

1 State of Arkansas
2 88th General Assembly
3 Regular Session, 2011

A Bill

SENATE BILL 729

4
5 By: Senator Crumbly

For An Act To Be Entitled

8 AN ACT TO ENSURE THAT STUDENTS MAKE SATISFACTORY
9 ACADEMIC PROGRESS IN PUBLIC ELEMENTARY AND SECONDARY
10 SCHOOLS; TO PROVIDE AN INTENSIVE LEARNING PROGRAM TO
11 STUDENTS WHO DO NOT ACHIEVE GRADE LEVEL PROFICIENCY
12 AT KINDERGARTEN OR BY THE END OF GRADE THREE; AND FOR
13 OTHER PURPOSES.

Subtitle

16
17 TO ENSURE THAT STUDENTS MAKE SATISFACTORY
18 ACADEMIC PROGRESS IN PUBLIC SCHOOLS.

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21 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

22
23 SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 20, is
24 amended to add an additional section to read as follows:

25 6-15-2011. Pilot program for satisfactory student academic progress.

26 (a)(1) A six-year pilot program is established under the direction of
27 the Department of Education to provide intensive monitoring of public school
28 students who enter kindergarten in the 2012-2013 school year to ensure the
29 students make sufficient academic progress through the end of grade three (3)
30 and score at the proficient level on state benchmark assessments at the end
31 of grade three (3).

32 (2) Public schools and school districts participating in the
33 pilot program shall use continuous monitoring and assessment, an intensive
34 learning program, and student longitudinal data tracking to evaluate and
35 address the needs of students, public schools, and school districts
36 participating in the program.



1 (3) At the end of six (6) years, the department will provide the
2 General Assembly with information that is based on evidence from the program
3 that will assist the General Assembly in determining how to implement the
4 program statewide.

5 (b) As used in this section, "participating school" or "participating
6 school district" means a public school or school district that participates
7 in the pilot program created under this section.

8 (c) Each school district meeting the following criteria shall
9 participate in the six-year pilot program created under this section:

10 (1) The school district serves students in any combination of
11 grades kindergarten through grade eight (K-8);

12 (2) At least seventy percent (70%) of the school district's
13 previous school year's enrolled students are national school lunch students;
14 and

15 (3) Fifty percent (50%) or more of the school district's
16 previous school year's enrolled students scored basic or below basic on final
17 state benchmark assessments for the previous school year.

18 (d)(1) A participating school district or participating school that
19 participates in the first year of the pilot program shall continue
20 participation for the full six (6) years of the pilot program.

21 (2) Additional schools shall not be added to the pilot program
22 after the first year of the pilot program.

23 (e) A participating school district shall provide all student
24 management data requested by the department that the department deems
25 necessary for the evaluation of the pilot program.

26 (f) Beginning with the 2014-2015 school year, a participating school
27 shall closely monitor the academic progress of students entering kindergarten
28 in the 2014-2015 school year using:

29 (1) Classroom assessments at the beginning of each school year;

30 (2) Classroom assessments during each school year; and

31 (3) Student longitudinal data available through the department.

32 (g) A participating school shall provide a student who is identified
33 under subsections (i) and (j) of this section with the following:

34 (1)(A) An intensive learning program that uses research-based
35 intervention strategies and services needed for the students to make
36 satisfactory academic progress toward proficiency by the end of grade three

1 (3), as determined by the monitoring of student progress under subsection (f)
2 of this section.

3 (B) A participating school district may fund the intensive
4 learning program with:

5 (i) National school lunch student categorical
6 funding under § 6-20-2305;

7 (ii) department grants;

8 (iii) Other federal and state funds available to the
9 participating school district for improving student academic achievement and
10 closing the achievement gap; and

11 (iv) Private donations.

12 (C) An intensive learning program shall include without
13 limitation:

14 (i) Reading Recovery or other research-based reading
15 and literacy intervention programs approved by the department that are
16 designed to accelerate reading and literacy skills of young children;

17 (ii) Intensive math instruction;

18 (iii) After-school tutoring for not less than four
19 (4) days per week for a minimum of twenty-four (24) weeks during the school
20 year;

21 (iv) A six-week summer program designed to help
22 students focus on areas of need and maintain learning between school years;
23 and

24 (v) Any other research-based intervention strategy
25 approved by the department.

26 (D) A student identified under subsections (i) and (j) of
27 this section shall attend and remain in the intensive learning program until
28 the public school determines by the monitoring and assessment conducted under
29 this section that the student is grade-level proficient; and

30 (2) An intensive parental involvement program that includes
31 without limitation:

32 (A) Additional parent conferences, which may include home
33 visitation by the school; and

34 (B) Instruction to parents for utilizing the resources of
35 the school and the department for working with students at home.

36 (h) The department shall develop and make available to a participating

1 school district training for the licensed teachers and nonlicensed employees
2 needed to implement the research-based intervention strategies used in an
3 intensive learning program.

4 (i) Beginning with the 2013-2014 school year, if a participating
5 school district determines from the school readiness screening administered
6 to a student entering kindergarten under § 6-15-404 that the student is not
7 at grade level for kindergarten, the participating school district shall
8 place the kindergarten student in an intensive learning program.

9 (j)(1) A participating school shall not advance to grade (4) a student
10 who entered kindergarten in the 2011-2012 school year and does not score at
11 the proficient level or above on the state-mandated grade three (3) benchmark
12 assessment if:

13 (A) The department has developed multiple administrations
14 of the grade three (3) state-mandated benchmark assessment; and

15 (B) The student does not score proficient or above on the
16 grade (3) state-mandated benchmark assessment after taking a subsequent
17 administration of the assessment.

18 (2) If the department has not developed multiple administrations
19 of the grade three (3) state-mandated benchmark assessment, the parent may
20 elect to authorize the participating school to:

21 (A) Retain the student in grade (3); or

22 (B) Advance the student to grade (4) if the student scored
23 below proficient on the grade three (3) benchmark assessment but passed grade
24 three (3).

25 (3) A student who is subject to this subdivision (j), whether or
26 not the student is advanced to grade four (4), shall remain in the intensive
27 learning program through grade six (6).

28 (4) At the end of a school year in which a student repeated
29 grade three (3) under this subsection (j), the department shall determine the
30 criteria for the student's advancement to the next grade, including without
31 limitation that the student shall remain in the intensive learning program.

32 (5) A student who enters grade three (3) as a new student in a
33 school district and who scores below proficient on the state benchmark
34 assessment for grade three (3) is not required to repeat grade three (3) but
35 shall participate in the intensive learning program.

36 (k) Upon a student entering kindergarten in the 2011-2012 school

1 year, a participating school district shall provide to the parent of the
2 student an outline that includes:

3 (1)(A) That a student who does not test proficient at
4 grade level may not be advanced to grade four (4) under the provisions of
5 subsection (j) of this section.

6 (B) The outline shall advise the parent of the
7 options for retaining or advancing the student;

8 (2)(A) That a student who is subject to the provisions of
9 subsection (j) of this section will be placed in the intensive learning
10 program where the student will be tested annually and shall remain in the
11 intensive learning program through grade six (6).

12 (B) The outline shall describe the intervention
13 strategies and services the participating school will use in the intensive
14 learning program; and

15 (3) That a student identified as not testing proficient at
16 grade level shall attend:

17 (A) The twenty-four week tutoring sessions under
18 subdivision (g)(1)(C)(iii) of this section; and

19 (B) The six-week summer institute under subdivision
20 (g)(1)(C)(iv).

21 (1)(1) The department shall use the state's student longitudinal data
22 tracking system to monitor and evaluate the attendance, academic progress,
23 and persistence of students in the pilot program.

24 (2) The department shall provide a participating school district
25 with the necessary equipment and training for the use of the student
26 longitudinal data tracking system.

27 (m) The school district assisted by the department shall survey the
28 parents of students in the pilot program and evaluate the comments provided
29 by the parents.

30 (n)(1) By September 1, 2019, the department shall evaluate the pilot
31 program and report its findings and recommendations to the Senate Committee
32 on Education and the House Committee on Education.

33 (2) By September 1, 2020, the Senate Committee on Education and
34 the House Committee on Education, or any joint subcommittee appointed by them
35 to evaluate educational adequacy under § 10-3-2101 et seq. shall review the
36 department's report and forward recommendations from the pilot program to the

1 General Assembly.
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