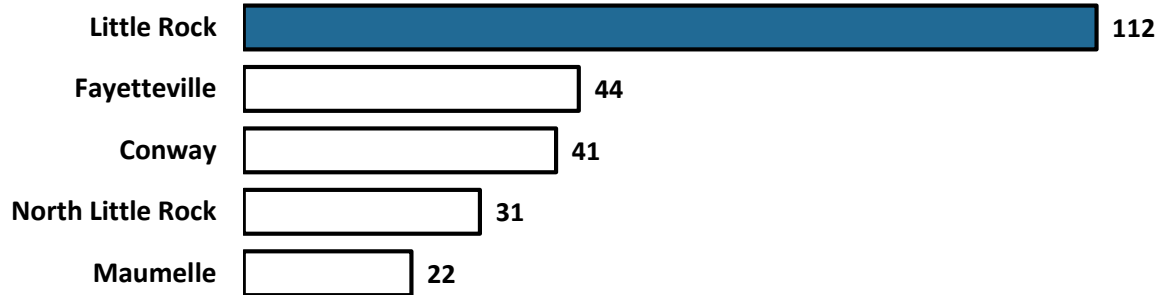
Grade Level

The private school annual report questionnaire asked schools to identify the current grade level of each student who attended the school on a Succeed Scholarship in 2020-21. The graph below shows that just under half of the scholarship recipients were in K-5th grades.

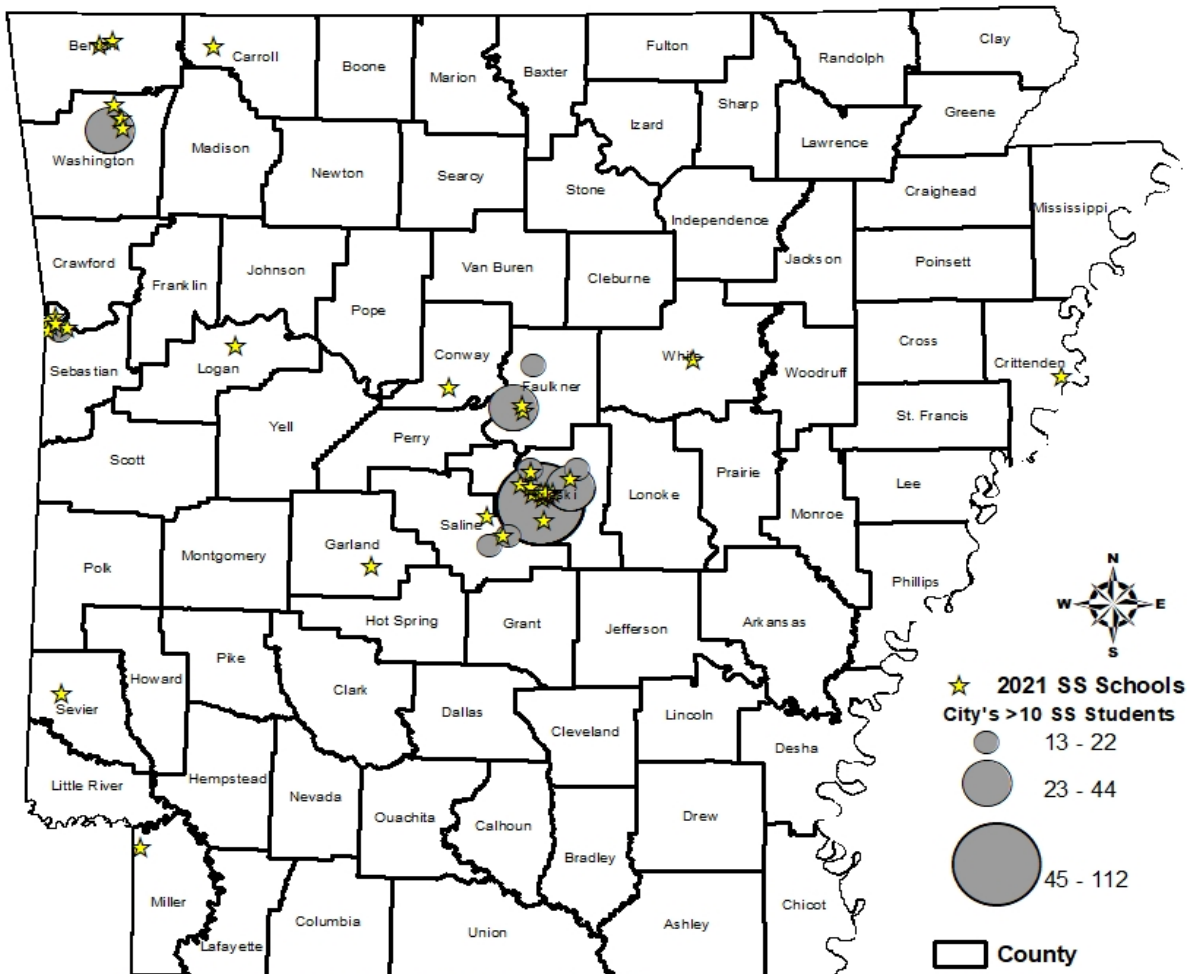


STUDENT'S CITY/TOWN OF RESIDENCE

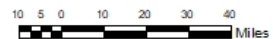
Of the total 457 students private schools reported as participating in the Succeed Scholarship Program, 60 cities or towns of residence were provided for 453 students. The following graph shows the number of students in the cities with the top five largest number of Succeed Scholarship Recipients.



The following map shows the locations of each private school participating in the Succeed Scholarship program (as indicated with a star) and the concentrations of student participants. Larger circles on the map indicate larger concentrations of Succeed Scholarship students.



Map prepared by the Bureau of Legislative Research, Policy Analysis & Research Section School District and County Boundaries, from the GIS Office integrated the Arkansas Spatial Data Infrastructure (ASDI)

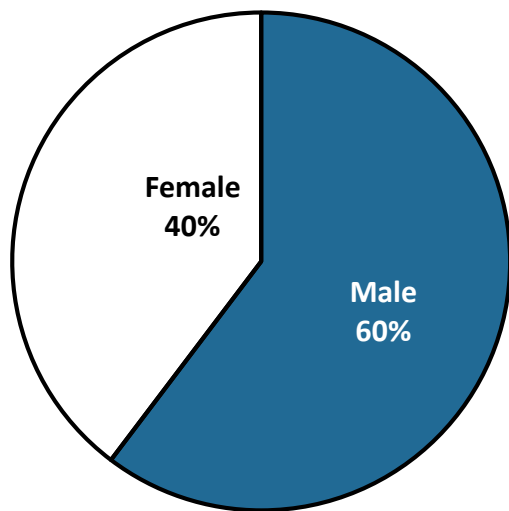


An additional 120 students in 50 other Arkansas cities and towns are not represented on the map. This report limits data provided about student groups fewer than 10 in order to ensure that no personally identifiable information can be traced back to a particular student. While the federal Family Educational Rights and Privacy Act (FERPA) does not provide specific guidance in terms of a cut-off number that is considered "too small" for reporting data, this report has employed methods to ensure that no data are linked or linkable to a particular student. In some cases within this report, numbers regarding groups smaller than 10 may be restricted based on a potential ability for personally identifiable information to be linked or become linkable to a particular student.⁶

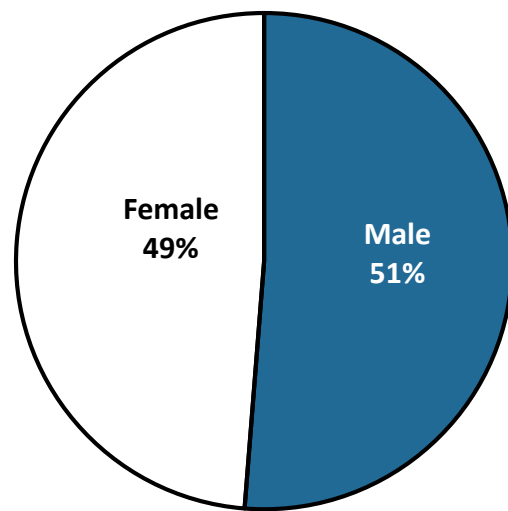
GENDER

Of the total 457 students private schools reported as participating in the Succeed Scholarship Program, gender was provided for 451 students. The graph below shows that 60% of the reported Succeed Scholarship recipients were male students and the remaining 40% were female students. The overrepresentation among male students among Succeed Scholarship recipients compared to the total statewide public school population may reflect the overrepresentation among male students among the special education population generally.⁷

Succeed Scholarship Recipients



All Public School Students



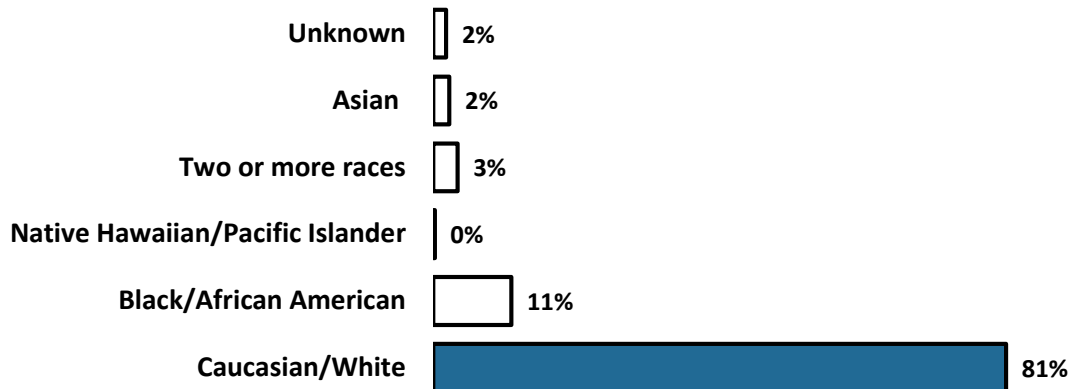
⁶ See also Ark. Code Ann. § 6-15-2909 (prohibiting any "material containing the personally identifiable information, including without limitation identifiable scores, of individual scores on any test taken ..." from being disseminated or otherwise made publicly available, but allowing "analyses, reports, and compilations of test scores that do not contain personally identifiable information" to be considered a public record within the meaning of the FOIA, so long as the release complies with the FERPA and with the Student Online Personal Information Protection Act, § 6-18-109).

⁷ In 2021, male students made up 65% of all students with disabilities in Arkansas.

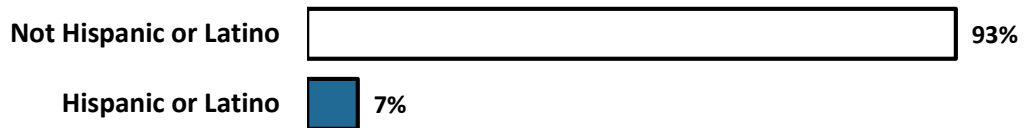
RACE AND ETHNICITY

Of the total 457 students private schools reported as participating in the Succeed Scholarship Program, race was provided for 434 students. For race, the graph below shows that 81% of the reported Succeed Scholarship recipients were Caucasian/white, 11% were Black/African American, two percent were Asian, two percent were unknown, and three percent were two or more races. For ethnicity, the graph below shows that 93% of reported Succeed Scholarship recipients were not Hispanic or Latino. The third graph below shows the race and ethnicity of all public school students.

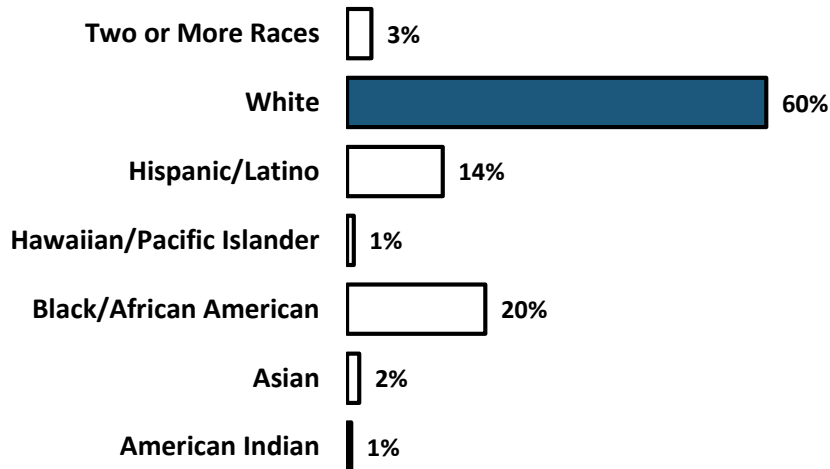
Race of Succeed Scholarship Recipients



Ethnicity of Succeed Scholarship Recipients



Race and Ethnicity of All Public School Students



FREE OR REDUCED PRICE LUNCH STATUS

Private schools provided data on whether their students are eligible for free or reduced-price lunch. In public schools, students are eligible for free or reduced-price lunch (FRL) if their family income is below 185% of the poverty level. Private schools provided free or reduced-price lunch status for 259 students. Of those whose status was provided, 26% (or 68 students) were eligible for free or reduced-price lunch, and the remaining 74% (or 191 students) were not eligible. Among all public school students, a little over 60% are free or reduced-price lunch eligible.

Previous Public School Experience

Statutorily Required Information: *The number of students currently participating in the Succeed Scholarship Program who attended a traditional public school before receiving a Succeed Scholarship*

Statutorily Required Information: *The number of students currently participating in the Succeed Scholarship Program who did not attend a traditional public school before enrolling in a private school upon receipt of a Succeed Scholarship.*

The table below shows the previous school setting of students participating in the Succeed Scholarship, according to DESE’s data.

Previous School Setting	Students
Arkansas school district	305
Arkansas open enrollment charter	31
Arkansas education service cooperative	20
Development disability services facility or Easterseals	27
Out-of state school	13
No traditional public school listed	107

Of the 107 where no traditional public school is listed, 102 of those indicated that superintendents in Arkansas districts waived the requirement that the student be enrolled in a public school prior to receiving the scholarship.

Students Leaving the Succeed Scholarship Program

Statutorily Required Information: *The number of students who have been dismissed from the Succeed Scholarship Program by a private school that is receiving funds through the Succeed Scholarship Program.*

Of the 457 students reported by private schools, 17 were dismissed from the program.

Statutorily Required Information: *The number of students who attended a private school with a Succeed Scholarship and voluntarily returned to a traditional public school.*

Of the 457 students reported by private schools, 31 voluntarily returned to a traditional public school.

Statutorily Required Information: *The number of children in foster care who have entered the Succeed Scholarship Program, have been dismissed from the Succeed Scholarship Program, or have been removed from the Succeed Scholarship Program by the Department of Human Services*

According to the DESE data, for the 2020-21 school year, there were 14 foster children participating in the Succeed Scholarship program. All of those students attended one school. DESE counts students with a qualifying disability who are also in foster care as being eligible due to disability. The private schools reported 15 foster children in the Succeed Scholarship Program in 2020-21. The private schools did not report any students who were in foster care who were removed by the Department of Human Services or dismissed from the program.

Student Performance

STUDENT ASSESSMENT

Statutorily Required Information: *The number of students who are enrolled in the Succeed Scholarship Program and who have taken a nationally recognized norm referenced test and received the test results.*

Statutorily Required Information: *Review norm-referenced test results and provide comparative data regarding student performance in the Succeed Scholarship Program.*

State law⁸ requires private schools participating in the Succeed Scholarship program to administer annually or make provisions for students to take a nationally recognized norm-referenced test as established by the State Board of Education (SBOE). The following table shows the number and type of SBOE-approved tests.

SBOE Approved Assessments – 2020-21
ACT Aspire
Basic Achievement Skills Inventory (BASI)—Grades 3-12
Brigance Diagnostic Inventories—Grades birth to 7 yellow, PK-9 green
Cognitive Abilities Test (CogAT)—Grades 3-12
Comprehensive Test of Basic Skills (CTBS)/ Terra Nova
Iowa Test of Basic Skills (ITBS)—Grades K-9
Iowa Test of Educational Development (ITED)—Grades 9-12
Kaufman Test of Educational Achievement Third Edition (KTEA-3)
Metropolitan Achievement Test (MAT8)—Grades K-12
Stanford 10 (SAT 10)—Grades 3-12
Terra Nova/CAT 6—Grades K-12

The following table shows the list of actual assessments administered to Succeed Scholarship recipients in 2020-21. An asterisk is added to the assessments that are on the SBOE-approved assessments. For tests where small numbers of students are tested, this report indicates a restricted value (“RV”) in order to ensure no information is linked or becomes linkable to a particular student, as required under the FERPA.

⁸ See Ark. Code Ann. § 6-41-903(d)(1)(A).

The tests below with student numbers exceeding 10 will be included in the test score analyses shown below. While there were more than ten students tested with the Stanford 10 assessment and the IOWA Assessments, their analyses are not included in this report.

BLR was unable to obtain additional clarification from one of the schools using the Stanford 10 assessment that was needed accurately analyze the test score data. Without the students in that school, the number of students tested with the Stanford 10 fell below 10 students. Additionally, the IOWA assessments replaced the ITBS and ITED assessments listed above. The number of students tested with the ITBS fell below 10 students. Additionally, schools provided a mix of different score types for the same test (i.e. scale scores and national percentile rankings) and how scores are categorized (i.e. not proficient, proficient, advanced) vary by school.

Tests Administered– 2020-21	Number of Students Tested – 2020-21
ACT	RV
ACT Aspire *	16
IOWA Assessments	20
Iowa Test of Basic Skills (ITBS)—Grades K-9 *	RV
Kaufman Test of Educational Achievement Third Edition (KTEA-3) *	75
Northwest Evaluation Association (NWEA)	114
PSAT	RV
Stanford 10 *	40
School Entrance Exam	RV
Terra Nova/CAT 6—Grades K-12 *	RV
Woodcock-Johnson (WJ-IV)	72
Total Students Tested	367

Note: Restricted Value (“RV”) indicates a number of ten or less to ensure no information is linked or become linkable to a particular student, as required under FERPA. The asterisk (*) denotes a test approved by the SBOE for the Succeed Scholarship Program

The following table provides the test each school administered or the test for the school reported test results.

Participating Private Schools Who Responded to BLR Questionnaire	Tests Administered – 2020-21
Academy of Excellence (Eureka Springs)	Stanford 10
ACCESS Group Inc., ACCESS Academy (Little Rock)	Woodcock-Johnson (WJ-IV)
Arkansas Christian Academy (Bryant)	ACT; ACT Aspire; IOWA Assessments
Avilla Christian Academy (Alexander)	IOWA Assessments
Bentonville Christian Academy (Bentonville)	ITBS
Catholic High School for Boys (Little Rock)	ACT; PSAT; School Entrance Exam
Chenal Valley Montessori (Little Rock)	None
Children's ABA TEAM (Fayetteville)	Woodcock-Johnson (WJ-IV)
Christ Lutheran School (Little Rock)	Northwest Evaluation Association (NWEA)
Christ the King Catholic School	Northwest Evaluation Association (NWEA)
Christ the King School (Fort Smith)	Northwest Evaluation Association (NWEA)
Clover Community School (Bentonville)	All students were exempt from testing
Compass Academy (Conway)	Stanford 10

Participating Private Schools Who Responded to BLR Questionnaire	Tests Administered – 2020-21
Easterseals Arkansas – The Academy at Riverdale (Little Rock)	All students were exempt from testing
First Lutheran School (Fort Smith)	Northwest Evaluation Association (NWEA)
Hannah School (Maumelle)	Kaufman Test of Educational Achievement Third Edition (KTEA-3)
Harding Academy (Searcy)	Northwest Evaluation Association (NWEA)
Our Lady of the Holy Souls School (Little Rock)	Northwest Evaluation Association (NWEA)
Immaculate Conception School (Fort Smith)	Northwest Evaluation Association (NWEA)
Immaculate Heart of Mary School (North Little Rock)	Northwest Evaluation Association (NWEA)
Legacy Academy (DeQueen)	ACT Aspire; Stanford 10
Mount St. Mary Academy (Little Rock)	PSAT; Scholastic High School Placement Test
Prism Education Center (Fayetteville)	ACT; Northwest Evaluation Association (NWEA)
Sacred Heart Catholic School (Morrilton)	Northwest Evaluation Association (NWEA)
St. Joseph Catholic School (Fayetteville)	Northwest Evaluation Association (NWEA)
St. Joseph School (Conway)	None
St. Theresa Catholic School (Little Rock)	Northwest Evaluation Association (NWEA)
Subiaco Academy (Subiaco)	None
The Anthony School (Little Rock)	Kaufman Test of Educational Achievement Third Edition (KTEA-3); Terra Nova/CAT 6—Grades K-12
Trinity Christian (Texarkana)	ACT; IOWA Assessments
Union Christian Academy	ACT Aspire; Terra Nova/CAT 6—Grades K-12

Providing meaningful comparative data regarding student performance based on the assessment scores private schools provide is hindered by multiple factors:

- There is significant variety in the types of tests schools administer. Schools reported test scores from 11 different types of tests that are not comparable. Even for tests given to larger numbers of students, the tests taken assess students across a variety of grade or age levels. Additionally, when asked to provide scores for each subject, schools provided a mix of what appear to be different score types even on the same test (raw score, national percentile, etc.).
- Comparison of students’ scores prior to Succeed Scholarship participation and after participation is not possible. State statute specifies that student test score data must be provided in “a deidentified format,” which prohibits the linking of students’ individual test scores while in public schools with their private school test scores. Even with the ability to link the scores, comparability would be hindered by differences in the types of tests administered.
- COVID-19 impacted comparing assessment data in that some schools did not test students due to COVID-19 closures or other limitations, like a lack of social distancing.

However, student scores on tests where comparisons can be made are provided below.

Percentages shown in the tables below represent the percentage of students with an available test score scoring in the specified range. Not all students with a test score for each test type (KTEA, ACT Aspire, etc.) have a score for each subject tested.

2020-21 Succeed Scholarship Recipient Test Results: ACT Aspire				
	English/ELA	Reading	Math	Science
Meets Readiness Benchmark	37%	12%	11%	6%
Below Readiness Benchmark	63%	88%	89%	94%
Total Tests Taken	<u>19</u>	<u>17</u>	<u>18</u>	<u>16</u>

Note: Students meeting the readiness benchmark scored ready or exceeding. Students below the readiness benchmark scored close or in need of support. Data includes students tested from all grade levels.

2020-21 Succeed Scholarship Recipient Test Results: KTEA-3			
	Math	Reading	Written Expression
Very Low	15%	30%	35%
Low	30%	28%	30%
Below Average	30%	26%	26%
Average or Above Average	25%	16%	9%
Total Tests Taken	<u>73</u>	<u>87</u>	<u>74</u>

Note: Each subject includes composite scores and subtest scores from students at all grade levels.

2020-21 Succeed Scholarship Recipient Test Results: NWEA			
	Math	Reading	Language Usage
Low/Low Average	42%	42%	36%
Average	18%	21%	26%
High Average/High	39%	37%	38%
Total Tests Taken	<u>104</u>	<u>107</u>	<u>94</u>

Note: Data includes students tested from all grade levels.

2020-21 Succeed Scholarship Recipient Test Results: WJ-IV			
	Math	Reading	Spelling
Very Low	63%	52%	51%
Low/Low Average	31%	37%	29%
Average/Very Superior	6%	11%	20%
Total Tests Taken	<u>137</u>	<u>138</u>	<u>69</u>

Note: Data includes students tested from all grade levels and subtests.

TESTING EXEMPTIONS

Statutorily Required Information: The number of students with individualized education programs under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., who are enrolled in the Succeed Scholarship Program and have been exempted from standardized testing requirements under § 6-41-903.

The following table shows the number of students who were exempted from standardized testing by private schools in 2020-21. Of the 183 students marked exempt, 74% still took a standardized test.

Participating Private Schools Who Responded to BLR Questionnaire	2020-21 Number of Students Exempted from Testing
Academy of Excellence (Eureka Springs)	-
ACCESS Group Inc., ACCESS Academy (Little Rock)	68
Arkansas Christian Academy (Bryant)	-
Avilla Christian Academy (Alexander)	-
Bentonville Christian Academy (Bentonville)	RV
Catholic High School for Boys (Little Rock)	RV
Chenal Valley Montessori (Little Rock)	-
Children's ABA TEAM (Fayetteville)	RV
Christ Lutheran School (Little Rock)	-
Christ the King Catholic School	-
Christ the King School (Fort Smith)	-
Clover Community School (Bentonville)	RV
Compass Academy (Conway)	-
Easterseals Arkansas – The Academy at Riverdale (Little Rock)	29
First Lutheran School (Fort Smith)	-
Hannah School (Maumelle)	66
Harding Academy (Searcy)	-
Our Lady of the Holy Souls School (Little Rock)	-
Immaculate Conception School (Fort Smith)	-
Immaculate Heart of Mary School (North Little Rock)	-
Legacy Academy (DeQueen)	RV
Mount St. Mary Academy (Little Rock)	RV
Prism Education Center (Fayetteville)	-
Sacred Heart Catholic School (Morrilton)	-
St. Joseph Catholic School (Fayetteville)	-
St. Joseph School (Conway)	-
St. Theresa Catholic School (Little Rock)	-
Subiaco Academy (Subiaco)	-
The Anthony School (Little Rock)	-
Trinity Christian (Texarkana)	RV
Union Christian Academy (Fort Smith)	-
Total Students Exempt from Standardized Testing	<u>183</u>

STUDENT PORTFOLIOS

Statutorily Required Information: *The number of student portfolios that have been developed for exempt students and a general summary of the information contained in the student portfolios as required under § 6-41-903.*

Statutorily Required Information: *Review student portfolios and provide comparative data regarding student performance in the Succeed Scholarship Program.*

In 2020-21, private schools reported developing portfolios for 65 students. Of those 65 students, 42 students were considered exempt. Most of the remaining 23 students were reported to have taken an alternate assessment.

Private schools were asked for a general summary of the information provided in their school's portfolios. During the creation of the 2020 Succeed Scholarship Report, private schools were initially asked to also provide a copy of each portfolio. One school noted that their student portfolios consisted of 75-100 pages of student work, including artwork that is not easily copied. Because of this concern, the Chairs of the House and Senate Education Committees were consulted and a determination was made that the private schools would not be required to provide actual copies of student portfolios. The Chairs of the House and Senate Education Committees were consulted again for this report and again made the same determination.

There was a mixture of responses provided by private schools. Of those 65 portfolio descriptions, 46 provided lists of elements included in the description (i.e. assessment scores, photographs, certificates, etc.). Some of these element descriptions are repeated for multiple students as seen in Appendix E. The remaining 19 includes a more detailed description of what specific subjects and tasks the respective student has been working on. A summary of the elements listed in the portfolios include the following:

Portfolio Elements Included in Portfolio Descriptions – 2020-21	
Student personal information	Assessments
Parent/guardian assessment	Vocational interest inventory
Personal assessments	Student self-reflection
Student's support team	Work samples (including video based, individual based work, group-based work)
Resume	Pre and post testing for curriculum materials
Current IEP (if applicable)	Individual treatment plan goals
Student transcripts	Parent conferences and parent emails regarding work samples
Student goals (academic and transitional)	Artwork
Job trainings	Handwriting samples

The 19 portfolios including descriptions of what students have been working on are summarized in the following table. A full list of portfolio descriptions can be found in Appendix E.

Portfolio Description of Student Work – 2020-21	
Recognizing his/her name and personal information	Age appropriate play
Recognizing colors, shapes, letters, and numbers	Following instructions and answering questions
Focusing and memory recall	Time management skills
Learning independent life skills (e.g. feeding, dressing, and using the restroom independently)	Working on Obsessive Compulsive Disorder (OCD) behaviors
Learning appropriate social interactions with peers and staff	Counting money
Following daily schedule and making necessary transitions for task/activity	Proper hygiene
Learning appropriate behaviors (e.g. not throwing objects)	Table manners
Organization skills	Social-emotional skills
Basic addition and subtraction	Grammar

Of the 32 private schools that responded to BLR’s questionnaire, 14 private schools submitted no test scores or portfolio information for a total 31 students. Three schools reported that COVID-19 conflicts (i.e. lack of social distancing or closures) prevented testing from occurring. Two schools noted that some of their students were not at school during the testing period (e.g. un-enrolling from the school prior to testing). The remaining nine schools did not provide any clarification for the remaining 14 students for whom testing and portfolio information was not provided.

Private School Accreditation and Administrative Costs

SCHOOL ACCREDITATION

Statutorily Required Information: *The number of private schools receiving Succeed Scholarship funds that are currently accredited by the Arkansas Nonpublic School Accrediting Association, Inc., its successor, or another accrediting association recognized by the State Board of Education.*

Statutorily Required Information: *The number of private schools receiving Succeed Scholarship funds that are currently unaccredited but have applied for accreditation to the Arkansas Nonpublic Accrediting Association, Inc., its successor, or another accrediting association recognized by the state board, and where those schools are in the accreditation process.*

The State Board of Education recognizes three private school accrediting bodies:

- Arkansas Nonpublic School Accrediting Association, Inc. (ANSAA);
- Cognia (formerly known as AdvancEd); and
- The American Montessori Society.

Of the 33 schools that responded to the questionnaires, 28 are fully accredited, 22 with the Arkansas Nonpublic School Accrediting Association, Inc. and five with Cognia, with one school not

providing the organization name⁹. The five schools not fully accredited indicated that they have applied for accreditation or are associate members¹⁰; four of the schools indicated that they have applied to Cognia.

ADMINISTRATIVE COSTS

Statutorily Required Information: *Report from private schools of administrative costs required to implement the Succeed Scholarship Program.*

State law requires private schools to annually submit a report of their “administrative costs required to implement the Succeed Scholarship program.” Thirteen schools listed administrative costs, ranging from \$21.36 to \$1,730 (the school noted that those costs were for both the 2019-20 and 2020-21 school year).

The school questionnaire asked private schools to categorize their administrative costs. A few schools that did not list dollar amounts for administrative costs replied, meaning that the number of responses is greater than the number of schools listing administrative costs. Seven responded that the costs were bookkeeping time. Five schools answered applications and application support and three schools responded completing program specific paperwork. One school responded “other.”

⁹ One school replied to the survey that the school was not accredited, but answered that the accrediting organization was ANSAA. According to the ANSAA directory, the school is accredited. It is included in the 28 schools fully accredited and the 22 schools accredited with ANSAA.

¹⁰ According to ANSAA, associate members are schools seeking accreditation that are in the process of making initial or renewal applications but have not gone through the ANSAA process for accreditation or renewal.

Appendix A: Reporting Requirements Crosswalk

Reporting Requirements Under 6-41-903 and 6-41-908		
House and Senate Education Committees Report	Private School Annual Report	DESE Required Report
(1) The number of students currently participating in the Succeed Scholarship Program;		(A) List of students who have received a Succeed Scholarship under this subchapter;
		(B) Eligible private school attended by each student who has received a Succeed Scholarship under this subchapter; and
		(C) Amount of each Succeed Scholarship received by a student under this subchapter.
(2) The number of students currently participating in the Succeed Scholarship Program who attended a traditional public school before receiving a Succeed Scholarship;		
(3) The number of students currently participating in the Succeed Scholarship Program who did not attend a traditional public school before enrolling in a private school upon receipt of a Succeed Scholarship;		
(4) The number of students who have been dismissed from the Succeed Scholarship Program by a private school that is receiving funds through the Succeed Scholarship Program;	(i) Report that lists all students who have received a Succeed Scholarship under this subchapter who have been dismissed from the Succeed Scholarship Program by private choice;	
(5) The number of students who attended a private school with a Succeed Scholarship and voluntarily returned to a traditional public school;	(ii) Report that lists all students who have received a Succeed Scholarship under this subchapter who have voluntarily returned to a traditional public school;	
(6) The number of children in foster care who have entered the Succeed Scholarship Program, have been dismissed from the Succeed Scholarship Program, or have been removed from the Succeed Scholarship Program by the Department of Human Services;	(iii) List of foster children who have: Entered the Succeed Scholarship Program; Been dismissed from the Succeed Scholarship Program; or Been removed from the Succeed Scholarship Program by the Department of Human Services;	

House and Senate Education Committees Report	Private School Annual Report	DESE Required Report
(7) The number of private schools receiving Succeed Scholarship funds that are currently accredited by the Arkansas Nonpublic School Accrediting Association, Inc., its successor, or another accrediting association recognized by the State Board of Education;		
(8) The number of private schools receiving Succeed Scholarship funds that are currently unaccredited but have applied for accreditation to the Arkansas Nonpublic Accrediting Association, Inc., its successor, or another accrediting association recognized by the state board, and where those schools are in the accreditation process;	(iv) A private school that is not fully accredited shall report annually to the state board its progress towards accreditation;	
(9) The number of students who are enrolled in the Succeed Scholarship Program and who have taken a nationally recognized norm referenced test and received the test results;	(B) A list, in a deidentified format, of students who have taken a national recognized norm-referenced test under subdivision (d)(1)(A) of this section and the students' test results shall be forwarded annually to the state board or its designee.	
(10) The number of students with individualized education programs under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., who are enrolled in the Succeed Scholarship Program and have been exempted from standardized testing requirements under § 6-41-903;	(B) A list, in a deidentified format, of student with an individual education plan that provides for an exemption to standardized testing under subdivision (d)(2)(A) of this section shall be provided annually to the state board or its designee.	
(11) The number of student portfolios that have been developed for exempt students and a general summary of the information contained in the student portfolios as required under § 6-41-903.	(B) A list, in a deidentified format, of students with portfolios under subdivision (d)(3)(A) of this section and a general summary of the information provided in the portfolios shall be provided annually to the state board or its designee.	
	(iv) Report of administrative costs required to implement the Succeed Scholarship Program; and	
In addition to the information above, the House and Senate Education Committees are required to: (1) Review norm-referenced test results and student portfolios; and (2) Provide comparative data regarding student performance in the Succeed Scholarship Program.		

Appendix B: Private School Reporting Questionnaires—School Form

Please complete this form for the school participating in the Succeed Scholarship Program. Save the PDF file under the school name (e.g. X School.pdf). Please enter information for the 2020-21 school year only.

Please submit your PDF forms electronically by Dec. 10, 2021 to:

Courtney Salas-Ford at ADE: Courtney.Salas-Ford@ade.arkansas.gov

School:		Name of person completing the survey:	
Email:		Phone:	

1. How many students does your school have receiving the Succeed Scholarship?			
2. Is your school fully accredited by the Arkansas Nonpublic School Accrediting Association, Inc. (ANSAA), its successor or another accrediting association recognized by the Arkansas State Board of Education as providing services to severely disabled individuals?			
2a. Yes, our school is fully accredited.			
2b. Our school has applied for ANSAA or other accreditation and/or is an associate member of ANSAA. If APPLIED name the accrediting authority in which you are applying and describe your schools progress toward accreditation.			
2c. None of the above. Please clarify			
3. Please describe all of the administrative costs your school has incurred in implementing the Succeed Scholarship. Include only the costs related to administering the Succeed Scholarship for the students applying to or enrolled in your school that are beyond the cost of educating the student. Do not include administrative costs that are routinely provided to ALL students in your school (routine record-keeping costs, administrator salaries, etc.). Provide the school year in which each cost was incurred and the amount of each administrative cost.			
3a Cost	3b. Description of administrative cost	3c. Other	3d. Please provide any additional details or clarification if needed

Appendix C: Private School Reporting Questionnaires—Student Form

Complete this form for each **STUDENT** receiving a Succeed Scholarship and add a new number to the **Student ID# below** for each additional recipient. Save each student entry form under the **school name** and **Student ID#** (e.g. X School-01; X School-02, etc.). Please enter information for the 2020-21 school year only. Please submit your PDF forms electronically by **Dec. 10, 2021** to Courtney Salas-Ford at ADE: Courtney.Salas-Ford@ade.arkansas.gov

School:				Student ID#:	
Please Do NOT use students' name.					
1. Initial Application School Year		6. Gender			
2. Entering Grade Level		7. Race			
3. Current Grade Level		8. Ethnicity			
4. Received the Scholarship?					
5. Student's Residence City/Town:		State:		Zip:	
9. Is this student eligible or not eligible for free or reduced price lunch ?					
10. Was this student dismissed from the Succeed Scholarship Program by your school ?					
11. Was this student in foster care when he/she entered the Succeed Scholarship Program?					
12. Is this student in foster care in the current school year?					
13. Did the student voluntarily return to a traditional school district ?					
14. Was this a foster care student dismissed from the Succeed Scholarship Program by your school ?					
15. Was this a foster care student removed from the Succeed Scholarship Program by DHS ?					
16. Clarification if needed for the questions above.					

17. Does this 2020-21 Succeed Scholarship student in your school have an individualized education program (IEP) or an individual services plan (ISP) that exempted the student from regular standardized testing or does the student take an alternate assessment. Please also indicate whether the guiding plan was an IEP, ISP, or other option.

Student exempted from Standardized Testing or Took an Alternate Assessment	
By IEP, ISP, Other?	
If you chose "Other" please clarify:	
Clarification if needed for the questions above.	

18. If this 2020-21 Succeed Scholarship student has taken the nationally recognized norm-referenced test in 2020-21, please provide the test grade level the student is taking (e.g., 4th grade), the assessment administered to the student (e.g., ACT Aspire), the scale score received by each student on each assessment subject (e.g., math, English, science, etc.) and the type of score (e.g. scale score, percentile, etc.).

Subject	Test Grade Level	Test Administered	Score	Score Type
S1:				
S2:				
S3:				
S4:				
S5:				
Clarification if needed for the questions above.				

19. Please indicate whether this student had a student portfolio in 2020-21 (as required by A.C.A. § 6-41-903) and a general summary of the information provided in the portfolio if they do. (A portfolio provides individualized information on the progress of students who are exempt from standardized testing.) If your school does not develop portfolios for students exempted from taking regular standardized assessments, please note that below.

Does the Student have a Portfolio?	
If the student does have a portfolio please put a description of information provided below:	

Appendix D: Succeed Scholarship Schools

The following is a list of the 44 private schools currently eligible to participate in the Succeed Scholarship program. The UP Autism Center was a participating school in the 2020-21 school year, but is no longer participating in the Succeed Scholarship program.

Abundant Life Christian Academy (Sherwood)	Immaculate Conception Catholic School (North Little Rock)
Academy of Excellence (Eureka Springs)	Immaculate Conception School (Fort Smith)
*The Academy of The Learning Center (Jonesboro)	Immaculate Heart of Mary School (No. Little Rock)
Access Group (Little Rock)	Legacy Academy (DeQueen)
The Anthony School (Little Rock)	*Madonna Learning Center (Germantown, TN)
Arkansas Christian Academy (Bryant)	Mount St. Mary Academy (Little Rock)
Avilla Christian Academy (Alexander)	*North Little Rock Catholic Academy (North Little Rock)
Bentonville Christian Academy (Bentonville)	Our Lady of the Holy Souls (Little Rock)
Catholic High School for Boys (Little Rock)	Ozark Catholic Academy (Springdale)
*Central Arkansas Christians School, Inc. (North Little Rock)	Prism Education Center (Fayetteville)
Chenal Valley Montessori (Little Rock)	Sacred Heart Catholic Schools (Morrilton)
Children's ABA Team (Fayetteville)	Shiloh Christian School (Springdale)
Christ Lutheran School (Little Rock)	St. John's Catholic School (Hot Springs)
Christ the King School (Fort Smith)	St. Joseph Catholic School (Fayetteville)
Christ the King School (Little Rock)	St. Joseph School (Conway)
Clover Community School (Bentonville)	St. Theresa Catholic School (Little Rock)
Compass Academy (Conway)	Subiaco Academy (Subiaco)
Easterseals Arkansas – The Academy at Riverdale (Little Rock)	Trinity Catholic Junior High School (Fort Smith)
*Fayetteville Christian School (Fayetteville)	Trinity Christian (Texarkana)
First Lutheran School (Fort Smith)	*The Montessori School of Fort Smith (Fort Smith)
Hannah School (North Little Rock)	Union Christian Academy (Fort Smith)
Harding Academy (Searcy)	*West Memphis Christian School (West Memphis)

* Schools that did not have any participating students in the 2020-21 school year.

Appendix E: Complete Descriptions of Student Portfolios – 2020-21

The table below includes direct quotations taken from the questionnaires submitted by each private school. The BLR has not altered or edited any of these quotes.

Complete Descriptions of Student Portfolios – 2020-21
Students like this individual have video based work samples, pre and post testing for curriculum materials, Individual Learning Plan goals and Individual Treatment Plan goals grounded in Applied Behavior Analysis. Parent conferences (bi-annually) and weekly parent emails present video and photo work samples of students like this individual in action. We utilize Teach Town Curriculum that also provides pre and post testing per unit.
Student has a portfolio of work samples and a person centered plan with targets for a transition to post secondary setting.
Student has a portfolio of work samples and a person centered plan with targets for a transition to post secondary setting.
Students like this individual have video based work samples, pre and post testing for curriculum materials, Individual Learning Plan goals and Individual Treatment Plan goals grounded in Applied Behavior Analysis. Parent conferences (bi-annually) and weekly parent emails present video and photo work samples of students like this individual in action. We utilize Teach Town Curriculum that also provides pre and post testing per unit.
Student has a portfolio of work samples and a person centered plan with targets for a transition to post secondary setting.
Students like this individual have video based work samples, pre and post testing for curriculum materials, Individual Learning Plan goals and Individual Treatment Plan goals grounded in Applied Behavior Analysis. Parent conferences (bi-annually) and weekly parent emails present video and photo work samples of students like this individual in action. We utilize Teach Town Curriculum that also provides pre and post testing per unit.
Students like this individual have video based work samples, pre and post testing for curriculum materials, Individual Learning Plan goals and Individual Treatment Plan goals grounded in Applied Behavior Analysis. Parent conferences (bi-annually) and weekly parent emails present video and photo work samples of students like this individual in action. We utilize Teach Town Curriculum that also provides pre and post testing per unit.
Student portfolios contain samples of independent and group work with teacher notations from all subjects, including math, English language arts, natural science, consumer science, social studies/Arkansas history and social/emotional skills class. Some art and handwriting samples are also included.
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Complete Descriptions of Student Portfolios – 2020-21

Student portfolios contain samples of independent and group work with teacher notations from all subjects, including math, English language arts, natural science, consumer science, social studies/Arkansas history and social/emotional skills class. Some art and handwriting samples are also included.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 1, 3, 5 and 10 minutes. This student has been working on feeding, dressing, and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or saying hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by saying their names or going to them, etc). Student has been working on following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on appropriate behaviors- no spitting, no throwing food or objects, staying out of the mud at recess.

This student has been working on recognizing and writing his/her name, 2 and 3 letter sight words and numbers to 100. This student has been working on attending to a given task for 15-20 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or saying hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student is working on not fixating on things (with OCD) and move forward instead of doing every single thing 3 times before moving on.

This student has been working on recognizing and writing his/her name, 2 and 3 letter sight words and numbers to 100. This student has been working on attending to a given task for 15-20 minute intervals without refusal and behaviors. Student has been working on recognizing and counting out change. Student has been working on 2 digit and 3 digit addition without carrying and subtraction without borrowing. This student has been working on eating properly at lunch, proper hand washing and recognizing when they need to go to the bathroom and doing so independently. This student has been working on socially interacting with peers, and staff. Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on not being argumentative when asked to complete any given task. Student has been working on answering questions.

This student has been working on recognizing and writing his/her name, 2 and 3 letter sight words and numbers to 100. This student has been working on attending to a given task for 15-20 minute intervals without refusal and behaviors. Student has been working on recognizing and counting out change. Student has been working on basic addition and subtraction. This student has been working on proper hand washing and recognizing when they need to go to the bathroom, asking for permission to go to the restroom and then doing so independently. This student has been working on socially interacting with peers, and staff. Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on not being argumentative when asked to complete any given task. Student has been working on answering questions.

This student has been working on recognizing and writing 2 and 3 letter sight words and numbers to 100. This student has been working on attending to a given task for 15-20 minute intervals without refusal and behaviors. Student has been working on recognizing and counting out change. Student has been working on basic addition and subtraction. Student has been working on organizational skills, following daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc. Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on time management with all activities, including lunch. Student has been working on answering questions correctly and not with another question. Student has been working on not obsessing over classmates and trying to copy their actions or repeat what has been said 100% of the school day and crying when not allowed.

Complete Descriptions of Student Portfolios – 2020-21

This student has been working on recognizing and writing 2 and 3 letter sight words and numbers to 100. This student has been working on attending to a given task for 15-20 minute intervals without refusal and behaviors. Student has been working on recognizing and counting out change and telling time to the hour and half hour. Student has been working on learning personal information- address, phone number, parents names and numbers, where attends school, etc. Student has been working on basic addition and subtraction. Student has been working on organizational skills, following daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc. Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on time management with all activities, including lunch. Student has been working on asking and answering questions correctly and not responding every time with another question. Student has been working on greeting others in passing (including person's name) and initiating conversation. Student has been working on sharing and getting along with others, as well as tolerating other's noises and differences. Student has been working on self control and not requesting headphones when not necessary.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 10-15 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on one step commands and maintaining eye contact when being spoken to. Student is working on using new aug com device for all communication.

This student has been working on recognizing and writing alphabet, 2-3 letter sight words, name, and numbers to 50. This student has been working on attending to a given task for 10-15 minute intervals without distraction. Student has been working on recognizing and coins. Student has been working on increasing memory by recalling information from one day to the next. Student has been working on dressing, feeding, toileting, and other independent life skills. Student has been working on learning personal information- address, phone number, parents names and numbers, where attends school, etc. Student has been working on basic addition and subtraction. Student has been working on organizational skills, following daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc. Student has been working on engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on time management with all activities, including lunch. Student has been working on asking and answering questions correctly. Student has been working on greeting others in passing (including person's name) and initiating meaningful conversation.

This student has been working on recognizing and writing sight words. Student has been working on formulating a sentence with good sentence structure/punctuation/capitalization. This student has been working on attending to a given task for 10-15 minute intervals without distraction. Student has been working on recognizing and counting out coins. Student has been working on increasing memory by recalling information from one day to the next. Student has been working on dressing, feeding, toileting, and other independent daily living life skills. Student has been working on learning personal information- address, phone number, parents names and numbers, where attends school, etc. Student has been working on multi step addition and subtraction problems, and learning basic multiplication facts. Student has been working on organizational skills, following daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc. Student has been working on engaging with peers during recess time. Student has been working on following multi step commands and maintaining eye contact when being spoken to. Student has been working on time management with all activities, including lunch. Student has been working on asking and answering questions correctly. Student has been working on greeting others in passing (including person's name) and initiating meaningful conversation. Student has been working on regulating emotions and understanding feelings and what they mean.

This student has been working on recognizing and writing high frequency sight words. Student has been working on formulating a sentence with good sentence structure/punctuation/capitalization. This student has been working on attending to a given task for 10-15 minute intervals without distraction. Student has been working on recognizing and counting out coins. Student has been working on increasing memory by recalling information from one day to the next. Student has been working on learning personal information- address, phone number, parents names and numbers, where

Complete Descriptions of Student Portfolios – 2020-21

attends school, etc. Student has been working on basic addition and subtraction problems, telling time to the hour and half hour as well as graphing. Student has been working on organizational skills, following daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc. Student has been working on engaging appropriately with peers during recess time, ex. sharing and not being in control. Student has been working on following multi step commands and maintaining eye contact when being spoken to, as well as listening to someone when speaking. Student has been working on time management with all activities, including lunch and restroom. Student has been working on asking and answering questions correctly. Student has been working on greeting others in passing (including person's name) and initiating meaningful conversation. Student has been working on regulating emotions and doing more thing independently instead of requesting help all of the time before trying.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 10-15 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on one step commands and maintaining eye contact when being spoken to. Student is working on not saying no when asked to complete any task. Student is working on following directions and 1 to 2 step commands.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 15-20 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on functional skills such as simple step cooking, laundry, sweeping, mopping, taking out trash, etc.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 15-20 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play during recess time. Student has been doing basic addition and subtraction as well as starting to read and write 2 and 3 letter sight words. Student has been working on functional skills such as simple step cooking, laundry, sweeping, mopping, taking out trash, etc.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 10-25 minute intervals. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on appropriate behaviors- telling adults no, refusing to work or move, staying within parameters on playground at recess.

This student has been working on recognizing his/her name, colors, shapes, basic sight words and numbers and tracing each. This student has been working on attending to a given task for 10-15 minute intervals. Student has been working on basic addition and subtraction problems, telling time to the hour and half hour, recognizing coins and their values. Student has been working on learning personal information-name, age, birthday, parents names, address, school, etc. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each

Complete Descriptions of Student Portfolios – 2020-21

task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on multi step commands and maintaining eye contact when being spoken to. Student has been working on not saying no when asked to complete any task. Student has been working on using inside voice instead of yelling. Student has been working on not getting upset with any change to routine/schedule, especially when someone is absent or parents arrive early or late to pick up from school.

This student has been working on identifying, writing, and spelling high frequency sight word. This student has been working on attending to a given task for 15-20 minute intervals without whining or requesting to play with toys instead. Student has been working on basic addition and subtraction problems, telling time to the hour, half hour and minute, recognizing coins, coin values, place value, counting change, and graphing. Student has been working on learning personal information-name, age, birthday, parents names, address, school, etc. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on multi step commands and maintaining eye contact when being spoken to. Student has been working on not saying no when asked to complete any task. Student has been working on using inside voice instead of yelling. Student has been working on not getting upset with any change to routine/schedule, especially when someone is absent or parents arrive early or late to pick up from school. Student has been working on constructing a simple sentence with correct punctuation and capitalization. Student has been working on reading with fluency as well as comprehension of what has been read.

This student has been working on identifying, writing, and spelling high frequency sight word. This student has been working on reading comprehension. This student has been working on attending to a given task for 15-20 minute intervals without whining or requesting to play with toys instead. Student has been working on basic addition and subtraction problems, telling time to the hour, half hour and minute, recognizing coins, coin values, place value, counting change, and graphing. Student has been working on learning personal information-name, age, birthday, parents names, address, school, etc. This student has been working on feeding, dressing, opening packages at lunch and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on multi step commands and maintaining eye contact when being spoken to. Student has been working on formulating a simple sentence with correct punctuation and capitalization.

This student has been working on recognizing his/her name, colors, shapes, letters and numbers and tracing each. This student has been working on attending to a given task for 1, 3, 5 and 10 minutes. This student has been working on feeding, dressing, and toileting independently. This student has been working on socially interacting with peers, and staff. (waving or making a sound as a hello/greeting when passing or approached, sharing, taking turns, recognizing adults/peers by going to them, etc). Student has been working on following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on appropriate behaviors- no spitting, no throwing food or objects, staying within perimeters on playground at recess.

This student has been working on identifying, writing, and spelling high frequency sight word. This student has been working on reading comprehension. This student has been working on attending to a given task for 20-25 minutes without whining or requesting to play with toys instead. Student has been working on basic addition and subtraction problems, telling time to the hour, half hour and minute, recognizing coins, coin values, place value, counting change, and graphing. Student has been working on learning personal information-name, age, birthday, parents names, address, school, etc. Student has been working on organization skills and following their daily schedule and making necessary transitions for each task/therapy/lunch/recess/block/ABA, etc). Student has been working on age appropriate play as well as engaging with peers during recess time. Student has been working on multi step commands and maintaining eye contact when being spoken to. Student has been working on formulating a simple sentence with correct punctuation and capitalization.

Student personal information; Parent/guardian assessment; Personal assessment; Students support team; Resume; Current IEP; Student transcripts; Student goals (academic and transitional); Job trainings; Assessments (language arts and math); Vocational interest inventory; Work samples

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Work samples; Student self-reflection; Photographs to capture learning experiences; Goals and targets; Assessments; Certificates/awards
Student personal information; Parent/guardian assessment; Personal assessment; Student support team; Resume; Current IEP; Student transcripts; Student goals (academic and transitional); Job trainings; Assessments (language arts and math); Vocational interest inventory; Work samples
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