

**Arkansas Department of Education
Proposed Rules Governing Closing the Achievement Gap
January 2010**

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Closing the Achievement Gap.

1.02 The State Board of Education (SBE) promulgated these Rules pursuant to Act 949 of 2009, Ark. Code Ann. § 6-15-2701.

2.0 Purposes

2.01 To provide intervention and support to public school districts to address the severity of achievement gaps.

2.02 To increase accountability for achievement gaps in school districts.

3.0 Definitions

3.01 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced in the Arkansas Comprehensive Assessment Program.

3.02 Chronically Underperforming School- a public school that does not meet adequate yearly progress under the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq., as it existed on July 1, 2009, for three (3) or more consecutive years.

3.03 National School Lunch Categorical Funding – is the categorical funding under Ark. Code Ann. § 6-20-2305(b).

3.04 Scholastic Audit – is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts.

3.05 Academic Improvement Targets – specific achievement goals in an academic content area based on disaggregated school data.

3.06 Interim Assessments –assessments administered during instruction to evaluate student’s knowledge and skills relative to a specific set of academic goals in order to inform policy maker or educator decisions at the classroom, school, or district level.

4.0 Funding

4.01 A school district that has a chronically underperforming school shall use its national school lunch categorical funding under § 6-20-2305(b)(4) to evaluate the impact of educational strategies used by the chronically underperforming school to address the achievement gap among students in the chronically underperforming school.

4.01.1 Identify the categories of programs and intervention strategies used with national school lunch state categorical funding; and

4.01.2 Report the benchmark assessment scores for the end of the immediately preceding school year and for the end of the current year of students involved in the programs and intervention strategies supported with national school lunch state categorical funding.

5.0 Arkansas Comprehensive School Improvement Plan

5.01 Chronically underperforming schools shall develop and implement a comprehensive school improvement plan and shall use its national school lunch state categorical funding (NSLA) to include but not limited to:

5.01.01 Use an Arkansas Scholastic Audit at Year 3 and beyond of School Improvement;

5.01.02 Use disaggregated school data to set academic targets in reading, writing, mathematics, and science;

5.01.03 Use improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating special education students, gifted and talented students, English language learners, and other student subgroups as identified in need;

5.01.04 Develop interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments;

5.01.05 Develop a plan to immediately address gaps in learning;

5.01.06 Examine and realign, as needed, school scheduling, academic support systems, and assignments of personnel;

5.01.07 Design a plan for increasing parental knowledge and skill to support academic objectives; and

5.01.08 Evaluate the impact of the before mentioned educational strategies on student achievement.

6.00 Monitoring/Evaluation

- 6.01 Regular monitoring activities of the closing the achievement gap requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the closing the achievement gap activities of any school or school district to determine compliance with the closing the achievement gap requirements.
- 6.02 The criteria for evaluating the impact of closing the achievement gap activities shall be the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments, other related indicators as defined by ACTAAP and the evaluations of the closing the achievement gap activities. These data shall be used to revise ACSIP.