

2010

Combined Remediation and End-of-Course Alignment with the ACT Study Report Interim Study Proposal 2009-233 & 2009-234

ISP 2009-233 – REQUESTING THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE SENATE INTERIM COMMITTEE ON EDUCATION CONDUCT A STUDY OF REMEDIATION AT BOTH THE HIGH SCHOOL LEVEL AND THE POSTSECONDARY LEVEL, INCLUDING REMEDIATION REQUIRED AS A RESULT OF END-OF-COURSE EXAMS, HIGH-STAKES END-OF-COURSE EXAMS, AND COLLEGE READINESS EXAMS; POST-REMEDATION RETESTING AND EXIT EXAMS USED TO MEASURE A STUDENT'S MASTERY OF THE SUBJECT HE OR SHE WAS REMEDIATED IN; AND THE RIGOR, DESIGN, IMPLEMENTATION, AND EFFECTIVENESS OF INDIVIDUALIZED ACADEMIC IMPROVEMENT PLANS DEVELOPED BY PUBLIC SCHOOLS AND REMEDIAL COURSES DEVELOPED BY INSTITUTIONS OF HIGHER EDUCATION.

ISP 2009-234 – REQUESTING THE ARKANSAS LEGISLATIVE COUNCIL TO DIRECT THE HOUSE INTERIM COMMITTEE ON EDUCATION TO CONDUCT A STUDY OF THE ALIGNMENT OF HIGH SCHOOL END-OF-COURSE EXAMS WITH THE ACT.

Table of Contents

| | |
|---|-----------|
| Introduction | 1 |
| Guiding Principles | 1 |
| Current Reality | 1 |
| Listing of School District End-of-Course and ACT Results by Subject..... | 3 |
| Remediation Cost..... | 10 |
| Survey Data..... | 16 |
| Placement and Exams..... | 16 |
| Policy | 17 |
| Number of Students Being Remediated | 18 |
| How many students were remediated at your campus during the 2009-2010 academic year in the following areas..... | 18 |
| How are these students doing? | 18 |
| What are you doing for your instructors?..... | 20 |
| Costs of Remediation | 21 |
| Maps..... | 23 |
| Current Law and Policy Regarding Postsecondary Remediation | 25 |
| Arkansas K-12 Assessment | 27 |
| End-of-Course Exams | 28 |
| Student Academic Improvement Plans | 29 |
| ACT | 29 |
| National Assessment of Educational Progress | 30 |
| College Readiness Measures | 31 |
| Arkansas Department of Education..... | 31 |
| Florida – Postsecondary Education Readiness Test..... | 31 |
| ACT Research..... | 31 |
| SAT Research..... | 32 |
| Best Practices | 33 |
| K-12..... | 33 |
| Oakdale Middle School – Rogers | 33 |
| Arkadelphia..... | 33 |
| El Dorado..... | 34 |
| Sheridan | 34 |
| Higher Education..... | 35 |
| In-state 2 Year Institutions..... | 35 |
| 4 Year Institutions..... | 36 |
| Other States | 37 |
| Tennessee..... | 37 |
| Texas..... | 39 |
| Indiana..... | 40 |
| Virginia..... | 40 |

| | |
|---|-----------|
| Research Reviewed | 40 |
| Building Foundations for Student Readiness – NCPR | 40 |
| Conley | 40 |
| SREB – No Time to Waste | 41 |
| Education Trust – Kati Haycock | 41 |
| Act 971 of 2009..... | 44 |
| Remediation and End-of-Course/ACT ISP IDEAS..... | 46 |
| A. Secondary Level | 46 |
| 1. Curriculum Alignment/Testing/Graduation..... | 46 |
| 2. Best Practices/Delivery Strategies | 47 |
| 3. Improving Instruction/Teacher Training | 47 |
| B. Postsecondary Level..... | 48 |
| 1. Preparation | 48 |
| 2. Accountability | 48 |
| 3. Providers | 48 |
| 4. Best Practices/Delivery Strategies | 49 |
| 5. Improving Instruction/Teacher Training | 50 |
| Appendix A - ISP 2009-233..... | 51 |
| Appendix B - ISP 2009-234..... | 54 |
| Appendix C - ADHE Recommendation Analysis..... | 56 |
| Appendix D - Higher Ed ACT Cut-off Scores..... | 59 |
| Appendix E - Placement/ Pre-tests and Post-tests (Act 971)..... | 60 |
| Appendix F - Arkansas Department of Education Responses to Legislative Questions | 62 |
| Appendix G - School District Remediation Rates..... | 72 |

INTRODUCTION

ISP 2009-233 requested that the House Interim Committee on Education and the Senate Interim Committee on Education conduct a study of remediation at both the high school level and the postsecondary level. The ISP is to address:

- remediation required as a result of end-of-course exams, high-stakes end-of-course exams, and college readiness exams;
- post-remediation retesting and exit exams used to measure a student's mastery of the corresponding subject matter; and
- the rigor, design, implementation, and effectiveness of individualized academic improvement plans developed by public schools and remedial courses developed by institutions of higher education.

ISP 2009-234 requested the Arkansas Legislative Council to direct the House Interim Committee on Education and the Senate Interim Committee on Education to conduct a study of the alignment of end-of-course exams in high school with the ACT or other college readiness exams.

The complete ISPs can be found in Appendix A and Appendix B.

GUIDING PRINCIPLES

1. The education level and per capita income levels of our citizenry are directly related.
2. All P-12 students deserve accessibility to academic and social opportunities including a curriculum leading to college and career readiness and success.
3. A rigorous P-12 education preparation is essential to college and career readiness and success.
4. P-12 assessments must be aligned to college and career readiness expectations.
5. Promising and successful P-12 strategies and best practices for college and career readiness and success must be research-based, innovative, individualized, and rigorous and involve partnerships with higher education institutions.
6. In order to decrease the amount of college remediation, radical approaches to transforming existing delivery methods must be explored and implemented as soon as possible.
7. Professional development of P-12 and higher education faculty is critical to understanding the link between successful outcomes in P-12 and college academic settings.

CURRENT REALITY

Remediation can be defined as a process of providing corrective, specialized supplemental instruction to help a student overcome academic deficiencies pursuant to their student academic improvement plan.

End-of-Course According to a July 2010 Arkansas Department of Education (ADE) press release, the Algebra I and Geometry end-of-course exams are used in the calculations to identify schools in need of improvement under the federal Elementary and Secondary Education Act (No Child Left Behind). A score of “proficient” – which is higher than a score of “pass” -- must be attained under the federal requirements. The results for the 2010 school year follow:

- On the Algebra I end-of-course exam, 73 percent of Arkansas students scored proficient or higher in January and 76 percent did so in April.
- On Geometry, 76 percent scored proficient or higher in January and 69 percent did in April.
- On Biology, 40 percent scored proficient or higher in January and 36 percent did in April.

2010 is the first year of high stakes testing for Algebra I. Of the 353 seventh-, eighth- and ninth-graders who took the exam in January, 91.5 percent passed (a lower score is required to pass than to be designated proficient), while 93 percent of the 33,093 students in those grades taking the April administration of the exam passed. Those who failed their first try will have two opportunities to undergo remediation and then retake the exam. If they still fail after three attempts, an alternative form of remediation will be made available to them and then they will take an alternative, computer-based exam.

| Algebra I-Mid-Year (January) | | | | | | Algebra I-Spring (April) | | | | |
|------------------------------|-------------|-------|------------|----------|-----------|--------------------------|-------|------------|----------|-----------|
| Year | Below Basic | Basic | Proficient | Advanced | Prof/ Adv | Below Basic | Basic | Proficient | Advanced | Prof/ Adv |
| 2010 | 8% | 18% | 46% | 27% | 73% | 5% | 18% | 44% | 32% | 76% |
| 2009 | 7% | 21% | 44% | 27% | 72% | 7% | 23% | 40% | 30% | 70% |
| 2008 | 12% | 36% | 39% | 13% | 53% | 9% | 25% | 41% | 25% | 66% |
| 2007 | 13% | 32% | 40% | 15% | 55% | 11% | 28% | 36% | 26% | 61% |
| 2006 | 12% | 37% | 44% | 8% | 52% | 12% | 24% | 37% | 28% | 65% |
| 2005 | 18% | 34% | 36% | 11% | 47% | 15% | 25% | 37% | 23% | 60% |
| 2004 | 18% | 50% | 29% | 3% | 32% | 15% | 32% | 39% | 14% | 53% |
| 2003 | 24% | 46% | 26% | 4% | 30% | 15% | 41% | 37% | 7% | 44% |
| 2002 | 42% | 49% | 9% | 1% | 10% | 21% | 42% | 30% | 7% | 37% |
| 2001 | 57% | 40% | 3% | 0% | 3% | 31% | 48% | 18% | 2% | 20% |
| Geometry-Mid-Year (January) | | | | | | Geometry-Spring (April) | | | | |
| Year | Below Basic | Basic | Proficient | Advanced | Prof/ Adv | Below Basic | Basic | Proficient | Advanced | Prof/ Adv |
| 2010 | 5% | 19% | 39% | 37% | 76% | 7% | 24% | 40% | 29% | 69% |
| 2009 | 7% | 30% | 39% | 24% | 63% | 5% | 29% | 47% | 19% | 66% |
| 2008 | 4% | 27% | 44% | 27% | 68% | 7% | 33% | 40% | 20% | 60% |
| 2007 | 10% | 30% | 38% | 23% | 61% | 10% | 30% | 36% | 23% | 59% |
| 2006 | 13% | 36% | 37% | 14% | 51% | 9% | 31% | 42% | 18% | 60% |
| 2005 | 15% | 41% | 34% | 9% | 43% | 14% | 31% | 38% | 17% | 55% |
| 2004 | 25% | 49% | 24% | 2% | 26% | 13% | 39% | 38% | 10% | 48% |
| 2003 | 33% | 45% | 20% | 2% | 22% | 17% | 43% | 35% | 4% | 39% |
| 2002 | 35% | 46% | 18% | 1% | 19% | 28% | 41% | 27% | 5% | 32% |
| 2001 | 33% | 50% | 15% | 1% | 16% | 35% | 47% | 17% | 2% | 19% |
| Biology- Mid-Year (January) | | | | | | Biology- Spring (April) | | | | |
| Year | Below Basic | Basic | Proficient | Advanced | Prof/ Adv | Below Basic | Basic | Proficient | Advanced | Prof/ Adv |
| 2010 | 18% | 43% | 33% | 7% | 40% | 22% | 42% | 29% | 7% | 36% |
| 2009 | 25% | 39% | 27% | 10% | 36% | 22% | 37% | 30% | 11% | 41% |
| 2008 | 37% | 38% | 20% | 5% | 25% | 33% | 37% | 23% | 7% | 30% |

ACT. The ACT reports **College Readiness Benchmark Scores**. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Sciences and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

| College Course/ Course Area | ACT Test | Benchmark Score |
|-----------------------------|-------------|-----------------|
| English Composition | English | 18 |
| Algebra | Mathematics | 22 |
| Social Sciences | Reading | 21 |
| Biology | Science | 24 |

Eighteen percent of the 22,523 Arkansas students taking the ACT in 2009 met all four ACT College Readiness Benchmark Scores. A large majority, 76 percent, of the 18 percent or students reported taking courses that would be considered 'Core or More'.

Source: ACT Profile Report – State Graduating Class 2009

The ACT cutoff scores at the Arkansas Institutions of Higher Education can be found Appendix D.

Listing of School District End-of-Course and ACT Results by Subject

The following tables list two different sets of data for each school district. Different students took the end-of-course tests and the ACT tests in each district. ADE has expressed concern about comparing the test results in this manner. BLR agrees and wants to demonstrate those opinions by listing the tests side by side. The two tests have different objectives and do not measure the same things. Success on one does not point toward success on the other. No statistical analyses were conducted because the results are apples and oranges. The only very limited comparison made was to show that a percentage of students on average in a particular district were considered more successful on one type of test than on the other, which was the point of the interim study. The purpose of this listing is to demonstrate that very basic **disconnect** in our K-12 assessment system and our college readiness assessment system.

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|---------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| ACADEMIC PLUS SD | 70.3 | 52.17 | EOC | 75.7 | 82.61 | ACT | 34.5 | 82.61 | ACT |
| ALMA SD | 69.7 | 68.99 | EOC | 59.7 | 77.52 | ACT | 58.9 | 81.40 | ACT |
| ALPENA SD | 94.7 | 61.11 | EOC | 63.6 | 76.77 | ACT | 54.5 | 77.78 | ACT |
| ARK. SCHOOL FOR THE BLIND | | 0.00 | | 46.2 | 0.00 | EOC | 0.00 | 0.00 | |
| ARK. SCHOOL FOR THE DEAF | 0.00 | 0.00 | | 18.2 | 0.00 | EOC | 71.4 | 0.00 | EOC |
| ARKADELPHIA SD | 78.6 | 66.67 | EOC | 54.6 | 76.77 | ACT | 33.3 | 77.78 | ACT |
| ARMOREL SD | 69.4 | 79.17 | ACT | 31 | 75.00 | ACT | 22.2 | 83.33 | ACT |
| ASHDOWN SD | 70.5 | 32.00 | EOC | 44 | 46.00 | ACT | 40.8 | 48.00 | ACT |
| ATKINS SD | 69.7 | 58.97 | EOC | 64.7 | 58.97 | EOC | 39.5 | 69.23 | ACT |
| AUGUSTA SD | 26.7 | 9.52 | EOC | 16.7 | 33.33 | ACT | 6.5 | 38.10 | ACT |
| BALD KNOB SD | 75.3 | 75.00 | EOC | 74.7 | 66.67 | EOC | 38.5 | 75.00 | ACT |
| BARTON-LEXA SD | 46.9 | 43.33 | EOC | 51.1 | 53.33 | ACT | 39.3 | 70.00 | ACT |

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| BATESVILLE SD | 86.1 | 69.49 | EOC | 72.3 | 78.81 | ACT | 58.3 | 72.88 | ACT |
| BAUXITE SD | 68 | 44.44 | EOC | 60 | 58.33 | EOC | 54.3 | 66.67 | ACT |
| BAY SD | 64.9 | 51.72 | EOC | 62.2 | 62.07 | EOC | 48.6 | 62.07 | ACT |
| BEARDEN SD | 74.5 | 33.33 | EOC | 45.7 | 51.52 | ACT | 44.2 | 54.55 | ACT |
| BEEBE SD | 68 | 67.46 | EOC | 64.4 | 73.02 | ACT | 50.5 | 78.57 | ACT |
| BENTON SD | 89.2 | 72.82 | EOC | 75.4 | 75.90 | ACT | 66.6 | 82.05 | ACT |
| BENTONVILLE SD | 93.1 | 76.89 | EOC | 85.7 | 83.02 | EOC | 72.1 | 83.73 | ACT |
| BERGMAN SD | 89.2 | 64.86 | EOC | 69.6 | 70.27 | ACT | 61.3 | 78.38 | ACT |
| BERRYVILLE SD | 74.6 | 74.47 | EOC | 47.4 | 72.34 | ACT | 47.3 | 87.23 | ACT |
| BISMARCK SD | 92.9 | 53.13 | EOC | 68.8 | 65.63 | EOC | 48.4 | 68.75 | ACT |
| BLEVINS SD | 44.2 | 30.77 | EOC | 42.9 | 61.54 | ACT | 15.6 | 61.54 | ACT |
| BLYTHEVILLE SD | 56.7 | 18.28 | EOC | 45.5 | 39.78 | EOC | 23.7 | 41.94 | ACT |
| BOONEVILLE SD | 78.3 | 61.67 | EOC | 58.8 | 80.00 | ACT | 57.3 | 81.67 | ACT |
| BRADFORD SD | 64.7 | 50.00 | EOC | 66.7 | 75.00 | ACT | 56.3 | 87.50 | ACT |
| BRADLEY SD | 75 | 50.00 | EOC | 45.7 | 58.33 | ACT | 21.9 | 58.33 | ACT |
| BRINKLEY SD | 60 | 41.18 | EOC | 17.5 | 58.82 | ACT | 27.1 | 55.88 | ACT |
| BROOKLAND SD | 72.4 | 48.08 | EOC | 61.2 | 69.23 | ACT | 76.8 | 69.23 | EOC |
| BRYANT SD | 91.3 | 64.75 | EOC | 66.8 | 73.56 | ACT | 59 | 77.39 | ACT |
| BUFFALO IS. CENTRAL SD | 78.9 | 60.71 | EOC | 59.2 | 85.71 | ACT | 25 | 67.86 | ACT |
| CABOT SD | 86.2 | 66.58 | EOC | 67.2 | 78.63 | ACT | 63.8 | 84.38 | ACT |
| CADDO HILLS SD | 86.8 | 69.57 | EOC | 56 | 69.57 | ACT | 42.4 | 73.91 | ACT |
| CALICO ROCK SD | 72.7 | 45.00 | EOC | 80.8 | 90.00 | ACT | 71.9 | 85.00 | ACT |
| CAMDEN FAIRVIEW SD | 76.1 | 32.06 | EOC | 52.6 | 48.09 | EOC | 36.5 | 51.91 | ACT |
| CARLISLE SD | 70.9 | 44.44 | EOC | 38.5 | 57.78 | ACT | 25 | 68.89 | ACT |
| CAVE CITY SD | 72.5 | 54.24 | EOC | 58.8 | 72.88 | ACT | 40.7 | 71.19 | ACT |
| CEDAR RIDGE SD | 65.6 | 44.44 | EOC | 56.5 | 72.22 | ACT | 22 | 77.78 | ACT |
| CEDARVILLE SD | 64.8 | 40.48 | EOC | 66.7 | 45.24 | EOC | 31 | 66.67 | ACT |
| CENTERPOINT SD | 75.3 | 50.00 | EOC | 50 | 61.11 | ACT | 26.3 | 69.44 | ACT |
| CHARLESTON SD | 78.4 | 66.67 | EOC | 56.5 | 61.90 | ACT | 57.9 | 69.05 | ACT |
| CLARENDON SD | 35.3 | 10.26 | EOC | 35.6 | 35.90 | ACT | 26 | 48.72 | ACT |
| CLARKSVILLE SD | 80.4 | 71.43 | EOC | 65 | 67.03 | ACT | 45 | 78.02 | ACT |
| CLEVELAND COUNTY SD | 80 | 68.89 | EOC | 65.6 | 80.00 | ACT | 46.8 | 77.78 | ACT |
| CLINTON SD | 68.4 | 65.45 | EOC | 65.9 | 76.36 | ACT | 33.3 | 78.18 | ACT |
| CONCORD SD | 80 | 37.50 | EOC | 48.4 | 68.75 | ACT | 20 | 75.00 | ACT |
| CONWAY SD | 85.9 | 69.21 | EOC | 63.7 | 76.59 | ACT | 66.9 | 82.19 | ACT |
| CORNING SD | 76.3 | 60.98 | EOC | 48.6 | 65.85 | ACT | 23.7 | 58.54 | ACT |
| COTTER SD | 90 | 54.17 | EOC | 68.3 | 66.67 | EOC | 62 | 75.00 | ACT |
| COUNTY LINE SD | 75 | 73.68 | EOC | 57.9 | 94.74 | ACT | 48 | 89.47 | ACT |
| CROSS COUNTY SD | 64.7 | 39.13 | EOC | 56.8 | 52.17 | EOC | 31.6 | 65.22 | ACT |
| CROSSETT SD | 77 | 51.52 | EOC | 44.2 | 57.58 | ACT | 18.4 | 65.66 | ACT |
| CUTTER-MORNING STAR SD | 74 | 50.00 | EOC | 45.9 | 63.64 | ACT | 24.6 | 54.55 | ACT |
| DANVILLE SD | 76.2 | 36.59 | EOC | 44.8 | 39.02 | EOC | 35.3 | 48.78 | ACT |
| DARDANELLE SD | 86.7 | 69.49 | EOC | 75 | 72.88 | EOC | 75.2 | 91.53 | ACT |
| DECATUR SD | 71.4 | 44.44 | EOC | 52.8 | 50.00 | EOC | 34.6 | 66.67 | ACT |
| DEER/MT. JUDEA SD | 72.4 | 33.33 | EOC | 44.8 | 61.11 | ACT | 50 | 77.77 | ACT |
| DELIGHT SD | 66.7 | 37.50 | EOC | 60 | 54.17 | EOC | 41.7 | 75.00 | ACT |
| DEQUEEN SD | 80.7 | 52.69 | EOC | 56.3 | 67.75 | ACT | 25.1 | 67.74 | ACT |
| DERMOTT SD | 41 | 23.08 | EOC | 14.3 | 38.46 | ACT | 6.4 | 34.62 | ACT |

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|-----------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| DES ARC SD | 66.7 | 41.67 | EOC | 59.5 | 52.78 | EOC | 50 | 47.22 | EOC |
| DEWITT SD | 65.2 | 63.04 | EOC | 44.2 | 67.39 | ACT | 41.4 | 84.78 | ACT |
| DIERKS SD | 77.1 | 68.97 | EOC | 58.3 | 72.41 | ACT | 4.3 | 72.41 | ACT |
| DOLLARWAY SD | 25 | 15.28 | EOC | 16 | 33.33 | ACT | 21.4 | 34.72 | ACT |
| DOVER SD | 68.1 | 59.42 | EOC | 56.7 | 76.81 | ACT | 40.9 | 73.91 | ACT |
| DREW CENTRAL SD | 64.8 | 51.16 | EOC | 44.3 | 46.51 | ACT | 24.4 | 53.49 | ACT |
| DUMAS SD | 53.5 | 25.35 | EOC | 42.6 | 45.07 | ACT | 17 | 47.89 | ACT |
| EARLE SD | 35.6 | 0.00 | EOC | 44.6 | 19.05 | EOC | 14.3 | 28.57 | ACT |
| EAST END SD | 88.9 | 48.72 | EOC | 58.8 | 48.72 | EOC | 42.2 | 61.54 | ACT |
| EAST POINSETT CO. SD | 82.2 | 43.24 | EOC | 58.9 | 56.76 | EOC | 20.5 | 62.16 | ACT |
| EL DORADO SD | 72.8 | 48.59 | EOC | 53.5 | 52.54 | EOC | 39.8 | 68.93 | ACT |
| ELKINS SD | 83.7 | 78.95 | EOC | 47.9 | 73.68 | ACT | 43.6 | 92.11 | ACT |
| EMERSON-TAYLOR SD | 82.7 | 67.86 | EOC | 66.7 | 57.14 | EOC | 67.6 | 60.72 | EOC |
| ENGLAND SD | 66.1 | 44.83 | EOC | 37.8 | 51.72 | ACT | 12.1 | 65.52 | ACT |
| EUREKA SPRINGS SD | 60.9 | 81.82 | ACT | 72 | 90.91 | ACT | 59.2 | 95.45 | ACT |
| FARMINGTON SD | 77.9 | 62.50 | EOC | 58.7 | 67.50 | ACT | 44.3 | 77.50 | ACT |
| FAYETTEVILLE SD | 87.7 | 78.86 | EOC | 73 | 83.71 | ACT | 62.1 | 87.14 | ACT |
| FLIPPIN SD | 69.8 | 69.77 | EOC | 62.3 | 72.09 | ACT | 54.7 | 86.05 | ACT |
| FORDYCE SD | 38.8 | 19.44 | EOC | 44.2 | 55.56 | ACT | 25.7 | 38.89 | ACT |
| FOREMAN SD | 65.9 | 55.00 | EOC | 59.3 | 70.00 | ACT | 29.7 | 70.00 | ACT |
| FORREST CITY SD | 51.1 | 23.24 | EOC | 40.6 | 37.32 | EOC | 17.9 | 40.85 | ACT |
| FORT SMITH SD | 71.9 | 64.31 | EOC | 57.1 | 70.07 | ACT | 54.6 | 75.10 | ACT |
| FOUKE SD | 62.7 | 65.71 | ACT | 50.8 | 74.29 | ACT | 43.1 | 77.14 | ACT |
| FOUNTAIN LAKE SD | 76.5 | 54.00 | EOC | 54.5 | 52.00 | EOC | 52.2 | 72.00 | ACT |
| GENOA CENTRAL SD | 82.3 | 56.52 | EOC | 53.6 | 56.52 | ACT | 50 | 73.91 | ACT |
| GENTRY SD | 78.7 | 62.50 | EOC | 68.5 | 62.50 | EOC | 44.3 | 72.92 | ACT |
| GLEN ROSE SD | 68.5 | 54.90 | EOC | 57.8 | 74.51 | ACT | 32.1 | 72.55 | ACT |
| GOSNELL SD | 72 | 56.82 | EOC | 45.2 | 61.36 | ACT | 37.8 | 65.91 | ACT |
| GRAVETTE SD | 88.7 | 68.00 | EOC | 74.5 | 74.00 | EOC | 57 | 76.00 | ACT |
| GREEN FOREST SD | 83.8 | 57.58 | EOC | 47.8 | 54.55 | ACT | 22.5 | 72.73 | ACT |
| GREENBRIER SD | 89.5 | 67.50 | EOC | 66.8 | 63.13 | EOC | 56 | 70.00 | ACT |
| GREENE CO. TECH SD | 84.4 | 60.53 | EOC | 67.9 | 80.26 | ACT | 45.7 | 75.66 | ACT |
| GREENLAND SD | 65.5 | 63.16 | EOC | 67.3 | 57.89 | EOC | 40.7 | 65.79 | ACT |
| GREENWOOD SD | 86.9 | 74.25 | EOC | 77.8 | 74.85 | EOC | 62.2 | 82.04 | ACT |
| GURDON SD | 62.4 | 56.25 | EOC | 51 | 68.75 | ACT | 31.4 | 65.63 | ACT |
| GUY-PERKINS SD | 65.8 | 70.83 | ACT | 35.1 | 70.83 | ACT | 42.2 | 87.50 | ACT |
| HAAS HALL ACADEMY | 78.6 | 92.31 | ACT | 93.3 | 76.92 | EOC | 88.6 | 84.62 | EOC |
| HACKETT SD | 83.3 | 33.33 | EOC | 39.6 | 53.33 | ACT | 31.6 | 53.33 | ACT |
| HAMBURG SD | 65.1 | 60.34 | EOC | 52.9 | 72.41 | ACT | 41.9 | 70.69 | ACT |
| HAMPTON SD | 78 | 46.34 | EOC | 44.2 | 46.34 | ACT | 27.9 | 58.54 | ACT |
| HARMONY GROVE SD (OUACHITA) | 70.9 | 47.17 | EOC | 63.6 | 64.44 | ACT | 47.5 | 58.49 | ACT |
| HARMONY GROVE SD (SALINE) | 81 | 76.32 | EOC | 50.9 | 73.68 | ACT | 50 | 81.58 | ACT |
| HARRISBURG SD | 75.9 | 41.86 | EOC | 69.4 | 46.51 | EOC | 24.6 | 51.16 | ACT |
| HARRISON SD | 74.6 | 72.03 | EOC | 64.1 | 66.43 | ACT | 56.8 | 86.01 | ACT |
| HARTFORD SD | 65.7 | 30.00 | EOC | 35.7 | 35.00 | EOC | 28.2 | 40.00 | ACT |
| HAZEN SD | 69.2 | 54.84 | EOC | 46.9 | 67.74 | ACT | 22.2 | 64.52 | ACT |
| HEBER SPRINGS SD | 87.9 | 69.62 | EOC | 67 | 69.62 | ACT | 47.2 | 72.15 | ACT |
| HECTOR SD | 80 | 73.08 | EOC | 58.3 | 84.62 | ACT | 44.2 | 80.77 | ACT |

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|-----------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| HELENA/ W.HELENA SD | 35.7 | 16.84 | EOC | 27.1 | 31.58 | ACT | 25.5 | 38.95 | ACT |
| HERMITAGE SD | 67.5 | 40.00 | EOC | 21.3 | 66.67 | ACT | 26.8 | 73.33 | ACT |
| HIGHLAND SD | 65.8 | 63.53 | EOC | 80.2 | 67.06 | EOC | 57.1 | 72.94 | ACT |
| HILLCREST SD | 75 | 58.82 | EOC | 46.5 | 52.94 | ACT | 50 | 70.59 | ACT |
| HOPE SD | 63 | 32.29 | EOC | 34.9 | 40.63 | ACT | 20.6 | 43.75 | ACT |
| HORATIO SD | 67.9 | 50.00 | EOC | 51.9 | 58.33 | ACT | 55.7 | 69.44 | ACT |
| HOT SPRINGS SD | 67 | 50.00 | EOC | 54.2 | 51.14 | EOC | 49.2 | 60.23 | ACT |
| HOXIE SD | 62 | 38.18 | EOC | 44.7 | 50.91 | ACT | 36.2 | 49.09 | ACT |
| HUGHES SD | 7.7 | 10.00 | ACT | 14.6 | 30.00 | ACT | 12.1 | 10.00 | EOC |
| HUNTSVILLE SD | 84.2 | 77.55 | EOC | 60.9 | 73.47 | ACT | 46.6 | 82.65 | ACT |
| IZARD CO. CONS. SD | 70.4 | 59.09 | EOC | 77.4 | 77.27 | EOC | 48.7 | 81.82 | ACT |
| JACKSON CO. SD | 85.7 | 43.24 | EOC | 61.1 | 62.16 | ACT | 21.4 | 78.38 | ACT |
| JASPER SD | 59.7 | 61.36 | ACT | 60.9 | 65.91 | ACT | 48.4 | 74.99 | ACT |
| JESSIEVILLE SD | 80.4 | 58.33 | EOC | 76.6 | 80.56 | ACT | 76.8 | 77.78 | ACT |
| JONESBORO SD | 73.1 | 58.70 | EOC | 59.9 | 67.39 | ACT | 38.6 | 71.74 | ACT |
| JUNCTION CITY SD | 65.6 | 43.24 | EOC | 47.5 | 56.76 | ACT | 11.5 | 45.95 | ACT |
| KIRBY SD | 50 | 40.00 | EOC | 44.4 | 53.33 | ACT | 41.9 | 80.00 | ACT |
| LAFAYETTE COUNTY SD | 66 | 29.27 | EOC | 31.1 | 21.95 | EOC | 11.1 | 46.34 | ACT |
| LAKE HAMILTON SD | 89.3 | 73.20 | EOC | 64.5 | 83.66 | ACT | 44.7 | 86.27 | ACT |
| LAKESIDE SD (CHICOT) | 50.9 | 21.05 | EOC | 36.4 | 18.42 | EOC | 20 | 28.95 | ACT |
| LAKESIDE SD (GARLAND) | 96.7 | 65.94 | EOC | 76.7 | 77.54 | ACT | 55.2 | 78.99 | ACT |
| LAMAR SD | 75.7 | 71.64 | EOC | 73.5 | 74.63 | ACT | 40.2 | 77.61 | ACT |
| LAVACA SD | 69.9 | 55.26 | EOC | 63.8 | 63.16 | EOC | 23.2 | 71.05 | ACT |
| LAWRENCE COUNTY SD | 70.7 | 57.14 | EOC | 56.1 | 71.43 | ACT | 40.6 | 73.81 | ACT |
| LEAD HILL SD | 46.2 | 35.71 | EOC | 51.7 | 71.43 | ACT | 50 | 71.43 | ACT |
| LEE COUNTY SD | 47.6 | 17.65 | EOC | 30.1 | 11.76 | EOC | 12.4 | 29.41 | ACT |
| LINCOLN SD | 64.7 | 58.62 | EOC | 53.4 | 58.62 | ACT | 42.5 | 89.66 | ACT |
| LISA ACADEMY | 88.6 | 58.33 | EOC | 85.7 | 83.33 | EOC | 56.9 | 75.00 | ACT |
| LITTLE ROCK SD | 52.9 | 33.76 | EOC | 48.9 | 50.64 | ACT | 30 | 55.72 | ACT |
| LONOKE SD | 76.9 | 41.24 | EOC | 51.3 | 46.39 | EOC | 39.3 | 58.76 | ACT |
| MAGAZINE SD | 96.4 | 68.75 | EOC | 48.6 | 50.00 | ACT | 51.9 | 75.00 | ACT |
| MAGNET COVE SD | 84.2 | 59.46 | EOC | 55.6 | 62.16 | ACT | 58.7 | 86.49 | ACT |
| MAGNOLIA SD | 61.9 | 61.62 | EOC | 38.5 | 66.49 | ACT | 37.2 | 70.81 | ACT |
| MALVERN SD | 84.8 | 60.87 | EOC | 51 | 55.07 | ACT | 43.3 | 62.32 | ACT |
| MAMMOTH SPRING SD | 73.7 | 60.87 | EOC | 66.7 | 69.57 | ACT | 44.1 | 78.26 | ACT |
| MANILA SD | 79.7 | 54.76 | EOC | 48.7 | 61.90 | ACT | 54.1 | 61.90 | ACT |
| MANSFIELD SD | 79 | 66.67 | EOC | 60.9 | 69.23 | ACT | 33.8 | 69.23 | ACT |
| MARION SD | 84.6 | 57.14 | EOC | 65.6 | 62.14 | EOC | 45.3 | 67.14 | ACT |
| MARKED TREE SD | 90.2 | 60.00 | EOC | 75.7 | 65.00 | EOC | 38.5 | 65.00 | ACT |
| MARMADUKE SD | 79.2 | 47.06 | EOC | 56.4 | 61.76 | ACT | 54.9 | 64.71 | ACT |
| MARVELL SD | 51.3 | 21.05 | EOC | 31.1 | 31.58 | ACT | 24.4 | 36.84 | ACT |
| MAYFLOWER SD | 64 | 29.55 | EOC | 44 | 59.09 | ACT | 40.8 | 72.73 | ACT |
| MAYNARD SD | 44.2 | 57.14 | ACT | 43.2 | 71.43 | ACT | 29.5 | 92.86 | ACT |
| MCCRORY SD | 88.6 | 66.67 | EOC | 71.8 | 80.95 | ACT | 58.7 | 61.90 | ACT |
| MCGEHEE SD | 81.6 | 37.93 | EOC | 50 | 55.17 | ACT | 41.8 | 56.90 | ACT |
| MELBOURNE SD | 72.5 | 52.63 | EOC | 75.4 | 65.79 | EOC | 54.9 | 71.05 | ACT |
| MENA SD | 75.7 | 78.22 | ACT | 66.2 | 78.22 | ACT | 63.3 | 78.22 | ACT |
| MIDLAND SD | 60.5 | 77.78 | ACT | 50 | 88.89 | ACT | 46.9 | 83.33 | ACT |

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|-----------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| MINERAL SPRINGS SD | 74.4 | 32.14 | EOC | 38.5 | 42.31 | ACT | 17.1 | 46.15 | ACT |
| MONTICELLO SD | 77.2 | 46.99 | EOC | 63.9 | 51.81 | EOC | 47.3 | 59.04 | ACT |
| MOUNT IDA SD | 87.8 | 67.65 | EOC | 50 | 52.94 | ACT | 44.4 | 76.47 | ACT |
| MOUNTAIN HOME SD | 82.2 | 67.27 | EOC | 73 | 80.61 | ACT | 52.4 | 85.45 | ACT |
| MOUNTAIN PINE SD | 68.8 | 50.00 | EOC | 58.7 | 61.54 | ACT | 44.4 | 50.00 | ACT |
| MOUNTAIN VIEW SD | 83.3 | 72.60 | EOC | 67 | 73.97 | ACT | 57.9 | 80.83 | ACT |
| MOUNTAINBURG SD | 77.3 | 48.15 | EOC | 61.2 | 48.15 | EOC | 45.5 | 62.96 | ACT |
| MT. VERNON/ENOLA SD | 75 | 66.67 | EOC | 54.8 | 60.00 | ACT | 30 | 80.00 | ACT |
| MULBERRY SD | 65.2 | 57.14 | EOC | 60 | 64.29 | ACT | 34.5 | 78.57 | ACT |
| MURFREESBORO SD | 65.2 | 38.89 | EOC | 53.3 | 66.67 | ACT | 0 | 83.33 | ACT |
| N. LITTLE ROCK SD | 52.9 | 47.81 | EOC | 58.7 | 60.35 | ACT | 28.8 | 66.77 | ACT |
| NASHVILLE SD | 66.1 | 57.14 | EOC | 63.3 | 53.97 | EOC | 30.9 | 55.56 | ACT |
| NEMO VISTA SD | 75 | 47.83 | EOC | 46.7 | 39.13 | EOC | 26.5 | 60.87 | ACT |
| NETTLETON SD | 76 | 67.20 | EOC | 58.5 | 83.20 | ACT | 54.4 | 70.40 | ACT |
| NEVADA SD | 57.9 | 47.37 | EOC | 33.3 | 57.89 | ACT | 20 | 73.68 | ACT |
| NEWPORT SD | 49.6 | 47.92 | EOC | 47.1 | 60.42 | ACT | 25.8 | 58.33 | ACT |
| NORFORK SD | 88.6 | 88.89 | ACT | 75 | 77.78 | ACT | 38.9 | 94.44 | ACT |
| NORPHLET SD | 54.3 | 36.84 | EOC | 59.1 | 36.84 | EOC | 41.7 | 42.11 | ACT |
| OMAHA SD | 70.8 | 36.84 | EOC | 50 | 47.37 | EOC | 64.3 | 63.16 | EOC |
| OSCEOLA SD | 54 | 25.00 | EOC | 26.3 | 25.00 | EOC | 28.3 | 32.69 | ACT |
| OUACHITA RIVER SD | 87.5 | 58.07 | EOC | 48.7 | 54.55 | ACT | 54 | 58.07 | ACT |
| OUACHITA SD | 83.3 | 76.47 | EOC | 75 | 76.47 | ACT | 58.1 | 64.71 | ACT |
| OZARK MOUNTAIN SD | 62.2 | 43.75 | EOC | 54.5 | 50.00 | EOC | 28.9 | 74.99 | ACT |
| OZARK SD | 68 | 71.23 | ACT | 61.8 | 72.60 | ACT | 27.4 | 87.67 | ACT |
| PALESTINE-WHEATLEY SD | 61.1 | 11.76 | EOC | 35.1 | 11.76 | EOC | 14.8 | 29.41 | ACT |
| PANGBURN SD | 77.9 | 57.58 | EOC | 56.4 | 72.73 | ACT | 60.5 | 78.79 | ACT |
| PARAGOULD SD | 81.7 | 59.55 | EOC | 66.5 | 79.78 | ACT | 36 | 80.90 | ACT |
| PARIS SD | 91.4 | 54.35 | EOC | 69 | 60.87 | EOC | 54.4 | 67.39 | ACT |
| PARKERS CHAPEL SD | 95.7 | 62.79 | EOC | 73.3 | 62.79 | EOC | 50.9 | 72.09 | ACT |
| PEA RIDGE SD | 77.4 | 63.93 | EOC | 72.9 | 65.57 | EOC | 54.2 | 75.41 | ACT |
| PERRYVILLE SD | 67.9 | 63.83 | EOC | 60.6 | 68.09 | ACT | 53.6 | 82.98 | ACT |
| PIGGOTT SD | 63.3 | 55.56 | EOC | 57.8 | 73.33 | ACT | 30 | 68.89 | ACT |
| PINE BLUFF SD | 37.4 | 29.32 | EOC | 33.2 | 44.36 | ACT | 16.1 | 53.38 | ACT |
| POCAHONTAS SD | 78.2 | 66.23 | EOC | 65.1 | 74.03 | ACT | 58.2 | 80.52 | ACT |
| POTTSVILLE SD | 80.7 | 50.79 | EOC | 58 | 60.32 | ACT | 63.1 | 84.13 | ACT |
| POYEN SD | 93.9 | 70.00 | EOC | 62.2 | 63.33 | ACT | 43.6 | 80.00 | ACT |
| PRAIRIE GROVE SD | 63.2 | 60.00 | EOC | 66.7 | 65.00 | EOC | 44.3 | 81.67 | ACT |
| PRESCOTT SD | 83.8 | 59.18 | EOC | 40.7 | 59.18 | ACT | 17.9 | 63.27 | ACT |
| PULASKI CO. SPEC. SD | 57.2 | 41.41 | EOC | 47.5 | 55.33 | ACT | 24.2 | 59.79 | ACT |
| QUITMAN SD | 73.8 | 58.82 | EOC | 54.2 | 76.47 | ACT | 34 | 58.82 | ACT |
| RECTOR SD | 56.3 | 47.83 | EOC | 58.5 | 60.87 | ACT | 37 | 60.87 | ACT |
| RIVERSIDE SD | 51.3 | 37.50 | EOC | 52.2 | 66.67 | ACT | 17.9 | 66.67 | ACT |
| RIVERVIEW SD | 70.1 | 60.61 | EOC | 62.7 | 75.76 | ACT | 30.6 | 66.67 | ACT |
| ROGERS SD | 75.8 | 65.84 | EOC | 68.4 | 69.83 | ACT | 61.8 | 78.05 | ACT |
| ROSE BUD SD | 51.8 | 55.10 | ACT | 54.4 | 55.10 | ACT | 32.5 | 73.47 | ACT |
| RUSSELLVILLE SD | 81.6 | 72.02 | EOC | 66.7 | 80.25 | ACT | 56 | 86.01 | ACT |
| SALEM SD | 79.3 | 76.32 | EOC | 67.4 | 81.58 | ACT | 56 | 81.58 | ACT |
| SCRANTON SD | 84.6 | 62.50 | EOC | 65.4 | 81.25 | ACT | 74.1 | 75.00 | ACT |

| 2009 DISTRICT | Percent Proficient or > EOC Algebra 1 | Percent 19 or > ACT Math | Test with Higher Percent | Percent Proficient or > EOC Literacy | Percent 19 or > ACT English | Test with Higher Percent | Percent Proficient or > EOC Biology 1 | Percent 19 or > ACT Science | Test with Higher Percent |
|-------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------------------|-----------------------------|--------------------------|---------------------------------------|-----------------------------|--------------------------|
| SEARCY COUNTY SD | 57 | 65.85 | ACT | 60.8 | 70.73 | ACT | 37.7 | 80.49 | ACT |
| SEARCY SD | 95.7 | 71.96 | EOC | 80.9 | 73.02 | EOC | 72.2 | 75.13 | ACT |
| SHERIDAN SD | 89.7 | 62.50 | EOC | 56.6 | 70.39 | ACT | 49 | 80.92 | ACT |
| SHIRLEY SD | 56.7 | 28.57 | EOC | 66.7 | 33.33 | EOC | 50 | 42.86 | EOC |
| SILOAM SPRINGS SD | 74.8 | 74.58 | EOC | 56.7 | 70.34 | ACT | 40.6 | 77.12 | ACT |
| SLOAN-HENDRIX SD | 60.8 | 59.09 | EOC | 62.5 | 81.82 | ACT | 34.4 | 86.36 | ACT |
| SMACKOVER SD | 69.4 | 43.24 | EOC | 55.4 | 54.05 | EOC | 33.9 | 62.16 | ACT |
| SO. CONWAY CO. SD | 77.3 | 47.92 | EOC | 57 | 58.33 | ACT | 48.8 | 62.50 | ACT |
| SO. MISS. COUNTY SD | 63.5 | 42.86 | EOC | 46.4 | 50.00 | ACT | 25 | 69.05 | ACT |
| SOUTH SIDE SD (VAN BUREN) | 69.2 | 80.00 | ACT | 64.5 | 73.33 | ACT | 75 | 93.33 | ACT |
| SOUTHSIDE SD (INDEPENDENCE) | 80 | 61.67 | EOC | 51.6 | 56.67 | ACT | 41.9 | 70.00 | ACT |
| SPRING HILL SD | 94.1 | 33.33 | EOC | 62.2 | 61.90 | EOC | 43.3 | 66.67 | ACT |
| SPRINGDALE SD | 70.6 | 69.96 | EOC | 58.8 | 66.90 | ACT | 40.5 | 79.81 | ACT |
| STAR CITY SD | 87.4 | 51.72 | EOC | 51.3 | 64.37 | ACT | 33.6 | 63.22 | ACT |
| STEPHENS SD | 34.6 | 29.41 | EOC | 12.9 | 29.41 | ACT | 23.5 | 47.06 | ACT |
| STRONG-HUTTIG SD | 46.6 | 19.23 | EOC | 2.7 | 30.77 | ACT | 12.1 | 38.46 | ACT |
| STUTTGART SD | 79.4 | 45.12 | EOC | 50.4 | 54.88 | ACT | 33.9 | 62.20 | ACT |
| TEXARKANA SD | 52.8 | 42.50 | EOC | 39.4 | 43.33 | ACT | 15.8 | 45.83 | ACT |
| TRUMANN SD | 72.2 | 53.45 | EOC | 57.8 | 74.14 | ACT | 42.7 | 70.69 | ACT |
| TURRELL SD | 15.4 | 0.00 | EOC | 9.1 | 8.33 | EOC | 4.8 | 0.00 | EOC |
| TWIN RIVERS SD | 44.8 | 56.00 | ACT | 28.1 | 56.00 | ACT | 26.5 | 55.99 | ACT |
| TWO RIVERS SD | 73.6 | 22.73 | EOC | 51.7 | 50.00 | EOC | 43.5 | 45.45 | ACT |
| VALLEY SPRINGS SD | 87.2 | 69.23 | EOC | 82.2 | 78.85 | EOC | 53 | 80.77 | ACT |
| VALLEY VIEW SD | 91.2 | 76.40 | EOC | 82.1 | 79.78 | EOC | 62 | 83.15 | ACT |
| VAN BUREN SD | 72.7 | 75.53 | ACT | 66.8 | 66.67 | EOC | 48.9 | 81.86 | ACT |
| VAN COVE SD | 55.6 | 42.86 | EOC | 71.8 | 57.14 | EOC | 25 | 50.00 | ACT |
| VILONIA SD | 85.9 | 66.86 | EOC | 73.2 | 75.00 | ACT | 53.3 | 77.33 | ACT |
| VIOLA SD | 82.6 | 90.00 | ACT | 71 | 80.00 | ACT | 56.7 | 90.00 | ACT |
| WALDRON SD | 78.9 | 41.43 | EOC | 62.7 | 65.71 | ACT | 26 | 75.71 | ACT |
| WARREN SD | 64.1 | 28.57 | EOC | 21.8 | 42.86 | ACT | 28.1 | 41.27 | ACT |
| WATSON CHAPEL SD | 52.7 | 32.58 | EOC | 42.5 | 58.33 | ACT | 30.6 | 65.91 | ACT |
| WEINER SD | 55.2 | 59.26 | ACT | 80 | 77.78 | EOC | 39.1 | 66.67 | ACT |
| WEST FORK SD | 84.6 | 56.82 | EOC | 70 | 70.45 | ACT | 30.8 | 81.82 | ACT |
| WEST MEMPHIS SD | 44.7 | 43.75 | EOC | 33.4 | 45.45 | ACT | 21.5 | 47.16 | ACT |
| WEST SIDE SD (CLEBURNE) | 75 | 40.91 | EOC | 47.8 | 59.09 | ACT | 20 | 72.73 | ACT |
| WESTERN YELL CO. SD | 57.6 | 28.57 | EOC | 44.1 | 50.00 | ACT | 7.7 | 42.86 | ACT |
| WESTSIDE CONS. SD (CRAIGHEAD) | 82.8 | 58.33 | EOC | 63.2 | 71.67 | ACT | 50.8 | 80.00 | ACT |
| WESTSIDE SD (JOHNSON) | 75.7 | 55.00 | EOC | 40.4 | 40.00 | EOC | 40 | 65.00 | ACT |
| WHITE CO. CENTRAL SD | 47.6 | 46.43 | EOC | 52.4 | 75.00 | ACT | 46.7 | 67.86 | ACT |
| WHITE HALL SD | 78.9 | 61.84 | EOC | 57.1 | 74.34 | ACT | 43.2 | 77.63 | ACT |
| WICKES SD | 65.5 | 35.29 | EOC | 61.8 | 52.94 | EOC | 37 | 47.06 | ACT |
| WONDERVIEW SD | 66.7 | 44.44 | EOC | 64.7 | 55.56 | EOC | 68.8 | 55.56 | EOC |
| WOODLAWN SD | 77.6 | 51.28 | EOC | 45.5 | 56.41 | ACT | 61.9 | 82.05 | ACT |
| WYNNE SD | 85.6 | 65.57 | EOC | 57.6 | 72.95 | ACT | 24.7 | 78.69 | ACT |
| YELLVILLE-SUMMIT SD | 70.5 | 55.56 | EOC | 54.4 | 57.78 | ACT | 69.9 | 75.56 | ACT |

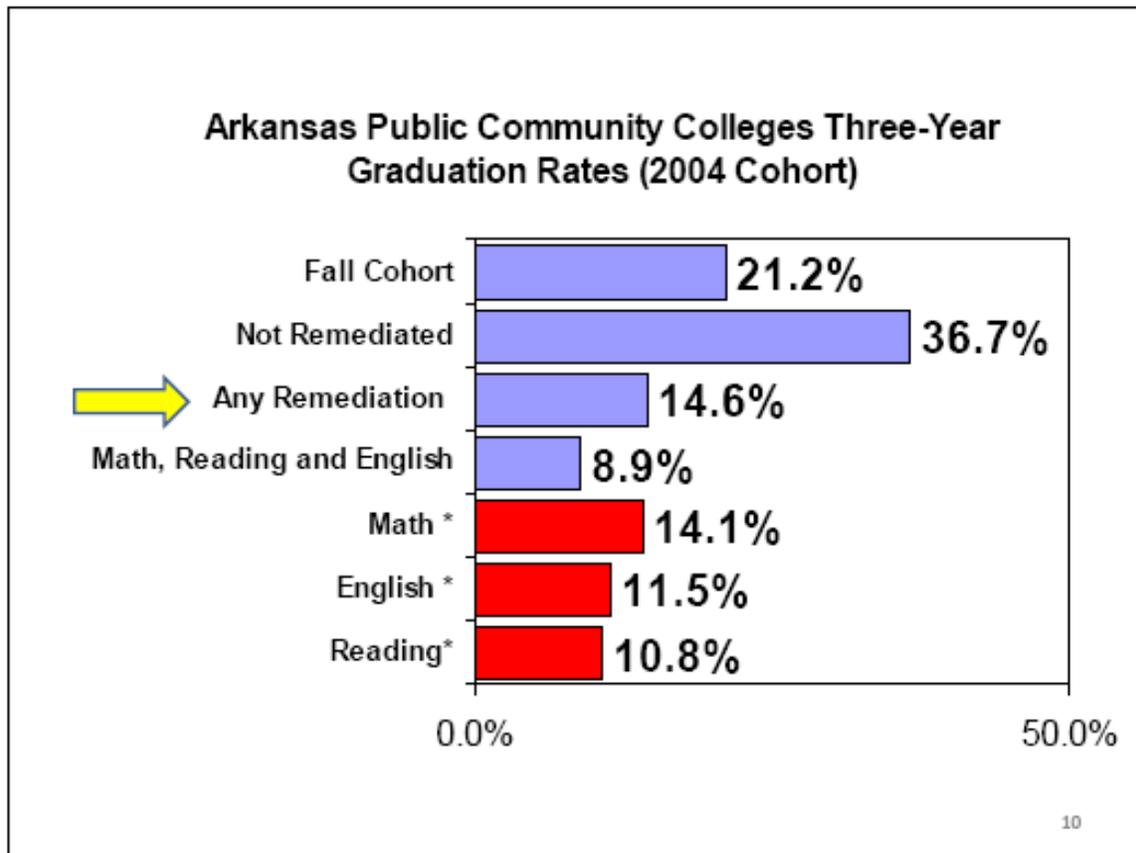
Remediation. According to Arkansas Department of Higher Education (ADHE), remediation at Arkansas's institutions of higher education increased from 51.3 percent in 2008 to 54.6 percent in 2009 – a rise of 3.3 percentage points in one year. The cost of remediation for 2008 was \$65 million, which is approximately 10 percent of the total general revenue funding for institutions of higher education. The percentage at four-year institutions was 40.4 percent and 75.8 percent at two-year institutions.

Of the students in remediation, 32.9 percent needed remediation in one subject, 30.6 percent were placed in remediation in two subjects and 36.5 percent were placed in remediation in all three subjects. For students who were placed in remediation in only one subject area, 77.5 percent were assigned in mathematics, 12.4 percent in English and 10 percent in reading.

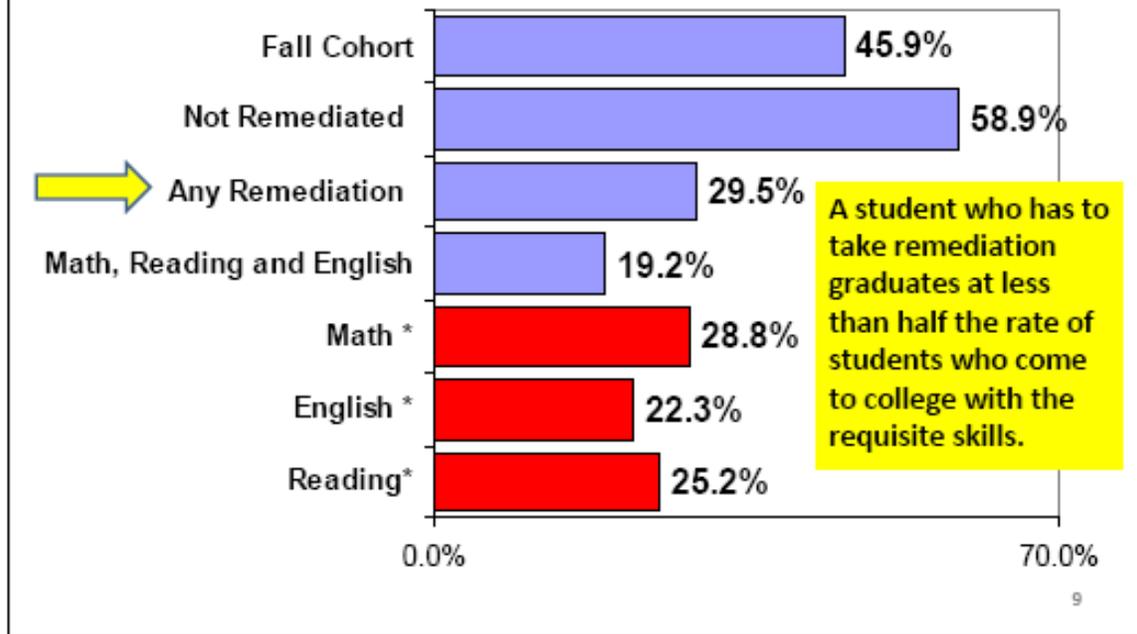
The percentage of university students with no remediation ranged from 88.5 percent at the University of Arkansas to 8.6 percent at the University of Arkansas at Pine Bluff. Among the state's colleges, the range was from 45.8 percent at Southeast Arkansas College to 11.7 percent at Mid-South Community College. The remediation rate is 24.7 percent for high school graduates with 3.0 GPA or higher.

The remediation rate for 4 year students with GEDs is 85.9, two-years is 87.1 and overall for public IHEs is 86.8 percent. If remediation is needed in two or more subjects, the chance of success is greatly diminished at both community colleges and public universities as shown in the following two charts from ADHE.

Remediation rates for each Arkansas school district can be found in Appendix G.



Arkansas Public Universities Six-Year Graduation Rates (2001 Cohort)



Remediation Cost

The cost of remediation to the state is high, and the return on that investment is low, according to the number of students taking remedial courses who graduate. The total expenditures in 2008 for remediation were \$65.7 million. The numbers for 2010 were not available at the time of this report. The table below shows the remediation breakout by institution of higher education. This is followed by information on the methodology for calculating remediation costs from ADHE.

TABLE D

**Institutional Revenue, Expenditures, and
General Revenue Subsidy for Remediation
In Fiscal Year 2007-08**

| | Total Revenue | Total Expenditure | General Revenue Subsidy | Gen. Rev. % of Total Exp. |
|--------------------|----------------------|--------------------------|--------------------------------|----------------------------------|
| ASUJ | \$2,666,553 | \$3,408,463 | \$741,910 | 21.77% |
| ATU | \$1,917,299 | \$2,654,136 | 736,837 | 27.76% |
| HSU | \$883,370 | \$1,303,795 | 420,425 | 32.25% |
| SAUM | \$1,298,375 | \$1,926,198 | 627,823 | 32.59% |
| UAF | \$972,625 | \$1,321,549 | 348,924 | 26.40% |
| UAFS | \$1,945,735 | \$2,916,662 | 970,927 | 33.29% |
| UALR | \$1,675,268 | \$2,474,798 | 799,530 | 32.31% |
| UAM | \$773,216 | \$1,590,863 | 817,647 | 51.40% |
| UAPB | \$2,716,096 | \$3,853,865 | 1,137,769 | 29.52% |
| UCA | \$1,051,276 | \$2,348,207 | 1,296,931 | 55.23% |
| Sub Total | \$15,899,813 | \$23,798,536 | \$7,898,723 | 33.19% |
| ANC | 1,111,499 | 1,840,173 | 728,674 | 39.60% |
| ASUB | 1,249,161 | 2,043,836 | 794,675 | 38.88% |
| ASUMH | 319,779 | 642,380 | 322,601 | 50.22% |
| ASUN | 190,191 | 347,326 | 157,136 | 45.24% |
| BRTC | 1,899,760 | 2,803,434 | 903,675 | 32.23% |
| CCCUA | 768,916 | 1,357,443 | 588,527 | 43.36% |
| EACC | 1,329,102 | 2,151,411 | 822,309 | 38.22% |
| MSCC | 1,478,917 | 2,423,713 | 944,796 | 38.98% |
| NAC | 563,216 | 1,192,316 | 629,100 | 52.76% |
| NPCC | 1,547,351 | 2,449,545 | 902,194 | 36.83% |
| NWACC | 2,289,027 | 3,049,370 | 760,343 | 24.93% |
| OTC | 601,873 | 894,498 | 292,625 | 32.71% |
| OZC | 489,809 | 978,488 | 488,679 | 49.94% |
| PCCUA | 1,970,837 | 3,397,458 | 1,426,620 | 41.99% |
| PTC | 4,485,872 | 6,214,361 | 1,728,489 | 27.81% |
| RMCC | 596,402 | 979,837 | 383,435 | 39.13% |
| SACC | 1,004,614 | 1,699,914 | 695,301 | 40.90% |
| SAUT | 148,103 | 733,801 | 585,698 | 79.82% |
| SEAC | 1,227,181 | 2,306,606 | 1,079,424 | 46.80% |
| UACCB | 1,053,064 | 1,575,336 | 522,272 | 33.15% |
| UACCH | 492,430 | 986,896 | 494,466 | 50.10% |
| UACCM | 1,040,914 | 1,815,067 | 774,152 | 42.65% |
| Sub Total | \$25,858,017 | \$41,883,207 | \$16,025,190 | 38.26% |
| Grand Total | \$41,757,830 | \$65,681,743 | \$23,923,913 | 36.42% |

CALCULATION OF REMEDIATION EXPENDITURES

DIRECT COSTS (Unrestricted and Restricted):

Department Costs allocated to Course:

- Faculty salaries are allocated based on total number of credit hours of remedial courses taught to their entire teaching load.
- The rest of that department's (e.g. math department) expenses are allocated based on ratio of remedial SSCH to total SSCH produced by that department. This includes department administrators, student help, extra help, equipment, and M&O expenses.

INDIRECT COSTS (Unrestricted and Restricted) :

Institution Costs allocated to Course:

- After deducting both direct and indirect expenditures for research and public service, the rest of the institution's E&G expenditures (includes transfers) are allocated based on the ratio of remedial SSCH to total SSCH for the entire institution.

Examples are these indirect costs are:

Library
Human Resources/Payroll
Purchasing
Chancellor/President & VPs
Insurance
Counseling Center
Disability Support Services
Financial Aid
Registrar/Admissions
Police
Grounds & Building Maintenance
Utilities

8. Department Indirect Expenditures allocated to each course based on course SSCH as a percentage of Department SSCH.
9. Course Direct & Indirect expenditures added together to get Total Expenditures for each course. Total Research/Public Service expenditures calculated as Direct + Indirect Expenditures in each group.
10. Direct Revenue by Department are submitted on the Series 22 reports and are allocated to courses in the same manner as direct expenditures.
11. Direct Revenue for Research/Public Service are assumed to be equal to Research/Public Service E&G Restricted Fund expenditures for Research/Public Service on form 17-2.
12. Total Indirect Revenue is calculated as Total Revenue from Series 17-1 report (line 16, column A & C) less State Appropriation (17-1, line 3, column A) less total direct revenue as submitted on series 22.
13. Research Indirect revenue calculated as Research Direct Revenue divided by Total revenue from series 17-1 multiplied by the total Indirect Revenue calculated in step 12. Public Service Indirect Revenue calculated in the same manner.
14. Remaining Indirect Revenue allocated to Departments by department SSCH as a percent of total institution SSCH.
15. Department Indirect Revenue allocated to courses based on course SSCH as a percent of department SSCH.
16. Course Total revenues equal direct + indirect revenue for each course. Same thing with Research/Public Service.
17. State General Revenue Subsidy for each course (and Research/Public Service) is calculated as the Course total expenditures less the course total revenues. It assumes that the total revenue and expenditures on the series 17 forms are equal.
18. Course expenditures, revenues, and general revenue subsidy are then allocated to each student that was enrolled in the course (from SIS) by student SSCH as a percent of course SSCH.
19. Expenditures, revenues, and general revenue subsidy are then applied to Degree programs by summing all expenditures, revenues, and general revenue subsidy that have been allocated to each student, based on the students declared major (from SIS).

Description of Uniform Reporting Program

Where does the data come from?

All student data is taken directly from the Student Information System (SIS), which is kept by the ADHE Research & Planning department. Data in the SIS is submitted by the registrar's office at each institution.

Financial Data is a combination of the Series 17 Financial Statements, the Series 22 Departmental Expenses/Revenues, and a series of Indirect Expenditure/Revenue calculations performed by a computer program.

What does the computer program do to the data?

The computer program was written in the mid-90's and updated in 2000. The steps performed in the program to arrive at the reports in the book:

1. Direct expenditures by Department are submitted on the Series 22 Reports.
2. The Department Direct expenditures are then allocated to each course taught in that department. The allocation is based on course SSCH as a percentage of departmental SSCH. Added to those expenditures are the Teaching Salaries and Benefits, which are taken from the SIS. The SIS lists all the courses taught by each instructor and the computer divides the instructor salary and benefits equally to each course taught by the instructor.
3. Research and Public Service Direct Expenditures are taken from the Series 17 report (form 17-2, line 2 & 3, column A & C).
4. By adding the direct expenditures for each course together, along with the direct expenditures for Research and Public Service, you arrive at the Total Direct Expenditures.
5. The total Indirect Expenditures are calculated as the total E&G expenditures and transfers from the Series 17 (form 17-2, line 21, column A & C) less the total direct expenditures calculated in the previous steps.
6. Indirect Expenditures for Research are calculated as Research Direct Expenditures divided by total E&G expenditures and transfers multiplied by the total indirect expenditures from step 5. Indirect expenditures for Public Service are calculated in the same manner, substituting Public Service for Research direct expenditures.
7. Indirect Expenditures allocated to Departments. Total Indirect Expenditures less Research/Public Service Indirect expenditures allocated to department based on department SSCH as a percentage of total institution SSCH.

Calculation of Course Costs

1. Add Direct Course Expenditures (Step #4a on Calculation of Direct Expenditures) + Indirect Course Expenditures (Step #1 on Calculation of Indirect Expenditures) = Total Course Expenditures.
2. Total Research and Public Service (Direct and Indirect)

Calculation of Indirect Expenditures

1. Total Indirect Expenditures = Total E & G Expenditures – Total Direct Expenditures (Step #7 on previous slide)
2. Total Indirect Expenditures for Research = $\text{Direct Research Expenditures} / (\text{Total E\&G Expenditures} + \text{Transfers}) \times \text{Indirect Total Expenditures}$
3. Total Indirect Expenditures for Public Service = Same calculation as Indirect Research
 - a. Allocation of indirect expenditures calculated in Step 1 – 3
 - b. Department Indirect Exp. Allocation = $\text{Indirect Exp. From Step 1} = \text{Dept. SSCH} / \text{Institution SSCH} \times \text{Indirect Expenditures}$
 - c. Course Indirect Exp. Allocation = $\text{Department Indirect Exp.} \times \text{Course SSCH} / \text{Dept SSCH}$

Calculation of Direct Expenditures

1. Direct Expenditures are entered by department (example Math Department).
 - a. Direct Expenditures for Department = \$500,000
 - b. Total Student Semester Credit Hours (SSCH) for Department = 10,000 SSCH
2. Direct Expenditures for Department are allocated to Courses based on SSCH.
 - a. Example: Remedial Math = 300 SSCH
 - b. Allocation: $\text{Course SSCH} / \text{Dept SSCH} \times \text{Direct Exp.} = 300 / 10,000 \times \$500,000 = \$15,000$
3. Add Teaching Salaries and Benefits.
 - a. Faculty Salary & Benefits/SSCH taught by Faculty = $\$45,000 / 5 \text{ Courses} = \$9,000 / \text{Course}$
 - b. Remedial Math Course Cost = \$9,000
4. Total All Direct Expenditures for Remedial Math Course:
General Direct Expenditures \$15,000 + Teaching & Benefits \$9,000 = \$24,000
5. Sum all Courses Direct Expenditures.
6. Add: Direct Expenditures for Research and Public Service.
7. Total Direct Expenditures for Department.

Survey Data

33 college and university campuses were surveyed, in order to obtain a better understanding of the remediation process. Of these campuses, one, the University of Arkansas for Medical Sciences, does not offer remedial courses. The responses from each of the 32 campuses are summarized below.

Placement and Exams

1. Are students assigned to class sections based on anything other than test scores?

| | Math | Literacy/English | Reading |
|-----|------|------------------|---------|
| No | 30 | 30 | 30 |
| Yes | 2 | 2 | 2 |

Those answering Yes said some students are self selected due to being out of the subject for too long, or they have a personal need to adequately learn the material.

2. Indicate which tests are used by your campus to place students in remedial classes in the subject areas of Math, English/Literature, and Reading.

| | |
|--------------|---|
| ACT | 31 out of 32 (In all 3 areas- Math, Eng/Lit, Reading) |
| COMPASS | 31 out of 32 (In all 3 areas- Math, Eng/Lit, Reading) |
| ASSET | 22 out of 32 (In all 3 areas- Math, Eng/Lit, Reading) |
| SAT | 17 out of 32 (In all 3 areas- Math, Eng/Lit, Reading) |
| NELSON-DENNY | 2- only SACC and NPCC used this exam for Reading |
| EXPLORE | 1- only UACCH used this exam for concurrent credit (In all 3 areas) |
| PLAN | 1- only UACCH used this exam for concurrent credit (In all 3 areas) |
| TABE | 1- only NPCC used this exam for Eng/Lit only |
| OTHER | 3-only UAF, NPCC, & NWACC for Math (instructor exam) |
| OTHER | 1-only NPCC (instructor essay) for English/Lit |

3. Of the tests utilized what are the *minimum scores* required to *avoid* remediation on your campus?

MOST OFTEN ANSWERED

| EXAM | Math | English/Lit | Reading |
|-----------|-------|-------------|---------|
| ACT | 21-19 | 19 | 19 |
| SAT | 460 | 470 | 470 |
| ASSET | 39 | 45 | 43 |
| COMPASS | 53 | 75 | 82 |
| **EXPLORE | 15 | 14 | 14 |
| **PLAN | 17 | 16 | 15 |
| *TABE | | | 12.9 |
| NELSON-D | | | 12.9 |

**Only two schools utilize Explore/Plan tests = UACCH and PCCUA

* Only one school = NPCC utilizes TABE

MINIMUM SCORES HIGHER THAN AVERAGE

| EXAM | Math | English/Lit | Reading |
|---------|------|-------------|---------|
| ACT | 21 | | |
| SAT | 990 | | 910 |
| ASSET | 43 | 44 | 44 |
| COMPASS | 71 | 81 | 89 |

MINIMUM SCORES LOWER THAN AVERAGE

| EXAM | Math | English/Lit | Reading |
|---------|------|-------------|---------|
| ACT | 19 | | |
| SAT | 430 | 450 | 420 |
| ASSET | | 42 | 41 |
| COMPASS | 36 | | 81 |

4. Indicate the methodology used for determining **successful completion** of a remedial course?

| Number of campus responses for each area | Math | English/Lit | Reading |
|---|------|-------------|---------|
| Course Grade | 30 | 31 | 31 |
| Final Exam | 12 | 11 | 11 |
| Standardized Test (i.e. ASSET, COMPASS, etc.) | 10 | 12 | 14 |
| *Other | 7 | 2 | 2 |

*Labs, Plato completion, Common Exam, instructor-based exam.

Policy

1. Are there policies or guidelines in place to address situations where students fail to attend class?

| | Math | English/Lit | Reading |
|-----|------|-------------|---------|
| No | 3 | 5 | 5 |
| Yes | 28 | 26 | 26 |

Those answering Yes, noted that university policies are followed in order to ensure attendance for all classes. Majority of schools noted that they follow Early Alert Programs, or Early Warning Programs that would inform the student and advisor of the students' failure to meet academic attendance policy.

2. Are there policies or guidelines in place to address situations where students fail to do assigned work?

| | Math | Literacy/English | Reading |
|-----|------|------------------|---------|
| No | 7 | 7 | 7 |
| Yes | 25 | 25 | 25 |

For those answering Yes, a reference to the Instructor Syllabus was noted.

Number of Students Being Remediated

Each campus responded to the following questions based on the number of students in remedial courses due to placement in courses based on their test scores, or based on self placement. Note that only 14 campuses responded to the self-placement

How many students were remediated at your campus during the 2009-2010 academic year in the following areas

| | Math | | English/Lit | | Reading | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
| | Test scores | By choice | Test scores | By choice | Test scores | By choice |
| Total Duplicated | 40,106 | 1,309 | 14,033 | 632 | 11,178 | 631 |
| 1 st time Freshmen Duplicated | 11,595 | 258 | 5,883 | 166 | 5,138 | 77 |
| Non-Traditional Duplicated | 28,130 | 1,042 | 7,922 | 440 | 5,825 | 534 |
| International Duplicated | 185 | 7 | 195 | 23 | 209 | 19 |
| | | | | | | |
| Total Unduplicated | 29,962 | 1,149 | 13,448 | 649 | 10,427 | 388 |
| 1 st time Freshmen Unduplicated | 8,380 | 228 | 5,539 | 164 | 4,631 | 75 |
| Non-Traditional Unduplicated | 20,827 | 911 | 7,465 | 457 | 5,461 | 291 |
| International Unduplicated | 139 | 7 | 182 | 23 | 191 | 19 |

How are these students doing?

1. Of the students who were remediated in 2009-2010 and **successfully completed** the coursework, how many returned for the Fall 2010-2011 semester?

| | Math | | English/Lit | | Reading | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
| | Test scores | By choice | Test scores | By choice | Test scores | By choice |
| Total Duplicated | 14,975 | 503 | 5,829 | 188 | 4,850 | 133 |
| 1 st time Freshmen Duplicated | 4,311 | 73 | 2,528 | 39 | 2,268 | 27 |
| Non-Traditional Duplicated | 10,517 | 42 | 3,327 | 145 | 2,487 | 103 |
| International Duplicated | 101 | 5 | 126 | 2 | 152 | 2 |
| | | | | | | |
| Total Unduplicated | 12,115 | 417 | 8,369 | 188 | 4,645 | 91 |
| 1 st time Freshmen Unduplicated | 3,335 | 64 | 2,346 | 48 | 2,048 | 28 |
| Non-Traditional Unduplicated | 8,619 | 344 | 3,345 | 137 | 2,562 | 61 |
| International Unduplicated | 80 | 5 | 119 | 1 | 144 | 1 |

2. Of the students who were remediated in 2009-2010 and **did Not successfully complete** the coursework, how many returned for the Fall 2010-2011 semester?

| | Math | | English/Lit | | Reading | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
| | Test scores | By choice | Test scores | By choice | Test scores | By choice |
| Total Duplicated | 8,123 | 197 | 1,512 | 40 | 1,131 | 0 |
| 1 st time Freshmen Duplicated | 2,551 | 38 | 634 | 12 | 509 | 0 |
| Non-Traditional Duplicated | 5,585 | 150 | 884 | 28 | 614 | 0 |
| International Duplicated | 45 | 0 | 8 | 0 | 11 | 0 |
| | | | | | | |
| Total Unduplicated | 5,879 | 157 | 1,423 | 36 | 1,006 | 0 |
| 1 st time Freshmen Unduplicated | 1,889 | 33 | 606 | 13 | 444 | 0 |
| Non-Traditional Unduplicated | 4,015 | 124 | 834 | 23 | 554 | 0 |
| International Unduplicated | 34 | 0 | 7 | 0 | 9 | 0 |

3. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **Math**?

| MATH | 1 level | 2 levels | 3 levels | 4 levels |
|---|---------|----------|----------|----------|
| Total Duplicated | 11,325 | 13,487 | 4,407 | 335 |
| 1 st time Fresh Duplicated | 4,049 | 4,285 | 1,360 | 65 |
| Non-Traditional Duplicated | 6,942 | 9,201 | 3,293 | 270 |
| International Duplicated | 93 | 69 | 9 | - |
| | | | | |
| Total Unduplicated | 15,960 | 16,019 | 8,328 | 2,215 |
| 1 st time Fresh Unduplicated | 4,018 | 3,675 | 1,193 | 96 |
| Non-Traditional Unduplicated | 11,359 | 12,381 | 7,422 | 2,195 |
| International Unduplicated | 78 | 54 | 5 | - |

(results of 30/32) UAF & ENCC did not answer this portion

4. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **English/Literature**?

| Eng/Lit | 1 level | 2 levels | 3 levels |
|---|---------|----------|----------|
| Total Duplicated | 7,367 | 2,697 | 39 |
| 1 st time Fresh Duplicated | 3,450 | 1,363 | 15 |
| Non-Traditional Duplicated | 3,848 | 1,368 | 24 |
| International Duplicated | 156 | 19 | |
| | | | |
| Total Unduplicated | 11,548 | 4,392 | 24 |
| 1 st time Fresh Unduplicated | 3,895 | 1,276 | 11 |
| Non-Traditional Unduplicated | 7,938 | 2,960 | 13 |
| International Unduplicated | 152 | 19 | |

(results of 28 out of 32 schools) UAF, HSU, ASUN, ENCC did not answer this portion

5. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **Reading**?

| Reading | 1 level | 2 levels | 3 levels |
|---|---------|----------|----------|
| Total Duplicated | 6,254 | 1,356 | 10 |
| 1 st time Fresh Duplicated | 3,340 | 888 | 4 |
| Non-Traditional Duplicated | 2,780 | 465 | 6 |
| International Duplicated | 174 | 23 | |
| | | | |
| Total Unduplicated | 10,431 | 3,956 | 1,427 |
| 1 st time Fresh Unduplicated | 3,764 | 1,109 | 105 |
| Non-Traditional Unduplicated | 6,432 | 2,846 | 1,322 |
| International Unduplicated | 172 | 22 | |

(results of 28 out of 32 schools) UAF, HSU, ASUN, ENCC did not answer this portion

What are you doing for your instructors?

1. Do you provide your instructors with copies of student assessments and diagnostic tools used to determine remediation needs?

| ASSESSMENTS | Math | Literacy/English | Reading |
|------------------|------|------------------|---------|
| No | 5 | 4 | 4 |
| Yes | 27 | 27 | 26 |
| DIAGNOSTIC TOOLS | Math | Literacy/English | Reading |
| No | 17 | 16 | 16 |
| Yes | 13 | 14 | 14 |

2. If Yes, do instructors have to directly ask for the assessments or are they automatically provided to the instructor through student services, the coordinator of the remediation program, or some other campus entity?

| | Math | Literacy/English | Reading |
|-------------------------|------|------------------|---------|
| Automatically provided | 20 | 21 | 21 |
| Instructor must request | 8 | 7 | 7 |

For those responding that the instructor must request information, it was noted that transcripts were provided, but any other information must be requested by the instructor.

3. If you provide instructors with access to the student assessments and diagnostics do you also allow them extra time or extra pay to develop a plan to address each student's needs?

| | Math | Literacy/English | Reading |
|------------|------|------------------|---------|
| Extra Time | 1 | 1 | 1 |
| Extra Pay | | 1 | 1 |
| Both | | | |
| Neither | 29 | 28 | 28 |

NWACC was the only campus to note they have extra pay.

4. If you provide instructors with access to the student assessments and diagnostics, how much time prior to the beginning of the semester are these tests provided on average?

| | 4+ weeks before classes start | 3 weeks before classes start | 2 weeks before classes start | 1 week before classes start | Less than 1 week before classes start | After classes have started |
|------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|---------------------------------------|----------------------------|
| Math | 8 | 2 | 2 | 1 | 6 | 7 |
| Literacy/English | 8 | 2 | 2 | 1 | 6 | 7 |
| Reading | 8 | 2 | 2 | 1 | 6 | 7 |

5. Do instructors in your remedial classes receive any form of additional compensation for teaching remedial courses over non-remedial courses?

| | Math | Literacy/English | Reading |
|-----|------|------------------|---------|
| No | 31 | 31 | 31 |
| Yes | - | - | - |

6. Do you use a learning community approach to remedial courses so that students are with the same group of students for multiple classes in multiple subjects throughout the semester?

| | Math | Literacy/English | Reading |
|-----|------|------------------|---------|
| No | 25 | 24 | 23 |
| Yes | 7 | 8 | 9 |

For those answering Yes, students share common courses, and have linked classes. Students (especially in Eng/Lit and Reading) have combined coursework that would link classes. For Math, small groups, or instructor support was available.

Costs of Remediation

1. How much did your campus spend on the following concerning remediation by subject area during the 09-10 academic year?

| Salaries | Math | English/Lit | Reading |
|---------------------------|--------------------|--------------------|--------------------|
| Full-Time Faculty | \$4,382,797 | \$1,904,806 | \$1,767,781 |
| Part-Time Faculty | \$431,895 | \$131,881 | \$80,669 |
| Adjunct Faculty | \$1,315,375 | \$553,839 | \$469,245 |
| Graduate Students | \$188,895 | \$83,826 | \$4,000 |
| Benefits | Math | English/Lit | Reading |
| Full-Time Faculty | \$1,363,120 | \$559,912 | \$534,946 |
| Part-Time Faculty | \$30,542 | \$43,036 | \$8,167 |
| Adjunct Faculty | \$250,185 | \$105,445 | \$88,516 |
| Graduate Students | \$480 | \$553 | \$556 |
| Instructional Materials | \$495,913 | \$138,014 | \$113,916 |
| Assessment/Testing | \$48,630 | \$32,205 | \$23,206 |
| Indirect Costs (overhead) | \$562,291 | \$302,547 | \$311,522 |
| Other | \$93,886 | \$55,570 | \$48,727 |
| TOTAL | \$9,164,009 | \$3,911,635 | \$3,467,226 |

2. What was the *range* of the costs to students for **Tuition and Fees** for a remedial course by subject during the 09-10 academic year?

| | In-State | | Out-of-State | |
|-------------|----------|-------|--------------|------------|
| | Min | Max | Min | Max |
| Math | \$70 | \$808 | \$123.75 | \$1,819.50 |
| English/Lit | \$69.50 | \$808 | \$69.50 | \$1,807.35 |
| Reading | \$70 | \$808 | \$90.75 | \$1,807.35 |

** These are the **lowest** and **highest** overall.

| | | |
|-----------------------------|--------------------------|---|
| <i>In State-Lowes</i> | \$69.50-ANC, \$70-NWACC | <i>also \$73-BRTC, \$80-ASUN</i> |
| <i>In State-Highest</i> | \$808-SAU | <i>also \$715-ATU, & \$685.75-HSU</i> |
| <i>Out-of-State Lowest</i> | \$69.50-\$123.75 ANC | <i>also \$131-ASUN, \$155-NWACC</i> |
| <i>Out-of-State Highest</i> | \$1,819.50-1,870.35 UALR | <i>also \$1,433 ASUJ, \$1,327 UAF</i> |

| AVERAGES | In-State | | Out-of-State | |
|-------------|----------|-------|--------------|-------|
| | Min | Max | Min | Max |
| Math | \$318 | \$359 | \$596 | \$657 |
| English/Lit | \$317 | \$343 | \$601 | \$647 |
| Reading | \$319 | \$347 | \$602 | \$651 |

3. What was the *range* of the costs to students for **books and supplies** for a remedial course by subject during the 09-10 academic year?

| | Min | Max |
|-------------|---------|----------|
| Math | \$55 | \$406.98 |
| English/Lit | \$16 | \$181.85 |
| Reading | \$10.75 | \$189.75 |

| AVERAGE | Min | Max |
|-------------|----------|----------|
| Math | \$132.38 | \$172.34 |
| English/Lit | \$76.47 | \$103.14 |
| Reading | \$70.88 | \$84.66 |

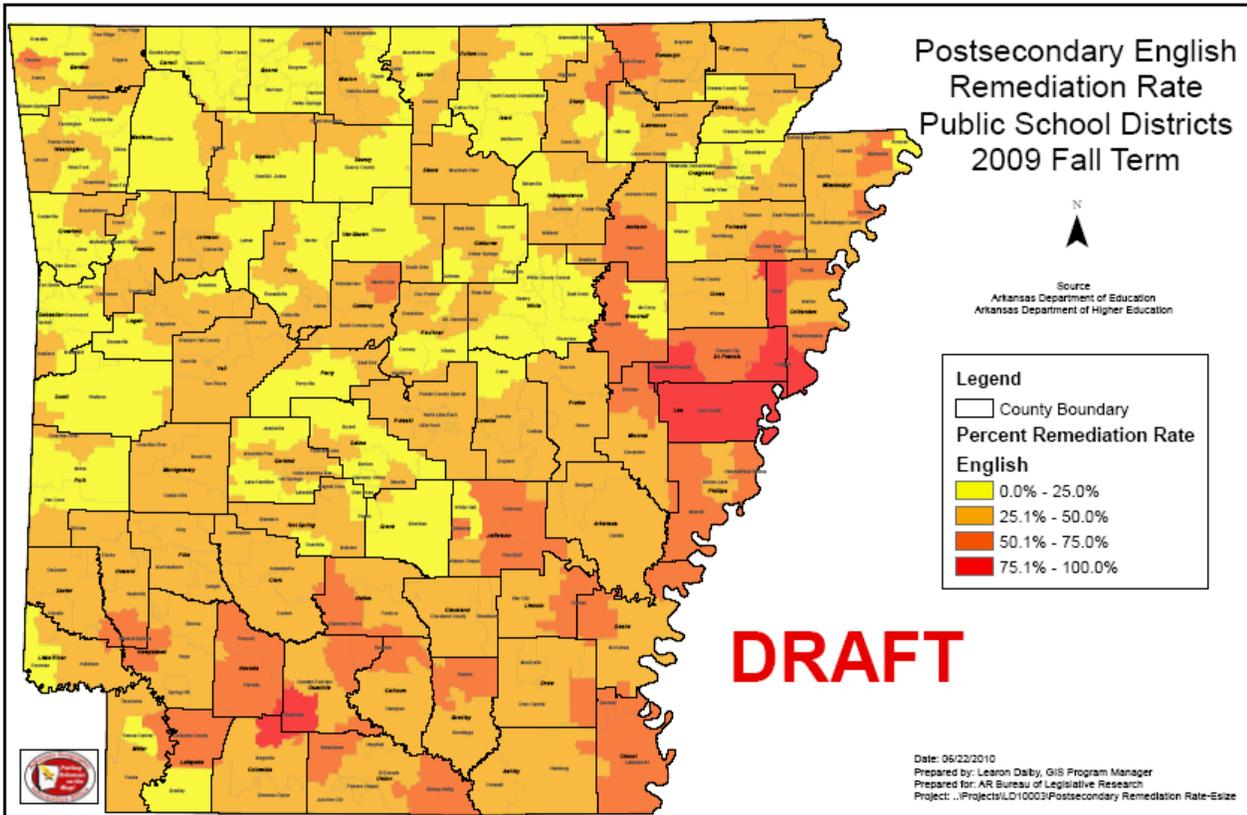
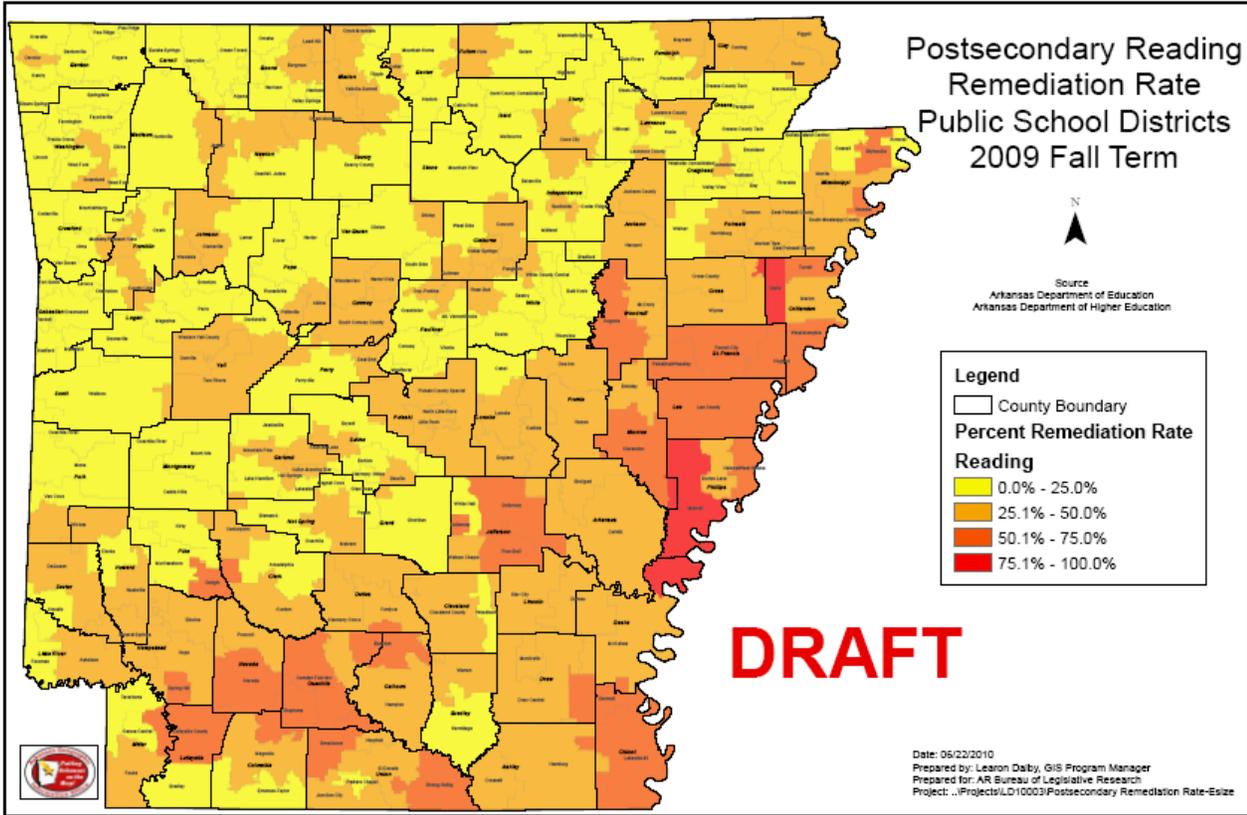
Lowest: \$55-ASUJ, \$16-UACCB, \$10.75-NPCC

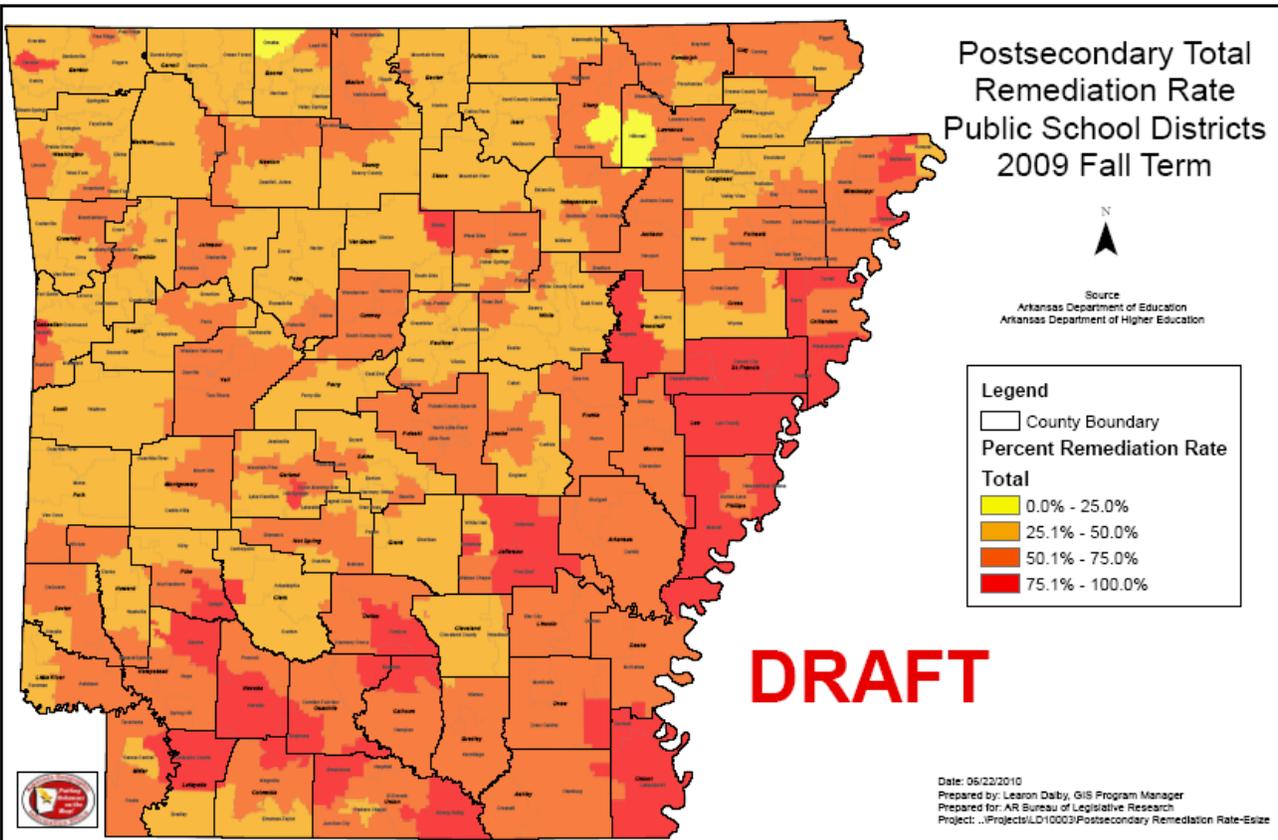
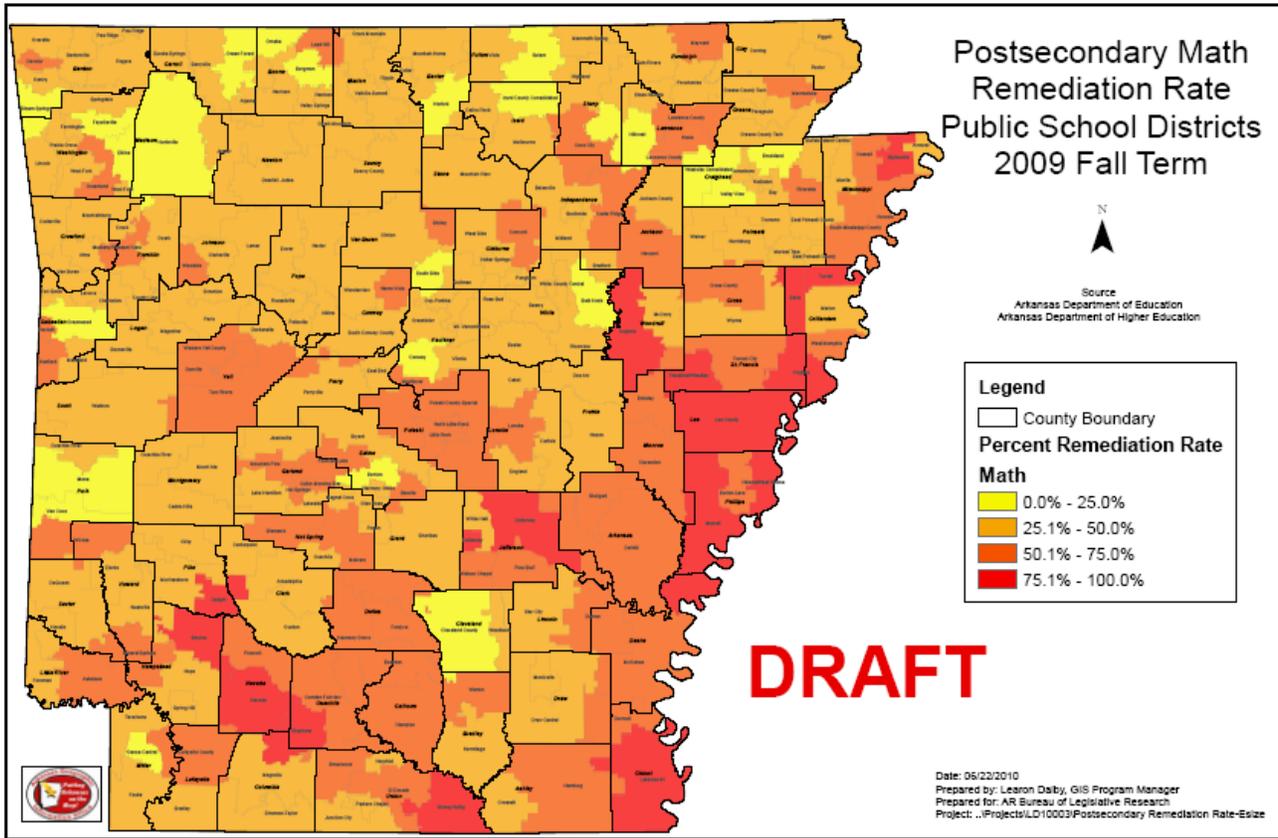
Highest: \$406.98-UAFS, \$181.85-SEARK, \$189.75-PTC

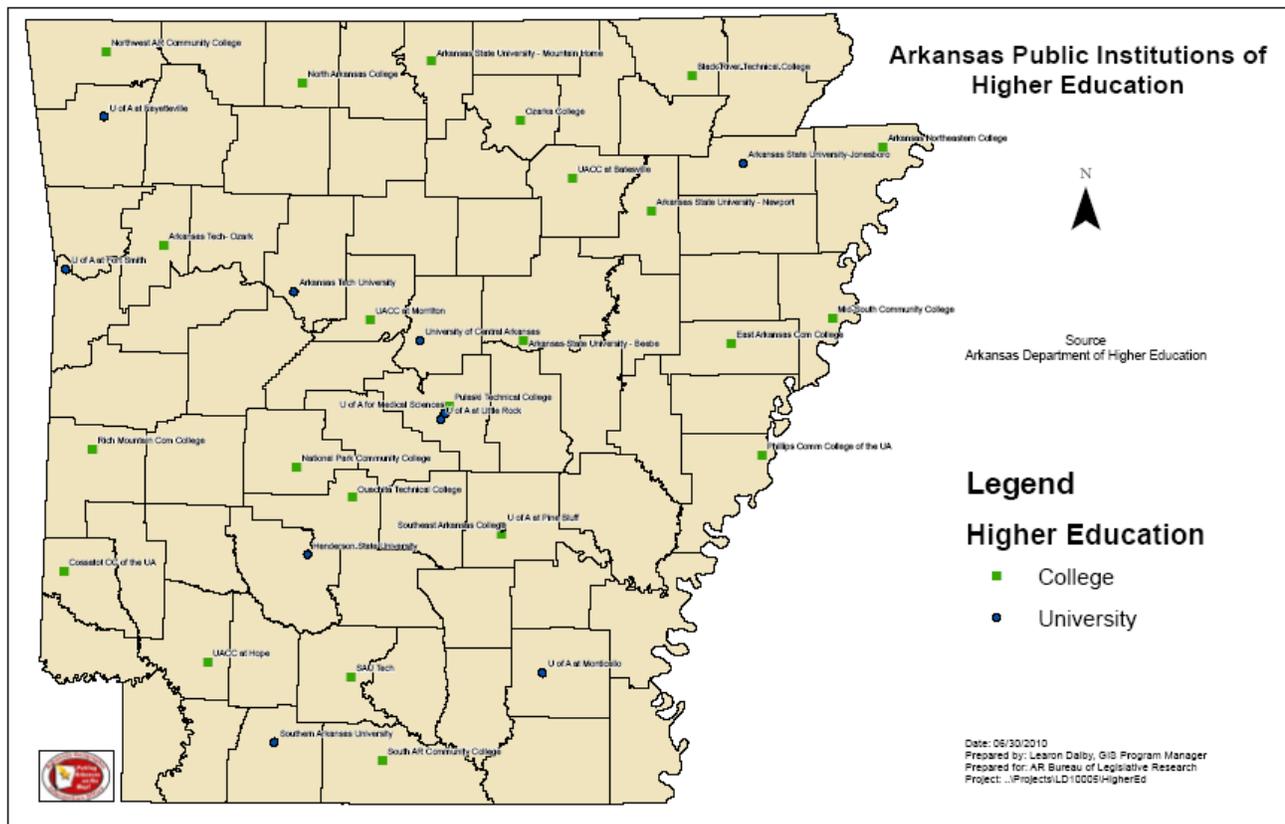
We also asked the campus to list the books utilized for these remedial courses and found that there was no common or consistent answer.

4. What was the total income to your campus from remedial courses by subject area during the 09-10 academic year?

| | In-State | Out-of-State |
|--------------|------------------------|-----------------------|
| Math | \$13,372,850.19 | \$1,419,688.86 |
| English/Lit | \$4,820,414.67 | \$747,331.79 |
| Reading | \$3,295,409.19 | \$942,676.42 |
| TOTAL | \$21,488,674.05 | \$3,109,697.07 |







CURRENT LAW AND POLICY REGARDING POSTSECONDARY REMEDIATION

The 1988 report issued by the Arkansas Business Council titled "In Pursuit of Excellence" shined a spotlight on remediation issues in Arkansas. The report called for increased support for students and highlighted the disturbing trend of high school graduates needing remediation upon entering college. Attempts have been made historically to curb the remediation problem. Act 475 of 1989 established an intensive postsecondary preparatory program for high school students, however it was voluntary (§6-16-702). The idea was to cure learning deficits before a student graduates high school and enters a postsecondary institution. Beginning in 1991, school districts began tracking information on student remediation. That same year, all institutions of higher education were required to test incoming freshmen for placement purposes (§6-61-110). Though the law requires that all incoming first-time full-time freshmen be tested for college readiness, it allows the Higher Education Coordinating Board to set the remediation cutoff scores, which they have set at 19 on the ACT. Act 1141 of 1993 required universities to reduce spending on remediation, capping the expenditures at the 1996-1997 expenditure level (§6-62-107).

Relevant Statutes:

6-16-702. Authority — Fees.

(a)(1) Public schools are hereby authorized to operate optional school programs during the summer or at other times when the regular school classes are not in session and to charge fees to students for participating in the programs.

(2) If credit is given for the courses taken in the optional programs:

(A) The teachers shall meet certification requirements for the courses taught; and

- (B) The number of hours that classes are in session shall meet the same requirements as are in effect for the same courses taught in the regular term.

(b)(1) In school districts that operate optional school programs during the summer and in districts where space is available, no fee shall be charged a student who qualifies for free or reduced-price meals and whose enrollment in an academic course is made for the purpose of remediating a deficiency in grades when the student has made a D or an F in an academic course.

- (2) Other courses offered in summer school for academic credit may be taken without fees being charged, as space is available, by students who qualify for free or reduced-price meals.

6-61-110. Testing of entering freshmen for remedial courses.

(a) A first-time entering freshman at a state-supported institution of higher education who is admitted to enroll in an associate or a bachelor's degree program shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics.

(b) Remedial courses shall not provide credit toward a degree.

(c)(1) The Arkansas Higher Education Coordinating Board shall determine the:

- (A) Test to be used;
- (B) Testing procedures and exemptions; and
- (C) Minimum scores below which students at all state-supported institutions of higher education must take remedial courses.

(2) The board shall base these decisions on:

- (A) Consultation with representatives of the state-supported institutions of higher education;
- (B) Analysis of the placement procedures presently used by institutions in the state;
- (C) Statewide placement testing programs in other states; and
- (D) Pilot projects involving testing of entering freshmen at selected institutions in the state.

(3) The board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010.

(d)(1) The board shall work with state-supported institutions of higher education to:

- (A) Develop innovative alternatives to traditional instruction and delivery methods for remedial courses; and
- (B) Provide professional development opportunities to help remedial education faculty gain knowledge in best practices and trends in the instruction and delivery of remedial education.

(2) The board shall report to the House Committee on Education and the Senate Committee on Education by February 1, 2010, on the progress made in addressing the requirements in subdivision (d)(1) of this section.

6-62-107. Reduction of state funds expended on remediation.

(a) As a condition for receiving state funds, all public two-year and four-year institutions of higher education shall report the following information by October 1 of each year to the Department of Higher Education in a format developed by the department in consultation with the institutions:

- (1) The total direct and indirect costs of remediation for the previous academic year; and
- (2) All sources of revenue, by amount and source, used to fund direct and indirect costs of all remedial courses and programs.

(b) The department shall develop a system to calculate the total amount of state funds spent on remediation of first-time entering freshmen students.

(c) The amount spent on remediation at public four-year educational institutions shall not exceed the amount spent as of the 1996-1997 school year.

ARKANSAS K-12 ASSESSMENT

As Dr. Beran, Chancellor of the University of Arkansas at Fort Smith, summed up the assessment issue, “exit exams in high school must correspond to college entrance standards. Currently a lot of testing is happening in both camps, but no statewide attempt is successfully moving the two sets of standards being measured toward each other so the exit of high school and the entrance of college are measuring the same thing.”

Arkansas law permits two different systems of testing at the secondary and postsecondary levels. There is no coordination of requirements between the two systems. The secondary system requires end-of-course exams (as well as the Literacy exam.) The postsecondary system requires the ACT as the determinant for college admission into credit-bearing courses. The use of the ACT as the determinant is established by the Arkansas Higher Education Coordinating Board in accordance with A.C.A. §6-61-110.

Under the law, students who do not score proficient on the general end-of-course examinations must be remediated in order to receive course credit. This means that any student who scores basic or below basic on the Geometry or Biology end-of-course exams must complete an academic improvement plan (AIP). These general end-of-course examinations do not require the administration of subsequent tests.

While the Grade 11 Literacy exam is not an end-of-course exam, students who do not score proficient must be remediated. This means that any student who scores basic or below basic on the Grade 11 Literacy exam also must complete an AIP. The Grade 11 Literacy examination also does not require the administration of subsequent tests.

Under the law, students who are administered a high stakes end-of-course examination must obtain the requisite pass scale score in order to receive course credit. Students who do not meet the requisite pass scale score on the high stakes end-of-course examinations must be remediated through an Individualized Academic Improvement Plan (IAIP) and retest until the requisite pass scale score is met in order to receive course credit. Additionally, students who do not score proficient on a high stakes end-of-course examination must be remediated through an AIP. (Algebra I is a required high school mathematics assessment under the federal Elementary and Secondary Education Act.)

At the postsecondary level A.C.A. §6-61-110 establishes the policy for the testing of first-time entering freshmen for placement in remedial courses.

(c)(1) The Arkansas Higher Education Coordinating Board shall determine the:

- (A) Test to be used;
- (B) Testing procedures and exemptions; and
- (C) Minimum scores below which students at all state-supported institutions of higher education must take remedial courses.

End-of-Course Exams

ADE reported that results from the state's 2010 end-of-course exams showed gains over last year in Algebra I and Geometry achievement levels for public school students, but they reveal a decline in Biology scores. All scores for this and previous years are included in the attached charts.

The Algebra I scores from the 2009-2010 winter and spring administrations of the exams for ninth-graders and younger are the first to fall under the state's "high stakes" testing for graduation requirements.

Of the 353 seventh-, eighth- and ninth-graders who took the exam in January, 91.5 percent passed, while 93 percent of the 33,093 students in those grades taking the April administration of the exam passed. Those who failed their first try will have two opportunities to undergo remediation and then retake the exam. If they still fail after three attempts, an alternative form of remediation will be made available to them and then they will take an alternative, computer-based exam.

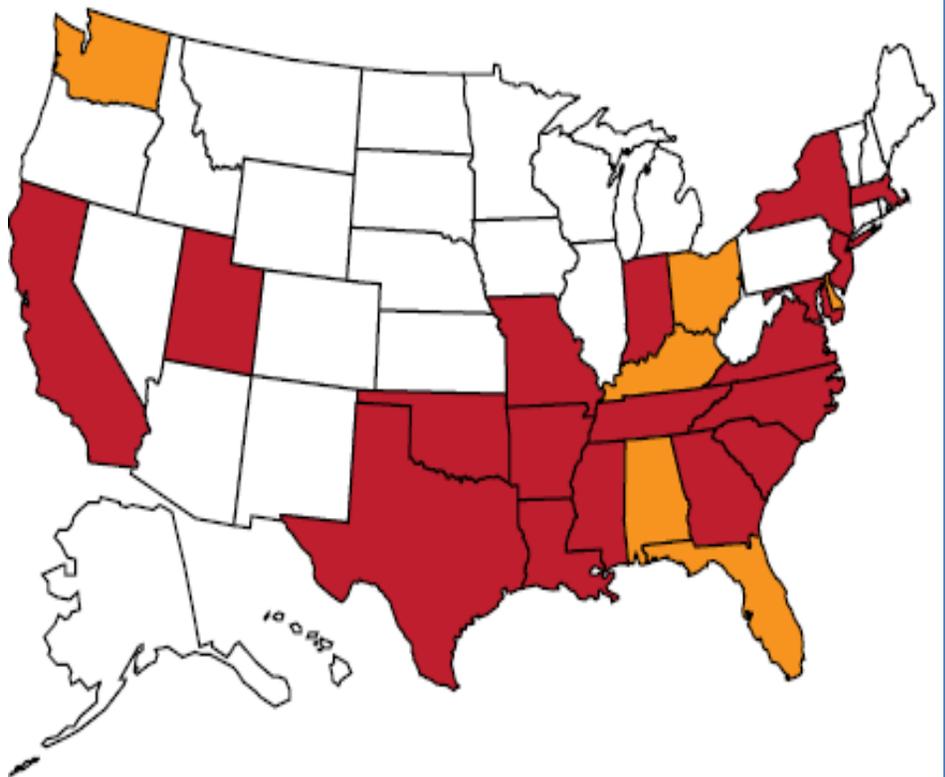
The Algebra I and Geometry end-of-course exams are used in the calculations to identify schools in need of improvement under the federal Elementary and Secondary Education Act (No Child Left Behind). A score of "proficient" – which is higher than a score of "pass" -- must be attained under the federal requirements.

- On the Algebra I end-of-course exam, 73 percent scored proficient or higher in January and 76 percent did so in April.
- On Geometry, 76 percent scored proficient or higher in January and 69 percent did in April.
- On Biology, 40 percent scored proficient or higher in January and 36 percent did in April.

Further discussion of ADE practices can be found in their responses to the questions proposed in ISP 2009-233 at Appendix F. According to the Education Commission of the States (ECS), 18 states were administering one or more EOC exams as of the 2009-10 school year (states in red). This figure does not include:

- (1) states that do not have a state-developed EOC but are participating in the Achieve Algebra I and Algebra II end-of-course exam programs, and
- (2) states that have made state-developed EOCs available to schools or districts for diagnostic, exit or other purposes, but do not require such tests to be administered statewide to all students who take a specified course (i.e., "Algebra I") for which an EOC has been adopted.

At least six other states — Alabama, Delaware, Florida, Kentucky, Ohio and Washington state — have adopted policies or plans to administer EOCs statewide, but have yet to implement the proposed assessment program (orange states in map).



Student Academic Improvement Plans

There is a difference in the requirement for an Individualized Academic Improvement Plan (IAIP) and an Academic Improvement Plan (AIP). An IAIP is a plan that is required for students who do not meet the pass score for a high-stakes EOC exam. An AIP is required when students are not proficient or above on a high-stakes EOC exam. The plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high stakes EOC assessments. The IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course exam assessment, the desired levels of performance necessary for the student to meet the satisfactory pass levels, and the instructional and support services to be provided to meet the desired levels of performance.

An Academic Improvement Plan (AIP) is required for any student who scores basic or below basic on the Grade 11 Literacy, Geometry, or Biology end-of-course exams. The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan.

Detailed responses by ADE to a series of questions in ISP 2009-233 are presented in Appendix F.

ACT

In 2010 Arkansas had an increase in the percent of high school graduates who took the ACT — 81 percent in 2010 compared with 73 percent in 2009. The average composite score for the 24,578 graduates in 2010 dropped by .3 points to 20.3. Nationally 47 percent of high school graduates took the ACT in 2010. The national score was 21, down by .1. (Source: ADE 8-18-10)

Arkansas established the Voluntary Universal ACT Assessment Program to expand access. In 2009, 6,221 students at 62 schools districts participated in the program, which allows students to take the ACT for free at their local schools. Those scores are included with the scores of the 2010 graduates. (Source: ADE 8-18-10)

In 2010, 16,000 juniors in 161 districts participated through the Voluntary Universal ACT Assessment Program.

Sixty percent of students made a 19 on English and 53 percent did in math. The number of students scoring on the high end of the scoring spectrum have increased. In 2005, 240 students scored a 32 or higher on the ACT. In 2010, 392 students scored at that level. (Source: ADE 8-18-10)

The 2010 tests scores indicate that fewer than 1 in 5 Arkansas students scored a 19 or better in all 4 tested areas. (Source: Arkansas Democrat Gazette 8-18-2010)

| | 2010 Arkansas | 2010 National | 2009 Arkansas | 2009 National |
|-----------|------------------|------------------|------------------|------------------|
| English | 20.1 | 20.5 | 20.6 | 20.6 |
| Math | 19.9 | 21.0 | 20.1 | 21.0 |
| Reading | 20.6 | 21.3 | 21.0 | 21.4 |
| Science | 20.2 | 20.9 | 20.2 | 20.9 |
| Composite | 20.3 | 21.0 | 20.6 | 21.1 |

Source: Arkansas Department of Education

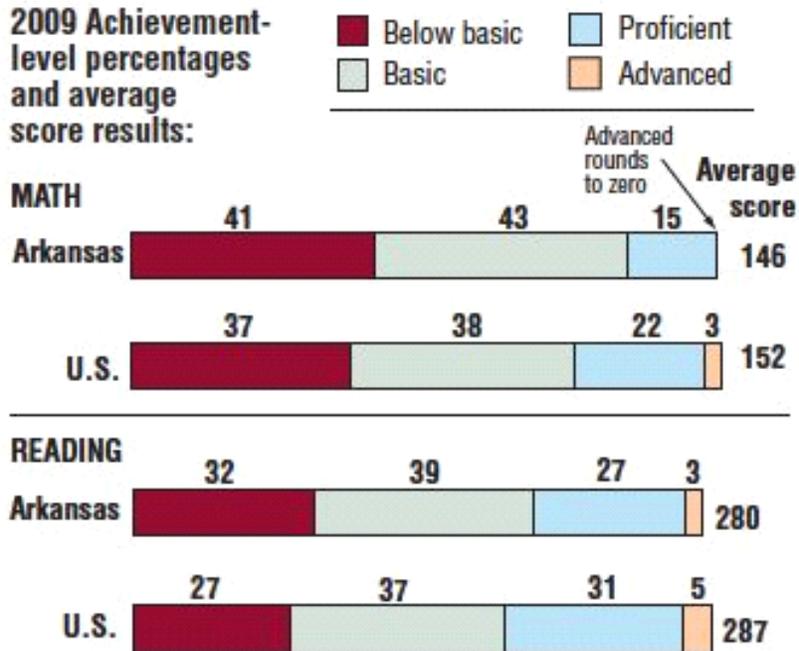
National Assessment of Educational Progress

The 2009 National Assessment of Educational Progress (NAEP) results for Arkansas high school seniors were below the national average in both math and reading. In reading, the national proficient or advanced was at 36 percent, and the Arkansas proficient or advanced was 30 percent. In math, the proficient or advanced level nationally was 25 percent and in Arkansas it was only 15 percent. The NAEP results align with ACT results indicating that more than half of Arkansas's first-time college and university students weren't ready for college-level work. The NAEP results (and ACT results) are at odds with the achievement level presented by the state's end-of-course exam results that reflected approximately three quarters of the state's students as proficient or advanced.

Nation's Report Card, 12th grade

Thirty percent of Arkansas 12th graders in the 2008-09 school year scored at proficient or advanced levels on the National Assessment of Educational Progress reading test, as did 15 percent of test-takers on the math test that year. A proficient score indicates competency over challenging material. A basic score indicates partial mastery of fundamental skills. State and national results from the testing program — dubbed the Nation's Report Card — were released Thursday. Arkansas students scored below the national average in both subjects.

2009 Achievement-level percentages and average score results:



NOTE: Detail may not sum to totals because of rounding

SOURCE: National Center for Educational Statistics

Arkansas Democrat-Gazette

Source: Arkansas Democrat Gazette, 11-19-10

COLLEGE READINESS MEASURES

Arkansas Department of Education

ADE reports that five initiatives are underway to help Arkansas reach a higher level of postsecondary preparedness:

1. America Diploma Project
2. Arkansas College and Career Ready Policy Institute
3. The Arkansas System of School Accountability linked to student performance on end-of-course exams
4. Measures that Matter- Status and Growth: The Arkansas Reward and Recognition Program
5. Arkansas Smart Core Program

Arguably one of the most significant steps is Arkansas's participation in the Partnership for the Assessment of Readiness for College and Careers (PARCC). Arkansas, along with 25 other states, has received a grant from the U.S. Department of Education to develop common standardized tests to be used in the 2014-15 school year. Arkansas has already adopted the Common Core Standards. Arkansas is one of 12 states designated as a governing state for the program. Dr. Tom Kimbrell, the Education Commissioner stated, "Aligning kindergarten through 12th grade curriculum with college expectations should help students avoid noncredit remedial classes. As a member of PARCC the state will be able to benchmark their progress against that of other states and similar schools across the country. "

Florida – Postsecondary Education Readiness Test

The Postsecondary Education Readiness Test (PERT) is the first college readiness and placement assessment using the Common Core State Standards. The assessment will be used to identify students for possible placement in remedial education. High school students will be able to use the test to address academic deficiencies while still in high school. There are plans to include a diagnostic component with the test in the future that will allow more precise identification of student academic deficiencies.

ACT Research

ACT in a document entitled, *The Relative Predictive Validity of ACT Scores and High School Grades in Making College Admission Decisions*, addresses the value of the ACT exam in predicting college readiness.

Postsecondary institutions often consider students' high school grades and ACT scores when making admission decisions. Historically, these two measures have been used because they are believed to predict students' eventual success in college. An important question for institutions is which indicators of college success they should use to confirm the predictive validity of these two measures.

The answer will vary depending on the institution's educational mission and its admission goals. Despite such differing goals and missions, however, most institutions would view academic performance and college persistence as important indicators of success. This brief summarizes ACT research on the relative weights of ACT scores and high school grades for predicting college persistence as well as selected indicators of academic success in college. The results of these analyses are summarized in the next table.

Table 1: Predominance of ACT Scores or High School Grades in Predicting College Success, by Indicator

| Predictor | College Success Indicator | | | | |
|--------------------|---------------------------|------------------------------|---------------------------------|-------------------|-------------------------|
| | First-year College GPA | Enrollment/ Retention Status | Collegiate Academic Proficiency | Final College GPA | Degree-Attainment Level |
| ACT Scores | x | x | x | | x |
| High School Grades | x | x | | x | |

ACT has compiled a number of studies that suggest if an institution wants its admission criteria to reflect collegiate academic proficiency or ultimate level of degree attainment, ACT scores should carry *greater* weight than high school grades. If an institution wants its admission criteria to reflect first-year college GPA or persistence to the second year, ACT scores and high school grades should carry approximately the *same* weight. And if an institution wants its admission criteria to reflect final college GPA, ACT scores should carry *lesser* weight than high school grades.

Source: ACT, 2008

SAT Research

According to the College Board, “the College Board Standards for College Success (CBSCS) define the knowledge and skills students need to develop and master in English language arts, mathematics and statistics, and science in order to be college and career ready”.

The College Board published these standards as a model that may be used to vertically align curriculum, instruction, and assessment to college readiness. “These rigorous standards:

- provide a model set of comprehensive standards for middle school and high school courses that lead to college and workplace readiness;
- reflect 21st-century skills such as problem solving, critical and creative thinking, collaboration, and media and technological literacy;
- articulate clear standards and objectives with supporting, in-depth performance expectations to guide instruction and curriculum development;
- provide teachers, districts and states with tools for increasing the rigor and alignment of courses across grades 6-12 to college and workplace readiness; and
- assist teachers in designing lessons and classroom assessments.”

To guide the standards development process, the College Board convened national committees of middle school and high school teachers, college faculty, subject matter experts, assessment specialists, teacher education faculty and curriculum experts who had experience in developing content standards for states and national professional organizations.

The College Board established standards advisory committees to collect college-readiness evidence gathered from a wide array of sources to design and develop the CBSCS. These sources include international frameworks such as National Assessment of Educational Progress (NAEP), Programme for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS).

The committees first defined the academic demands students will face in AP or first-year college courses in English, mathematics and statistics, and science. After identifying these demands, the committees then backmapped to the start of middle school to outline a vertical progression, or road map, of critical thinking skills and knowledge students need to be prepared for college-level work.

Source: <http://professionals.collegeboard.com/k-12/standards>

BEST PRACTICES

K-12

Rising remediation rates among college students are leading to increased time for completion of degrees, additional costs for students and colleges, and financial aid being used on courses that do not count towards a degree. Support systems for students requiring remediation may include:

- Supplemental Services
- Tutoring
- Before/After School Programs
- Double Blocked Scheduling
- Blocked Scheduling
- Co-Teaching Models
- Data Disaggregation
- Extended School Year/Summer School
- Saturday School

The following schools and institutions shared their practices with the study group.

Oakdale Middle School – Rogers

Oakdale Middle School, Rogers School District shared strategies to help students from diverse ethnic and economic backgrounds achieve academic success. Oakdale Middle School has a student population that is approximately 50% minority and has Free and Reduced Lunch eligibility rate of 70%. Among the topics covered in the presentation were:

- Creation of a classroom environment that fosters respect and rapport among students and teachers
- Creation of a classroom environment that fosters student self confidence
- Creation of classroom environment that values each student
- Creation of classroom environment that encourages and provides multiple opportunities for student participation and learning, referred to as “Preventive Maintenance,” rather than remediation
- Use of peer mentoring to facilitate student learning
- Focus on all facets of learning rather than just one discreet subject
- Multiple opportunities for students to succeed
- Active and visible involvement of the principal as an instructional leader who works directly with students to foster learning and academic success

Arkadelphia

Arkadelphia High School used 2008 EXPLORE data to identify students needing more support in English, Math, and Reading. Overall, 78 students planned to attend 4+ years of college but did not meet the benchmark score in one or more areas. The program designed to meet the needs of these students is the Arkadelphia College Preparatory Academy. Partners in the effort include:

- Henderson State University
- Ouachita Baptist University
- Arkadelphia Public Schools
- Centerpoint Public Schools
- Gurdon Public Schools
- Arkansas Department of Education
- Ouachita Technical College
- Dawson Education Service Cooperative
- South Arkansas Math and Science Center
- HSU/OBU ROTC
- Ross Foundation, Arkadelphia
- Cabe Foundation, Gurdon
- Olds Foundation, Amity
- Southern Bancorp, Arkadelphia
- Clark County Strategic Plan
- State Rep. Johnnie J. Roebuck

Classes are co-taught by a K-12 teacher and a university faculty member. Students receive a handbook with program rules that address attendance, tardiness, unacceptable behavior and dress. Student data was analyzed from pre-test and post-test EXPLORE administrations.

El Dorado

El Dorado has two significant assets working for their students: the El Dorado Promise scholarship program and the El Dorado Education Foundation that funds teacher awards and projects. A few of their programs are described below.

Bridge to College Algebra: Consists of a 5 week summer program for Algebra II and Intermediate Algebra skills. Students are expected to take and pass college algebra by concurrent credit.

90/90/90 Study: A study was conducted of high minority, economically disadvantage schools with high achievement levels. The common strategies were: a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing, and collaborative scoring of student work.

Accelerated Academy: The academy is a two-year extended day program in which “below basic” students have access to their best teachers. Students are expected to be proficient or advanced by the end of the fourth grade.

El Dorado also identified some areas of need in their schools. They stated that they have no system in place to make use of or remediate for the EXPLORE, PLAN, or ACT exams. The district proposed changing secondary testing to the ACT both to reduce testing days and to focus efforts on the test used to determine remediation in college.

Sheridan

A mathematics teacher at Sheridan High School also serves as a faculty member at Ouachita Technical College. She reported these observations based on her unique view of remediation at both the secondary and postsecondary levels.

Main topics covered:

- Public schools, colleges, and universities are all in serious trouble regarding education
- Expectations and rigor need to be raised at the high school level and at the college level
- Students need preparation to be successful no matter what they do after high school. The current goal in the K-12 system is to get students graduated and nothing beyond.
- Maintaining high expectations as a public high school teacher is difficult because of pressure to lower standards to pass students; lessening expectations to help sad kids in sad situations pass
- Students' low expectations of themselves wears on teachers and seeps into culture of school
- Need to tell students that that if it isn't done right, it has to be done over
- Must hold students accountable and encourage them to give full effort; teaching responsibility
- Difficulty of getting work ethic back if it hasn't been expected of students all along
- Parental complaints about “hard” teachers, preferring easy teachers with lower standards
- Upholding the rigor in lower level classes, especially in math because it's sequential
- Lack of time to go back and re-teach because of courses needing completion within a limited amount of time
- The use of calculators for simple math is eroding students' skills
- The Algebra I end-of-course exam must be too easy because students can't do the simplest Algebra I tasks
- Leery about grade inflation
- Released items are in line with the frameworks. One of the issues is that multiple choice mathematics questions are easy to get right many times when you don't know why you got it right.
- Transportation for late afternoon/early morning tutoring for students and/or parents without cars or adequate bus system derails student interest in tutoring
- Standards should be raised for getting into college
- Parents need to uphold Smart Core and not opt out
- Teachers need to adapt strategies to instruct today's students, but not make it easier or to compromise on expectations

Higher Education

In-state 2 Year Institutions

Arkansas State University-Mountain Home

Research on the use of Technology-based interventions to increase college completion was presented by Arkansas State University-Mountain Home (ASUM). Applying technology decreases time to completion for developmental courses; provides accelerated pathways to degree completion, and leverages technology to increase rural student access to higher education. Research indicates increased access through distance learning, cost-effectiveness through course redesign, and student persistence through reallocations from instructional savings to student services for low-income populations. On-line learning is an effective way to increase access for non-traditional students. About 70 percent of the students in higher education now have at least one non-traditional characteristic. These characteristics include part-time enrollment, caring for dependents, and working full-time. Tennessee's developmental studies redesign was cited in the ASUM research. Online learning can be an integral part of even a traditional course offering.

Arkansas Association of Two-Year Colleges

The Arkansas Association of Two-Year Colleges (AATYC) reported on their Student Success Program. Some of the initiatives that two-year colleges have participated in include, Career Pathways, Achieving the Dream, Center for Community College Student Engagement and Foundations of Excellence. AATYC is establishing a Center for Student Success to spread and scale the programs that are working in two-year colleges. They will also pilot new practices and develop and promote supportive policy change. An faculty/administrator advisory committee will be put in place to assist with the research and advise the Center. Programs in other states will be visited and reviewed. The Center has already worked with the UCA Mashburn Center to help identify best practices.

Cossatot Community College-University of Arkansas.

Cossatot Community College-University of Arkansas (CCCUA) shared information on their Academic Mastery Project. At CCCUA, 74 percent of students are remedial in one area. Most of those students, 65 percent, are remedial in all areas. The chance of students who are remedial in all areas graduating is almost zero. Elements of the Academic Mastery Project are 1) total redesign of the remedial progression, 2) mastery-based learning (80 percent proficiency or better), 3) modules similar to the adult education format, 4) customized to student needs, 5) two new classes take the place of six remedial classes, 6) students are placed based on their entrance exam and then the curriculum is tailored to their results on a diagnostic exam, 7) the student may move through as many levels as possible in one semester or re-enroll for an additional semester if necessary, 8) all instruction is by full-time faculty, and 9) the computer-based lab components are accessible from anywhere.

Pulaski Technical College.

Pulaski Technical College presented their academic success strategies. The placement of students based on ACT or COMPASS math scores was revised. Starting at the lower level increased the student's chance of success. The developmental program and the traditional college mathematics program leaders worked together to identify improvements needed. The college is researching best practices including supplemental instruction, hybrid courses (additional support in credit classes), learning communities, and the Network for Student Success program. The Network for Student Success supports marginalized, high-risk students through case management, advising, and building staff-to-student relationships. The program also provides various incentives to students.

Learning communities, in their most basic form, begin with co-registration or block scheduling that enables students to take courses together, rather than apart. In some cases, learning communities will link students by tying two courses together, typically a course in writing with a course in selected literature or current social problems (Linked Courses). In other cases, it may mean sharing the entire first-semester curriculum so that students in the learning community study the same material throughout the semester.

Northwest Arkansas Community College.

Northwest Arkansas Community College (NWACC) has developed a program called Partnership for Achieving Student Success (PASS). NWACC's office of high school relations is working on a model "Toolbox" for Pre-K12 partners. The PASS toolbox includes programs for teachers, counselors, parents, and students. The programs include professional development for secondary teachers on using PLAN, PSAT, and COMPASS diagnostic scores to work with students. They will also provide information to parents about these test results. They will provide students with access to tools to develop academic skills. The Arkansas Department of Career Education is utilizing KeyTrains and the Career Readiness Certificate for student training. NWACC plans to develop web-based tools for college preparation and career exploration. They plan to develop a Benton County and Washington County Student Success Academy that would target underperforming 9th graders. It would be modeled after the Arkadelphia program.

4 Year Institutions

University of Arkansas at Monticello

The University of Arkansas at Monticello (UAM) is offering the summer SIP (Summer Incentive Program). A student who must have Introduction to Algebra or Intermediate Algebra can enroll in a section of the course dedicated to first-timers (not repeaters) in the Summer II, 2010 session. Textbooks were provided for each student.

The student must pay tuition and fees for the course; however, if the student is successful (grade of C or better in the course), he or she enrolls in the fall semester at UAM, and maintains a 2.0 GPA for the fall semester, his/her tuition for that SIP course will be credited to his/her account in the spring, 2011 semester.

University of Arkansas at Pine Bluff

Based on David Conley's model, best practices learned in existing pre-college and college retention programs along with related literature, UAPB, in collaboration with three Jefferson County school districts will extend the opportunities for students of these districts to receive the benefits of pre-college enrichment programs while at the same time working collaboratively to align the junior/senior high school curricula to state and national standards, believing that this will help to reduce the number of their graduates who will need remediation. The curricula alone are not conceived as sufficient to address college and career readiness. Rather, the curricula component will be supported by an external mentoring program provided by the University of Arkansas at Pine Bluff, involving strategies drawn from the Upward Bound, LIONS, TRIO and STEM Academy Programs and by mobilizing on-campus clubs, organizations and faculty/staff as mentors. Parents and business/industry leaders will be involved in the mentoring. This mentoring component is designed to help create opportunities for the junior high school students to better understand the societal context and the behavior, along with the skills that they need to be successful in college and in their careers.

The Delta Circle for Student Success incorporates a set of varied but integrated strategies to provide a Circle of support for these Arkansas Delta students. The Circle includes the university, the school districts and the mentors drawing from the university and community.

Pre-College Adaptation of best practices gleaned from successful UAPB pre-college and college enrichment initiatives: Upward Bound, Student Support Services, Learning Institute and Opportunities for New Students Program and Science, Technology, Engineering, Mathematics (STEM) Academy.

Integrating community service component of UAPB Clubs, organizations in an organized mentoring program for junior/senior high school students

Involving the junior/senior high school students in university activities (e.g., science fair, concerts)

Offering guest lecture series for interaction with business/industry, protective services, health and wellness, personal/social development representatives

Arranging college application, career development, and financial aid workshops for students

Arranging field trips
Providing one-to-one and small group mentoring
Involving parents in mentoring
Involving business/industry and community leaders in mentoring
Involving UAPB faculty/staff /administrators in mentoring
College (Retention)
Utilize Student Support Services, STEM Academy and other enrichment initiatives for eligible students
Track and provide service to students through University College and focus on the first year experience
Orient students to academic support resources
Register students with Office for Career Planning and Placement (including co-ops and internships)
Organize Delta Circle for Student Success Support group at UAPB (with advisor who was active as mentor in Pre-College Program)
Maintain university-school district CIRCLE as student persists at UAPB

Collaborative Recommendations (University of Arkansas at Pine Bluff; Arkansas River Education Service Cooperative; Dollarway, Pine Bluff, and Watson Chapel School Districts)

Establish incentives for higher education institutions to motivate and reward collaboration with P-12 schools to decrease remediation and develop more college and career ready graduates.
Assist P-12 schools in aligning core academic programs with college expectation and readiness by the end of twelfth grade.
Recognize and create incentives for institution to carry out their missions and performance related to remediation, retention and graduation.
Create forums to allow programs/collaboratives to share their best practices related to remediation/retention.
Encourage and promote programs to develop college-going cultures within P-12 schools.

UA-Fayetteville

The Improving Graduation Rate Task Force of the University of Arkansas (UA) at Fayetteville completed a report entitled, *Destination Graduation: A Path to Enhancing Student Success*. That report reviewed numerous reasons listed by students leaving the UA. Students identified financial problems, academic problems, and personal problems. Problems with academics are often the result of inadequate college readiness.

Source: Destination Graduation: A Path to Enhancing Student Success, 2010, Improving Graduation Rate Task Force of the University of Arkansas.

Other States

Tennessee

Tennessee worked with the National Center for Academic Transformation (NCAT), to adopt the NCAT approach to delivering instruction by taking advantage of technology and measuring student learning, serving more students better and at less cost. Much of the action concerning developmental education is occurring at the community college level, as states work to shift these courses out of four-year institutions. (CROSS Talk May 2010, Kay Mills)

Source: Education Commission of the States, The Progress of Education Reform, April 2010, Vol. 11, no.2.

Tennessee Board of Regents: Developmental Studies Redesign Initiative (2006–2009)

With support from the Fund for the Improvement of Postsecondary Education (FIPSE), the Tennessee Board of Regents (TBR) has established a new system-wide initiative to redesign its developmental math and English curriculum using technology-supported, active-learning strategies. The goal is to

achieve improvements in learning outcomes as well as reductions in instructional costs. This effort has been undertaken in collaboration with the Education Commission of the States and the National Center for Academic Transformation (NCAT), building on the successful models and lessons learned from NCAT's **Program in Course Redesign** and **Roadmap to Redesign**. The initiative has awarded a total of \$240,000 in grants to six TBR institutions to support its redesign efforts.

In addition, the project is examining current state and system policy to identify barriers that facilitate or impede innovation in the delivery of developmental studies and examining how developmental studies can be incorporated into state P-20 efforts.

Source: ECS <http://www.ecs.org/html/ProjectbySubject.asp?issueID=88>

"Getting Past Go": Using Policy to Improve Developmental Education and Increase College Success www.gettingpastgo.org

Project Overview

The Education Commission of the States (ECS), in collaboration with the Project on Education Policy, Access and Remedial Education (PREPARE), seeks to leverage developmental education at postsecondary institutions as a critical component of state efforts to increase college attainment rates through Getting Past Go. The national initiative will help education policy leaders align state and system policy to increase the college success of the large percentage of students enrolled in postsecondary education who require remedial and developmental education.

To be recognized as a viable component of state strategies to increase college attainment, developmental studies programs must be able to address a variety of challenges:

An increasingly diverse population of students to include adults, low-skilled workers and low-income students

The overrepresentation of students of color, particularly African American and Latino students

An increasing the number of students who complete their developmental studies courses, immediately enroll in college-level coursework and persist to a degree or credential

State P-20 efforts that often view developmental studies programs as a symptom of system failure and not an integral strategy for increasing college attainment

Completing all of the above in a more cost-effective manner

To meet these challenges, postsecondary institutions need to examine institutional practice and its relationship to state policy to determine the most viable approaches states can take to ensure all of their residents receive the support they need to access and succeed in higher education.

Project Objectives

Getting Past Go will have a significant impact on the formation of state and system policy related to developmental studies through the following set of objectives, outcomes, activities and products:

Create a network of state, postsecondary system and institutional leaders committed to improving developmental studies policy and practice to increase college attainment rates in their states.

Develop model policies and practices that states can consider and adopt that are consistent with their goals and philosophy for increasing college attainment rates for developmental studies students.

Collect and analyze state and system policies and data on developmental studies to provide a clearer picture of state and system approaches to developmental studies.

Integrate developmental studies policies and practices into state P-20 efforts to better align college preparation standards with high school reform efforts.

Partner with state leaders to promote innovative policies and practices for developmental studies.

Source: ECS <http://www.ecs.org/html/ProjectbySubject.asp?issueID=88>

Texas

Texas makes grants available to districts, regional education service centers, nonprofit organizations, and institutions of higher education to provide technical assistance and professional development activities for public school teachers and administrators on the college readiness standards and expectations (including those embedded in end-of-course assessments).

Identify grade inflation and misalignment between instruction and EOCs

Align with “career-ready” measures

Texas requires that student performance on end-of-course exams be used to evaluate Jobs Corps diploma programs in the state.

Provide remediation for students who do not meet college-ready benchmarks

Texas legislation directs the commissioner of education and commissioner of higher education to jointly develop standards (“essential knowledge and skills”) for remedial “college preparatory” courses for high school seniors who did not meet college readiness standards on the end-of-course assessments. Courses must be designed to prepare students for success in entry-level college classes, and must be supplemented by state board-adopted instructional materials that include technology resources that enhance the effectiveness of the course and draw on established best practices. The state education agency, in consultation with the higher education coordinating board, must adopt an end-of-course assessment for each college preparatory course to ensure course rigor. Just as with the “regular” end-of-course assessments, EOCs for college preparatory courses must include items that indicate college readiness. The state board must approve standards for each college readiness course by September 2010, and the courses must be made available by the 2014-15 school year.

In April 2008, the Texas Higher Education Coordinating Board (THECB) released its funding formula recommendations for the 2010-2011 biennium. Included in those recommendations was a request that \$30 million dollars be trusted to the THECB to invest in innovative projects to dramatically improve developmental education in Texas. The THECB was successful in receiving \$5 million dollars toward this request. In addition to the \$5 million dollars appropriated by the 81st Texas Legislature, an additional \$4.1 million (\$1.1m-FY09 and \$3m-FY10) from the College Readiness Initiative strategy will be available to fund systemically driven developmental education strategies.

The plan proposes six goals for developmental education for the 2010-2011 biennium.

- Goal 1:** Identify and fund innovative projects to improve the access, acceleration, and success of students who need developmental education to achieve college readiness, with a specific emphasis on non-course based remediation efforts.
- Goal 2:** Improve the availability and quality of academic advising and counseling services for developmental education students.
- Goal 3:** Increase the preparedness of developmental educators.
- Goal 4:** Improve the quality and effectiveness of developmental education programs in the state of Texas.
- Goal 5:** Improve the assessment and placement of first-time-in-college (FTIC) students into developmental education.
- Goal 6:** Improve alignment of adult basic education with community colleges and career technical education.

Beginning in Fall 2010 institutions may seek reimbursement for non-semester length developmental education activities, specifically non-course based remediation. The Academic Course Guide Manual was updated in August 2009 to include these activities. Instructions for reporting have been added to the Coordinating Board reporting manuals including guidelines for calculating semester credit hour equivalents for these interventions.

Institutions currently offer non-semester length developmental education courses year-round. Rider 59 poses a great opportunity for institutions to expand their non-course based remediation programs. According to the Developmental Education Program survey administered in Fall 2009, only 50% of institutions statewide provide non-course based remediation activity.

Source: Texas Higher Education Coordinating Board <http://www.thecb.state.tx.us/index.cfm?objectid=18555FEC-AF44-3B38-21A9F804FDBD3516>

Best Practices

Make available classroom resources to keep students and instruction on path to success on EOCs.

Indiana

Indiana makes available a variety of online resources to help teachers incorporate into day-to-day instruction the skills and knowledge students will need to demonstrate to pass the EOCs. These tools include item samplers and standards-based classroom assessments and activities. A “High Achiever” online tool allows teachers to develop Algebra I tests and exercises aligned with state standards.

Provide professional development and technical assistance to help teachers embed standards in EOC courses.

Virginia

Virginia stipulates that all candidates for teacher licensure and licensure renewal receive professional development in instructional methods that promote student academic progress and effective preparation for the state end-of-course assessments.

RESEARCH REVIEWED

Building Foundations for Student Readiness – NCPR

This research reviews four different types of interventions for remedial education at the postsecondary level. These strategies are 1) help students avoid developmental education and move directly into college-level work; 2) accelerate students’ progress through developmental education; 3) use instructional models that connect students with workforce training and college-level courses; and 4) provide supplemental supports to improve student success. Placement tests, adjunct faculty, and inadequate professional development were identified as barriers to improving remedial education.

Source: National Center for Postsecondary Research, Zachry and Schneider, 2010

Conley

The college readiness model conceptualized by Dr. David Conley in 2007 is composed of four dimensions.

1. KEY COGNITIVE STRATEGIES describe the ways of thinking that are necessary for college-level work. They include: problem solving, inquisitiveness, precision/accuracy, interpretation, reasoning, research, and intellectual openness.

2. KEY CONTENT KNOWLEDGE refers to the need for students to master writing skills, algebraic concepts, key foundational content, and “big ideas” from core subjects in order to be college ready.

3. ACADEMIC BEHAVIORS consist largely of study skills and self-monitoring. Examples include time management, awareness of one’s current level of mastery, and the selection of the learning strategies.

4. CONTEXTUAL SKILLS AND AWARENESS, or “college knowledge,” refers to the understanding of college admissions processes, college culture, tuition and financial aid, and college-level academic expectations.

Source: Redefining College Readiness www.epiconline.org/publications

SREB – No Time to Waste

In an SREB report entitled *No Time to Waste*, that is targeted to college completion needs in the region, Dr. David Spence calls for states to focus on low-income and minority populations that heretofore have been underrepresented, both in enrollment and especially in completion of postsecondary education. This emphasis includes ensuring that they graduate from high school ready for college, drawing more of these students into postsecondary education, providing them with additional academic preparation when needed, and providing the academic and personal support they need throughout college. Much of this work involves community colleges, which enroll disproportionately more individuals from low-income families and traditionally less-prepared students.

The report establishes readiness as one of the primary steps necessary to improve college completion. It suggests that state policy should:

- ensure that students take a quality college-preparatory curriculum.
- ensure that all public K-12 and postsecondary institutions adopt a common set of specific college-readiness standards (i.e., Common Core State Standards) with rigorous performance expectations in reading, writing and mathematics that are emphasized in high school courses and for which students are assessed no later than their junior year.
- develop and provide supplemental, transitional courses for 12th-graders who, based on the 11th-grade assessments, are not college-ready.

Education Trust – Kati Haycock

Summary of Improving Success Pre-Kindergarten Through College

Data from all public schools in the nation indicate steady increases in average scale scores and limited narrowing of gaps between groups for 4th and 8th grade math during the period between 1990 and 2009. National data for 4th grade reading show less increases in scores for the same time period, with modest narrowing of gaps. Kati Haycock reported in her testimony that NAEP scores in Arkansas exhibit the same patterns as national trends in terms of increases and gaps between disaggregated groups. At the same time, Arkansas had the 4th largest gains (10 points) in mean scale scores in the nation (largest was 12 points in Massachusetts). Among Latinos nationally, Arkansas had the greatest gain, with 21 points.

Until recently, the emphasis on education reform has been focused primarily on lower grades, and the lack of attention to upper grades is reflected in achievement data. For example, achievement for 12th grade in reading and math (NAEP scores) has remained flat from 1973 to 2008. Gap analyses of these 12th grade scores show little change, or even a little widening of gaps between 1988 and 2008. African Americans, Latinos, and Native Americans have significantly lower high school graduation rates (62% - 64%) nationally than Asians (91%) and White students (81%). Similar disparities are noted for college readiness in reading on the ACT: African Americans (21%), Latinos (34%), Native Americans (39%), Whites (62%), and Asians (61%). College readiness in math on the ACT is even more disparate: African Americans (13%), Latinos (27%), Native Americans (26%), Whites (52%), and Asians (68%).

The percentages of each group going to college have increased between 1980 and 2008, but the gaps between them also have increased (% increase: African Americans 13%; Latino 12%, White 22%). The 6-year completion rates for the Fall, 2002 cohort at all 4-year institutions mirror these disparities (White 60.2%; African American 40.1%; Latino 48.9%; Asian 67.1%; Native American 38.3%). The 3-year completion rates for the Fall 2005 cohort at public 2-year institutions also indicates racial differences (White 24.5%; African American 14.4%; Latino 16.8%; Asian 26.5%; Native American 20.2%).

The United States is ranked 3rd among the 30 OECD countries in percentage of adults ages 25-64 with associates degree or higher. However, the U. S. is one of two OECD nations where children are not better educated than parents.

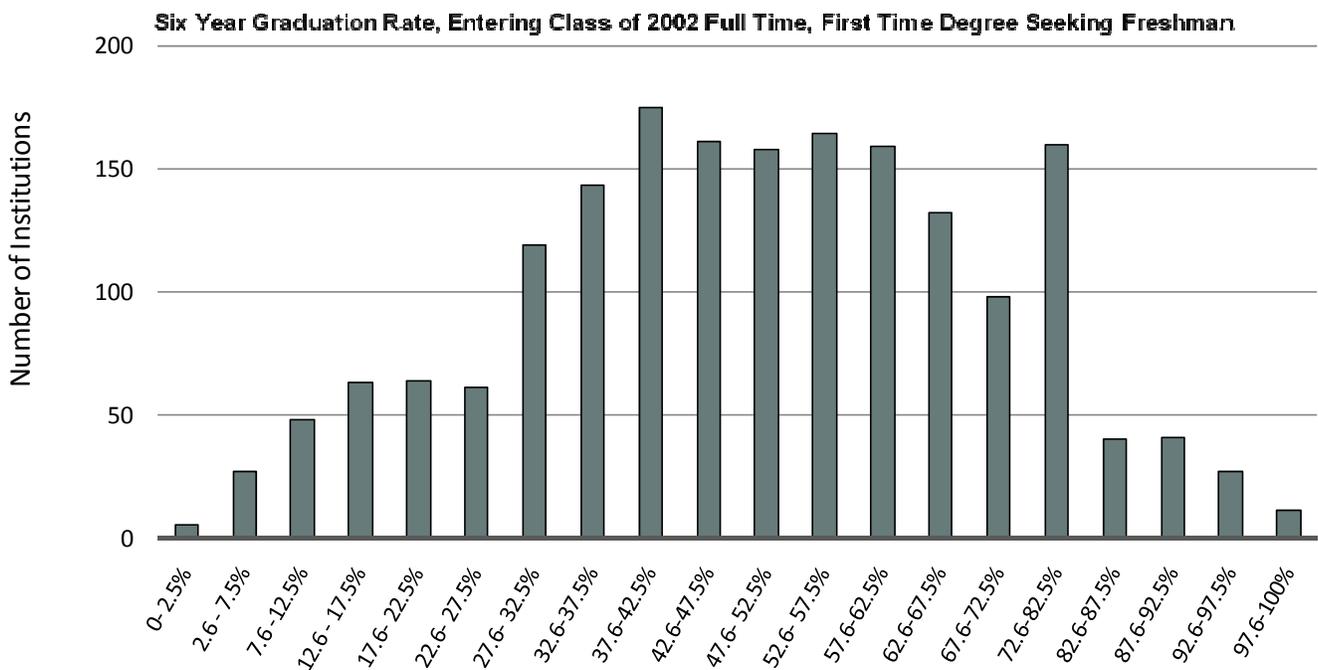
Where is Arkansas?

NAEP 4th grade reading scores in 2009 show Arkansas students, as a whole, in 11th position from the bottom, with White and African Americans being 9th from the bottom, Latinos 15th from the bottom, and low-income 25th from the bottom. NAEP 8th grade math scores in 2009 show Arkansas students, as a whole, in the 10th from the bottom position, with whites being 10th from the bottom, African Americans 5th from the bottom, low-income 15th from the bottom, and Latinos are 19th from the top.

Arkansas is 23rd from the bottom in terms of college going rate for high school graduates in 2008. However, when the school dropout rate is factored in, Arkansas moves up to 18th from the top. The problem is that Arkansas’s 6-year college graduation rates for 2008 are 5th from the bottom. Only West Virginia had fewer adults, ages 25-64 years, with at least an Associates’ or Bachelor’s degree in 2008.

Current College Completion Rates Nationally

- Fewer than 4 in 10 (36%) entering freshmen obtain a bachelor’s degree within 4 years
- Within six years of entry, that proportion rises to just under 6 in 10 (57%)
- If you go further, to look at graduation from ANY institution, numbers grow to about two-thirds
- **But graduation rates vary widely across the nation’s postsecondary institutions**



Some of these differences in graduation rates are clearly attributable to differences in student preparation and/or institutional mission. Some institutions with similar students have different outcomes. For example,

Research Institutions with Similar Students, but Different Results

| | Median SAT | Size | % Pell | % URM | Overall Grad Rate | URM Grad Rate |
|--------------------------------|--------------|---------------|--------------|-------------|-------------------|---------------|
| Penn State University | 1,200 | 35,702 | 15.0% | 7.4% | 84.0% | 69.9% |
| Indiana University | 1,120 | 28,768 | 16.0% | 6.9% | 71.9% | 53.5% |
| Purdue University | 1,135 | 31,008 | 17.7% | 6.8% | 69.1% | 52.3% |
| University of Minnesota | 1,165 | 28,654 | 19.9% | 7.5% | 63.4% | 43.8% |

Other examples are provided from graduate programs and from colleges that historically have mostly black students. Succinctly stated, what institutions of higher learning do makes a real difference in outcomes, such as graduation rates. Some lessons that been learned from unusually successful institutions are:

1. Successful institutions based decisions on student data. They use “leading indicators” throughout the progress of the program instead of only focusing on final goals.
2. They take on introductory classes.
3. They do not hesitate to demand or require excellence.
4. They assign clear responsibility for student success.
5. Leaders make sure student success is a priority.
6. They encourage dropouts to return.

Ideas for Accomplishing More in Arkansas

Arkansas has already begun to act on many of these lessons, but a few ideas on where the state can accomplish more include the following:

1. Harnessing the leverage of the new Common Core Standards;
2. Redesign key high school courses, with emphasis on rigor and depth
3. Common curriculum, assignment;
4. By 2014-15, new assessments of college-readiness (can be used for placement);
5. New highly-targeted Senior year courses can both serve as a vehicle for accelerating students who need remediation and for teacher professional development;
6. Changing high school accountability systems. Should include:
 - a. Aggressive goals for high school completion;
 - b. Reduction in “opt out” from core curriculum;
 - c. College application;
 - d. College-going;
 - e. Completion of one year of college credit;
7. Setting goals for college access and success;
 - a. Do you have a “big goal” that will focus attention and make sure you have a competitive workforce by 2020, 2025;

- b. Have those goals been distributed among your campuses - do people own them;
 - c. Are there specific goals for underrepresented students or have you assumed this problem will take care of itself;
8. Are there clear consequences for meeting access and success goals;
 - a. Funding formula: does it reward enrollment or success;
 - b. Who gets reports on progress and when;
 - c. Are results used in Presidential evaluation? (1 of 6-10 factors or 1 of 80);
 9. How do you support or reward innovation? For example, is it possible that your drive toward standardization of entrance to and exit from remedial classes made innovation even harder? How would you reverse that;
 10. Do you have vehicles for identifying and sharing best practice;
 11. How can you assure priority attention to the most vulnerable students? For example, in the use of institutional aid.

Why is ALL of This Important?

More education advances virtually everything that is important to us: civic participation, healthy behaviors, social cohesion, and family formation. Jobs available to workers with postsecondary education are projected to increase from 28% to 63% for all occupations.

By 2018, the U. S. will have a degree deficit of 3 million (associate degree or above). We will also need at least 4.7 million new workers with certificates. This deficit translates to a shortfall of 300,000 college graduates every year from 2008 to 2018. Increases in the proportion of a region's population with a bachelor's degree result in wage increases for all workers in the region, regardless of their education level.

ACT 971 OF 2009

Approval of Institutional Plans in Compliance with Act 971 of 2009

Act 971 of 2009 requires the Arkansas Higher Education Coordinating Board (AHECB), in collaboration with state-supported institutions of higher education, to develop by institution uniform measurable exit standards for developmental courses that are comparable to the AHECB's college-readiness standard (equivalent to an ACT of 19 in English, mathematics, and reading). Developmental course exit standards are to be implemented no later than Fall 2010. In addition, the law requires the AHECB to work with state-supported institutions of higher education to develop innovative alternatives to traditional developmental courses and provide professional development for developmental education faculty. Arkansas Department of Higher Education staff has worked on the AHECB's behalf in meeting the requirements of the law.

To ensure compliance with Act 971 of 2009, all Arkansas public colleges and universities were asked to respond to a survey regarding progress in implementing the law. Survey questions included the following:

- Describe how your institution will meet the requirements of Act 971 of 2009
- What pre-test will be used?
- What post-test will be used?
- What process has been used to determine the pre- and post-tests?
- College Placement/Pre-Tests

The college placement tests and post-tests for Arkansas institutions can be found in Appendix E.

AHECB policy allows for the use of the ACT and other tests that are correlated with the ACT for course placement. Students scoring below an ACT of 19, or comparable score, are placed in a developmental program/course designed to help the student become “college-ready.” All responding institutions named the ACT or an ADHE-endorsed placement/pre-test for full-time students or those seeking to enroll in a college-level math or English course. Test selection was determined by institutional faculty, staff, and/or administrators.

Act 971 Implementation

Discussions concerning Act 971 of 2009 have occurred over several months between ADHE staff, campus leaders, faculty, and concerned legislators. These conversations have resulted in agreement that all students enrolled in developmental courses that immediately lead to college-level courses must be tested in Fall 2010 using an examination comparable to the ACT. Students who do not attain a score comparable to an ACT of 19 will not be required by ADHE to undergo further developmental instruction—that decision will be at the discretion of the institution awarding the developmental course credit. As Act 971 is implemented, there may come a time when the academic community is comfortable with utilizing an exit assessment to determine course progression. However, this decision should be based upon research over the next few years relating to modifications of our remedial education courses and subsequent student success.

ADHE staff will continue to work with institutions to engage in instructional modifications and interventions. Furthermore, student success data will be analyzed on an annual basis to determine the success rate of developmental students in college-level courses. It is anticipated that institutional pre- and post-testing in developmental education will lead to better prepared students and higher retention and graduation rates.

ADHE executive staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the developmental education pre- and post-tests proposed by each institution and that post-testing of developmental students will begin in Fall 2010.

FURTHER RESOLVED, That each institution will use the developmental exit assessment as a means to determine the success of its developmental education program.

FURTHER RESOLVED, That each institution will determine if developmental students who do not attain a post-test score comparable to the ACT threshold have the academic skills necessary for success in college-level coursework.

FURTHER RESOLVED, That ADHE staff will analyze developmental student success based on developmental course grades and post-test scores to determine the effectiveness of developmental courses in improving college preparation.

FURTHER RESOLVED, That results from the analysis of developmental student success based on developmental course grades and post-test scores will be included in the annual ADHE Remediation Report to the AHECB.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the resolution to each president and chancellor.

REMIEDIATION AND END-OF-COURSE/ACT ISP IDEAS

A. Secondary Level

1. Curriculum Alignment/Testing/Graduation

(Policy)

- A.1.1. Reduce the amount of testing due to costs and the time it takes from classroom instruction. (For example, consider substituting the ACT test as it demonstrates college readiness through its benchmark scores).
- A.1.2. Eliminate exams not necessary to meet the requirements of No Child Left Behind (NCLB).
- A.1.3. Use an assessment that is aligned to the Common Core Standards (CCS). Postpone the English II exam scheduled for 2013-14 until the new CCS exams are implemented.
- A.1.4. Establish a more formal system for using the PLAN and EXPLORE scores that are now required for all public school students under Act 730. This system should require public schools to use the PLAN and EXPLORE scores to identify those students in need of remediation, and require public schools to provide structured remedial opportunities for those students in need.
- A.1.5. Require a minimum score on a nationally normed exam to be able to graduate. For example, to graduate a student must make a score between 14 and 16 on the ACT or comparable score on the SAT.
- A.1.6. Because data indicate the end-of-course tests are unreliable as indicators of college success, change high-stakes testing from end-of-course tests to the ACT series of tests.
- A.1.7. Partnering by secondary and postsecondary educators to establish college readiness standards and align curriculum to meet them. Include a “college ready” endorsement on high school diplomas as defined and measured by ADE/ADHE/state legislature and allow a weight for percentage in the state accountability system. Designation will be based on the students’ completion of Smart Core, attaining a certain score on required assessments, and completing other required “readiness” activities and or courses.
- A.1.8. Redefine the need for college remediation using readiness standards as approved by the State Board of Education. A student’s ability to demonstrate mastery of these standards would be determined by a combination of multiple factors to include, but not limited to, overall GPA, EOC exams, courses taken, AP exams and concurrent college course assessments (to be developed). (Note: Arkansas teachers are required to provide instruction and teaching on the college and career readiness content standards. These are assessed with EOC exams. Schools, teachers and districts are held accountable for meeting these instructional content standards. The ability of a student to enter higher education should not be dependent upon an assessment that is not aligned to the standards taught).
- A.1.9. Design and launch advertising campaign to encourage students to conclude their remedial courses prior to beginning the first college semester enrollment period.

(Legislation)

- A.1.10. Mandate administration of the ACT or SAT during the junior year accompanied with both notifications to students failing short of Arkansas College Readiness Benchmarks and opportunities for senior-year interventions (such interventions to include specific use of ACT solutions, such as EXPLORE, PLAN, ACT, and COMPASS). Students who score below ACT 19 or SAT equivalent must take transitional remediation courses their senior year of high school in order to allow deficiencies detected by college entrance examinations to be addressed while students are still in high school.

(Further Study)

- A.1.11. Research and determine which Arkansas assessments are not aligned with the Common Core Standards and eliminate those that are not aligned and do not effectively assess college or career readiness.

2. Best Practices/Delivery Strategies

(Policy)

- A.2.1. Define and utilize the early college program, whereby students are able to earn college credit through concurrent credit with a community college or university under uniform standards.
- A.2.2. Modify the CPEP (College Preparatory Enrichment Program) to require enhanced partnerships in remedial curriculum design and delivery between high schools and higher education institutions at the 9-12 level with inclusion of a summer bridge program to be offered so students can refresh reading, writing, and math before taking the COMPASS or other tests to determine placement.

(Legislation)

- A.2.3. Reimburse students' cost of tuition for remedial courses if completed prior to entrance into higher education if they are successful.
- A.2.4. Fund the expansion and/or replication of the Southwest Arkansas Preparatory Academy and/or a Student Success Academy targeting under-performing students in the 9th grade throughout the state via Education Renewal Zones over a five-year period, beginning in the fall of 2012 with first priority to those areas of the state where graduation rates are lowest and remediation of students the highest. Priority is given to curriculum design and delivery between high schools and higher education institutions at the 9-12 levels and includes a summer bridge program in order for students to refresh reading, writing, and math skills prior to taking the COMPASS for placement.

3. Improving Instruction/Teacher Training

(Policy)

- A.3.1. Significantly increase teachers' content knowledge in the areas covered by the standards over current licensure requirements.
- A.3.2. Require intensive, well planned professional opportunities for teachers, especially those in school districts with high remediation rates, in order to enhance potential and create college-ready students.
- A.3.3. Require seniors in high school to complete course work that requires expository reading and writing.
- A.3.4. Require high school students to complete four years of math and science courses that are of progressive sophistication.
- A.3.5. Provide professional development for K-12 teachers, counselors and administrators on interpreting and using PLAN, PSAT and COMPASS diagnostic scores to work with students needing remediation and their parents.
- A.3.6. Provide workshops and printed information for parents regarding college readiness (example: California brochure).
- A.3.7. Provide student access to tools to develop academic skills including KeyTrains and the Career Readiness Certificate.
- A.3.8. Develop easily accessible web-based tools for college preparation and career exploration.
- A.3.9. Eliminate the Smart Core opt out provision for all students.
- A.3.10. Institute senior seminars in all high schools which will introduce students to the pacing, level, pedagogy and critical thinking format of a college class (see David Conley, *College Knowledge* as example).

B. Postsecondary Level

1. Preparation

(Policy)

- B.1.1. Eliminate the Smart Core opt out provision for all students.
- B.1.2. Increase the remediation trigger ACT /SAT score to nationally recognized levels that result in first-year college success.
- B.1.3. Remove the assignment or designation of a student in need of remediation from the student enrollment process.
- B.1.4. Because data have indicated that the ACT/SAT score alone is not a valid indicator of college readiness, develop a system utilizing methodology that includes multiple measures of student performance. Colleges and universities would review multiple student indicators to determine entrance, i.e., overall GPA, courses taken in high school, end-of-course scores, and ACT among others including on-campus interviews. Data have yet to be presented to indicate requiring remedial courses has provided a higher level of college completion rate.
- B.1.5. Change the ACT/SAT cutoff for remediation to allow flexibility for campuses allowing each campus to determine its method, would be submitted to ADHE for approval.
- B.1.6. Require participation in adult education rather than higher education remediation courses for a student with a ACT or placement score below a set level (such as 12 or so).
- B.1.7. Consideration of **core-coursework-only** GPA as possible criteria for any multiple-measure remediation definition.

2. Accountability

(Policy)

- B.2.1. Initiate developmental course redesign in areas needed at each institution with more than 20% nonsuccess rate in remedial courses.
- B.2.2. Utilize the COMPASS, ASSET, ACT and other exams for placement or diagnostic tools, but not as post tests for accountability.
- B.2.3. Share remediation outcomes that are transparent with measureable and documentable with ADHE, other colleges, and students by utilizing common competency based final exams for developmental courses in order to ensure that students are ready for college level work.
- B.2.4. Set targets for improved remedial rate successes for each institution type/institution and include in each institution's remediation plan as required and monitored by ADHE.

3. Providers

(Legislation)

- B.3.1. Disallow state funding of remediation in 4-year institutions (Numerous 4-year institutions use education funds for athletic expenditures which adds weight to this idea.). Students requiring remediation should receive remedial instruction from adult education or Career Pathways Program at a 2-year institution, depending on scores.
- B.3.2. Place adult education under the direction of ADHE with the funding 4-year institutions would have received for delivery of remedial coursework.
- B.3.3. Allow concurrent enrollment in adult education programs and community colleges. (For example: If a student has a low COMPASS math score and high writing score, he or she could be served by both programs).

4. Best Practices/Delivery Strategies

(Policy)

- B.4.1. Examine the structure and purpose of the developmental program. Consider whether we are remediating skills that were forgotten in high school or preparing students for college-level course work.
- B.4.2. Utilize a variety of delivery methods in the developmental courses and then assess for effectiveness.
- B.4.3. Imbed remediation into the required college credit course as a blended laboratory experience. (For example, students requiring remediation could enroll in the 3-hour college course but be required to complete additional developmental work for one or two additional hours per week which could be fast tracked and completed via computer. This could be accomplished by allowing English fast tracking for Introduction to Writing students. Students would enroll in a developmental writing course paired with the English I course. The developmental course provides support for the English I assignments and students must pass both courses to move to English II. An example of a schedule would be for students to take English I on Monday, Wednesday, and Friday and Introduction to Writing on Tuesday and Thursday. Students would be able to complete the developmental course and English I in one semester rather than two.
- B.4.4. Utilize the Academic Early Alert system in regular credit courses to alert counselors/instructors at any point in the semester of potential academic problems.
- B.4.5. Differ between adult and traditional student college readiness so that remediation approaches for each group reflect that difference.
- B.4.6. Amend Higher Education Coordinating Board policy to encourage innovative methods of meeting remediation requirements such as attaching remedial “workshops” to regular college-level classes.
- B.4.7. Redesign math curriculum and streamline to reduce the number of developmental math courses.
- B.4.8. Select beginning Algebra students early in the semester allowing them to participate in the fast tracking computer laboratory option using My Math Lab software with instructor support. Students will have the opportunity to complete Beginning Algebra and Intermediate Algebra in one semester. Students will be required to complete all course content and score a 75% or higher on the common departmental final at the end of each course. Benefits include: completion of the courses in one semester instead of two and the student completes six hours of credit for the cost of three hours. This has been piloted with success and will be expanded in Spring 2011.
- B.4.9. Implement an Extended College Algebra format for first-time, full-time students who place into College Algebra with an ACT score of 19, 20 or 21 and for students who earned a “C” in Intermediate Algebra. These sections include one additional class time for recitation.
- B.4.10. Increase student support by using software to reinforce concepts, such as My Reading Lab.
- B.4.11. Require instructors to offer conferencing and extra tutoring sessions for students who are struggling in the course.
- B.4.12. Utilize the New Student Orientation (NSO) program which has been developed and connects students with faculty in their major for course advisement.
- B.4.13. Continue the Major Fair and move it to September with individual appointments for undeclared students to encourage students to declare a major earlier.
- B.4.14. Utilize the Target Success program, which was designed and implemented for students who are repeating a developmental course to provide additional support and accountability. Failure to successfully complete the course and Target Success program could result in limitations to enrollment.
- B.4.15. Require the student success course for developmental students in all three disciplines (reading, writing, and math).

- B.4.16. Require students with placement scores for developmental courses to take these courses each and every semester until they successfully complete the courses. Students are not allowed to take upper level courses until all developmental courses have been completed.
- B.4.17. Allow students that require no remediation, or for only 1 subject the option to attend a 2-year or 4-year campus while those that require 2 or more subjects to attend a 2-year campus.

(Legislation)

- B.4.18. Provide \$1 million for research projects in order to encourage colleges and universities to experiment with new approaches to remedial instruction, requiring rigorous third-party evaluation. These funds will establish a pool of financial support for institutions to write grants for remediation instruction needs for their campuses.
- B.4.19. Carefully examine the practical goal of present remediation requirements and clarify that the goal is to have students succeed and graduate. A short-term solution would be to discontinue remediation (repeal A.C.A. 6-61-110) in its present form and replace it with a positively oriented system.
- B.4.20. Attach a surcharge (for example, \$100) for students who repeat a remedial class.
- B.4.21. Design a system to recalculate the “cost” of remediation in Arkansas using figures submitted by the universities themselves and confirmed by an independent office, an office such as NCHEMS or others.
- B.4.22. Provide appropriate financial resources and fund the hiring of additional academic advisors to work closely with students beginning as freshmen to get their degree plans completed and help them keep on track. These advisors need to earn competitive salaries. (Note: Currently, most staff and counselors earn less than public school counselors on a 9- or 10-month contract).
- B.4.23. Provide incentives for universities to do extensive research into the subject of remediation and retention.

5. Improving Instruction/Teacher Training

(Policy)

- B.5.1. Provide incentives for universities to do extensive research into the subject of remediation and retention.
- B.5.2. Require 20 hours per year of professional development for faculty in developmental education to acquire the needed skills, methods, etc.
- B.5.3. Appoint someone in charge of remedial education at all campuses and at ADHE to coordinate our efforts with the Arkansas Department of Education and with the campuses. This point person can assist with professional development opportunities, research what other campuses and states are doing, pull institutions together for best practices sharing, etc.
- B.5.4. Instruct ADHE to modify reporting functions to allow for students who are not succeeding to drop back into a lower division course, take an incomplete until they can succeed, etc.
- B.5.5. Allow higher education institutions to receive CPEP funds for preparation programs and for ACT testing.

(Further Study)

- B.5.6. Continue and expand research in the subject of *remediation*, due to the national urgency of addressing this topic.

For further comments by the ADHE on the study see Appendix C.

1 INTERIM STUDY PROPOSAL 2009-233

2
3 REQUESTING THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE
4 SENATE INTERIM COMMITTEE ON EDUCATION CONDUCT A STUDY OF
5 REMEDIATION AT BOTH THE HIGH SCHOOL LEVEL AND THE POSTSECONDARY
6 LEVEL, INCLUDING REMEDIATION REQUIRED AS A RESULT OF END-OF-
7 COURSE EXAMS, HIGH-STAKES END-OF-COURSE EXAMS, AND COLLEGE
8 READINESS EXAMS; POST-REMEDATION RETESTING AND EXIT EXAMS USED
9 TO MEASURE A STUDENT'S MASTERY OF THE SUBJECT HE OR SHE WAS
10 REMEDIATED IN; AND THE RIGOR, DESIGN, IMPLEMENTATION, AND
11 EFFECTIVENESS OF INDIVIDUALIZED ACADEMIC IMPROVEMENT PLANS
12 DEVELOPED BY PUBLIC SCHOOLS AND REMEDIAL COURSES DEVELOPED BY
13 INSTITUTIONS OF HIGHER EDUCATION.

14
15 WHEREAS, there is a high number of students requiring remediation at
16 both the high school and postsecondary level; and

17
18 WHEREAS, to be effective, individualized academic improvement plans and
19 remedial courses must be designed in a manner that will allow a student to
20 gain the knowledge he or she needs to succeed; and

21
22 WHEREAS, students who do not pass end-of-course exams and high-stakes
23 end-of-course exams are required to participate in remediation activities
24 included in the students individualized academic improvement plan; and

25
26 WHEREAS, students who do not meet a minimum score on a college
27 readiness exam must enroll and pass a remedial course in the subject he or
28 she failed before taking a college level course; and

29
30 WHEREAS, students who are required to take at least one remedial course
31 at a postsecondary institution are more likely to leave postsecondary
32 education without attaining a degree; and

33
34 WHEREAS, there is a concern that students in high school who fail to
35 pass an end-of-course exam or a high-stakes end-of-course exam may not have
36 time to receive remediation and retake the required exam before graduation,

1
2
3
4
5
6
7
8
9
0
1
2
3
4
5
6
7
8
9
0
1
2
3
4
5
6
7
8
9
0
1
2
3
4
5
6

NOW THEREFORE,
BE IT PROPOSED BY THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE SENATE
INTRIM COMMITTEE ON EDUCATION OF THE EIGHTY-SEVENTH GENERAL ASSEMBLY OF THE
STATE OF ARKANSAS:

THAT the House Interim Committee On Education and the Senate Interim
Committee On Education study remediation issues that pertain to students in
high school and students at postsecondary institutions.

BE IT FURTHER PROPOSED, that the Committees' study include, at a
minimum:

(a) A written response and presentation by the Department of Education
on:

- (1) The remediation rate of students due to failure to pass end-of-course exams and high-stakes end-of-course exams;
- (2) The process for developing and implementing an individualized academic improvement plan for a student;
- (3) The process in place to allow a student to retest; and
- (4) The timeframe given for a student to complete remediation successfully; and

(b) A written response and presentation by the Department of Higher
Education on the remediation rate of students entering postsecondary
education, including:

- (1) The areas in which remediation is needed;
- (2) The rigor and design of remedial courses;
- (3) Exit standards utilized to determine whether or not a student has successfully been remediated and is prepared to move forward with postsecondary level courses; and
- (4) Support systems in place for students requiring remediation.

Respectfully submitted,

Representative Donna Hutchinson

1 District 98

2

3

4

5 Representative Johnnie Roebuck

6 District 20

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36 Filed Date: 03/08/2010 By: SAG/sag

REVISED 03/24/2010;

INTERIM STUDY PROPOSAL 2009-234

REQUESTING THE ARKANSAS LEGISLATIVE COUNCIL TO DIRECT THE HOUSE
INTERIM COMMITTEE ON EDUCATION TO CONDUCT A STUDY OF THE
ALIGNMENT OF HIGH SCHOOL END-OF-COURSE EXAMS WITH THE ACT.

WHEREAS, students must learn, study, and prepare for end-of-course
exams in basic subjects such as mathematics and English; and

WHEREAS, at the same time, students must learn, study, and prepare for
the ACT or other college readiness exams for admission to institutions of
higher education; and

WHEREAS, it can be extremely difficult for students to find time to
learn, study, and prepare for both the end-of-course exams and the ACT or
other college readiness exams when the exams are not aligned; and

WHEREAS, it may be possible for the end-of-course exams and the ACT or
other college readiness exams to align in a manner that would allow the
student to learn, study, and prepare for all exams in a more expedient and
efficient manner while preserving the core principles of each subject,

NOW THEREFORE,

BE IT PROPOSED BY THE ARKANSAS LEGISLATIVE COUNCIL OF THE EIGHTY-SEVENTH
GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

THAT the Arkansas Legislative Council direct the House Interim
Committee on Education to study the alignment of end-of-course exams in high
school and the ACT or other college readiness exams.

BE IT FURTHER PROPOSED, that the House Interim Committee on Education
study include, at a minimum:

(a) Core learning principles included on end-of-course exams, with
explanation and information from the Department of Education;

(b) Core learning principles included on the ACT or other college
readiness exams, with explanation and information from the Department of

SAG013

1 Education and the Department of Higher Education; and
2 (c) Strategies for aligning core learning principles required for
3 success on end-of-course exams with those required for success on the ACT and
4 other college readiness exams.

5
6 Respectfully submitted,

7
8
9
10 Representative Johnnie Roebuck
11 District 20

12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35

36 Filed Date: 03/08/2010 By: SAG/sag

APPENDIX C - ADHE RECOMMENDATION ANALYSIS

In recent years, many changes have been made in how higher education institutions address remediation. Recommendations from the Access to Success report have inspired legislation and AHECB activities related to remediation. The most significant of these are:

ACT 971: AN ACT TO REQUIRE CLEAR EXIT STANDARDS FOR ALL REMEDIAL COURSES TAKEN AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO IMPROVE THE TEACHING TECHNIQUES OF REMEDIAL COURSES; AND FOR OTHER PURPOSES.

All public institutions have identified an exit assessment comparable to the ACT that students will take upon completion of an institution's highest remediation course in each subject. The full implementation of this legislation began this semester, fall 2010. Institutions will assess all students exiting remediation and report the results to ADHE early next year. While it is at the discretion of the institution and the faculty to determine if students can move forward to a college level course based on their exit score in the specific subject, the data will allow for a comprehensive understanding of whether the various remediation methodologies utilized around the state are effective. From the data, institutions should be able to refine their local practices based upon best practices in the state.

Faculty and campus leaders have indicated that as a result of this act much work has been done to enhance the delivery of remediation on their campuses. The recent AATYC Remediation conference included many presentations on new remediation efforts at Arkansas community colleges.

Act 606: AN ACT TO CREATE THE ARKANSAS SCHOLARSHIP LOTTERY ACT; TO ESTABLISH, OPERATE, AND REGULATE STATE LOTTERIES AS AUTHORIZED BY THE ARKANSAS CONSTITUTION; TO SUPPLEMENT HIGHER EDUCATION SCHOLARSHIPS WITH NET PROCEEDS FROM THE STATE LOTTERY; TO PROVIDE FOR THE EXCHANGE OF DATA NEEDED TO EVALUATE STATE-SUPPORTED STUDENT FINANCIAL ASSISTANCE; AND FOR OTHER PURPOSES.

The lottery scholarship legislation further compels institutions to enhance developmental education effectiveness and encourages students to come to college more academically prepared because students must complete all their remediation sequence within the first 30 hours of enrollment.

COMPLETE COLLEGE AMERICA AND NCHEMS

The Complete College America (CCA) initiative recently selected Arkansas as one of only eight states to receive intense technical assistance from national experts to improve the number of degree holders in the state. As part of this initiative, CCA and others commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a comprehensive study of policies, procedures, legislation and practices related to student success. In keeping with many of your committee's discussions, the areas in which CCA and NCHEMS are most focused include formula funding, remediation, time-to-degree and program structure. CCA believes that these focal areas are highly interrelated, and we agree.

The NCHEMS study will be completed by mid-December and forwarded to the Governor, legislative leadership, the Coordinating Board and ADHE staff. The report will contain information and recommendations that will be critical to understanding corrective action that should be taken to strengthen all higher education programs, including developmental education. It would be ideal if the recommendations from CCA/NCHEMS could be incorporated/considered as a part of this ISP's report.

COMMENTARY ON THE HEARINGS:

The hearings have been very effective in bringing forth a variety of perspectives on the following topics:

The appropriateness of current developmental education cut scores
Assessments used for determining remediation
Various methods assessing when a person is remediated
The definition of career and college readiness
Appropriate curriculum and pedagogy
Best practices in developmental education

Overall, I think the discussions were useful and as we seek to improve remediation, we need to focus on activities and policy that help students build their skills for long-term success in college and their careers. It was reported in committee that HS GPA was found to be a better predictor of success in the first year than was ACT scores. I concur with this finding; however, if you track Arkansas students to college graduation, the ACT is the better predictor of overall college student success. Considering that in Arkansas much of the first year for many students is spent taking remediation classes (which do not count in GPA), I am concerned that first-year college GPA and retention are inflated because of the high participation in remediation courses. Thus, I would consider problematic the idea of replacing the ACT with local high school GPA for determining remediation placement and/or college readiness.

In addition, the idea of utilizing a sliding scale of multiple measures (ACT and HS GPA) is an area of concern. Clarity in determining a student's skill set and need for remediation is needed to help both the instructor teach and the student learn so that students become better prepared for specific college subjects. Admittedly, our cut scores have not been adjusted since they were adopted in 1989, but the current ACT of 19 for each of the subscores is a very tangible and attainable number for students. For example, students who are taught the standard Algebra II course content should do well on the ACT math subtest. I believe the clarity in providing one cut score based upon a nationally normed assessment reliability enables K-12 faculty and higher education developmental faculty to adapt their curriculum accordingly.

Contrary to what some proclaim, teaching to a standard and a test that measures progress in achieving that standard is what teaching should be about. We need more finite metrics, not less. When I taught, I determined what I wanted students to learn, developed the test, and taught in a manner that would ensure student success on the assessment. In developmental education, we should expect our students to be college ready, and in Arkansas that means an ACT of 19 in reading, writing and math. Our greatest effort should be in working with faculty and developmental education students to maximize student success at an agreed upon level. This cut score is achievable and appropriate. If we change the assessment, we muddy the conversation.

Finally, I firmly believe that all developmental education efforts should be focused on addressing students' college-readiness in reading, writing and math. Although a nationally-normed ACT of 19 is most preferred by ADHE in determining student readiness, we would consider using an end-of-course cut score for remediation purposes if the cut score has a high positive correlation with the ACT and is equivalent to an ACT of 19. I have actively participated in national meetings focused on national standards and testing for the past two years and have maintained this position throughout. The decision on determining the appropriate assessments and the appropriate cut score should be left to the AHECB as currently prescribed by law.

In recent years, many changes have been made in how higher education institutions address remediation. Recommendations from the Access to Success report have inspired legislation and AHECB activities related to remediation. The most significant of these are:

ACT 971: AN ACT TO REQUIRE CLEAR EXIT STANDARDS FOR ALL REMEDIAL COURSES TAKEN AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO IMPROVE THE TEACHING TECHNIQUES OF REMEDIAL COURSES; AND FOR OTHER PURPOSES.

All public institutions have identified an exit assessment comparable to the ACT that students will take upon completion of an institution's highest remediation course in each subject. The full implementation

of this legislation began this semester, fall 2010. Institutions will assess all students exiting remediation and report the results to ADHE early next year. While it is at the discretion of the institution and the faculty to determine if students can move forward to a college level course based on their exit score in the specific subject, the data will allow for a comprehensive understanding of whether the various remediation methodologies utilized around the state are effective. From the data, institutions should be able to refine their local practices based upon best practices in the state.

Faculty and campus leaders have indicated that as a result of this act much work has been done to enhance the delivery of remediation on their campuses. The recent AATYC Remediation conference included many presentations on new remediation efforts at Arkansas community colleges.

Act 606: AN ACT TO CREATE THE ARKANSAS SCHOLARSHIP LOTTERY ACT; TO ESTABLISH, OPERATE, AND REGULATE STATE LOTTERIES AS AUTHORIZED BY THE ARKANSAS CONSTITUTION; TO SUPPLEMENT HIGHER EDUCATION SCHOLARSHIPS WITH NET PROCEEDS FROM THE STATE LOTTERY; TO PROVIDE FOR THE EXCHANGE OF DATA NEEDED TO EVALUATE STATE-SUPPORTED STUDENT FINANCIAL ASSISTANCE; AND FOR OTHER PURPOSES.

The lottery scholarship legislation further compels institutions to enhance developmental education effectiveness and encourages students to come to college more academically prepared because students must complete all their remediation sequence within the first 30 hours of enrollment.

COMPLETE COLLEGE AMERICA AND NCHEMS

The Complete College America (CCA) initiative recently selected Arkansas as one of only eight states to receive intense technical assistance from national experts to improve the number of degree holders in the state. As part of this initiative, CCA and others commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a comprehensive study of policies, procedures, legislation and practices related to student success. In keeping with many of your committee's discussions, the areas in which CCA and NCHEMS are most focused include formula funding, remediation, time-to-degree and program structure. CCA believes that these focal areas are highly interrelated, and we agree.

The NCHEMS study will be completed by mid-December and forwarded to the Governor, legislative leadership, the Coordinating Board and ADHE staff. The report will contain information and recommendations that will be critical to understanding corrective action that should be taken to strengthen all higher education programs, including developmental education. It would be ideal if the recommendations from CCA/NCHEMS could be incorporated/considered as a part of this ISP's report.

APPENDIX D - HIGHER ED ACT CUT-OFF SCORES

Cut-Off Scores for Enrollment in College Level Classes - 2010

ACT Comparable Scores

| Institution | Type | College-Level English | College-Level Math | Reading |
|---|------------|-----------------------|--------------------|---------|
| Arkansas State University-Jonesboro | University | 19 | 19 | 19 |
| Arkansas Tech University | University | 19 | 19 | 19 |
| Henderson State University | University | 19 | 19 | 19 |
| Southern Arkansas University | University | 19 | 19 | 19 |
| U of A at Fayetteville | University | 19 | 19 | 19 |
| U of A at Fort Smith | University | 19 | 19 | 19 |
| U of A at Little Rock | University | 19 | 21 | 19 |
| U of A at Monticello | University | 19 | 19 | 19 |
| U of A at Pine Bluff | University | 19 | 19 | 19 |
| University of Central Arkansas | University | 19 | 19 | 19 |
| Arkansas Northeastern College | College | 19 | 21 | 19 |
| Arkansas State University - Beebe | College | 19 | 19 | 19 |
| Arkansas State University - Mountain Home | College | 19 | 19 | 19 |
| Arkansas State University - Newport | College | 19 | 19 | 19 |
| Black River Technical College | College | 19 | 21 | 19 |
| Cossatot CC of the UA | College | 19 | 19 | 19 |
| East Arkansas Com College | College | 19 | 19 | 19 |
| Mid-South Community College | College | 19 | 19 | 19 |
| National Park Community College | College | 19 | 20 | 19 |
| North Arkansas College | College | 19 | 21 | 19 |
| Northwest AR Community College | College | 19 | 21 | 19 |
| Ouachita Technical College | College | 19 | 21 | 19 |
| Ozarka College | College | 19 | 19 | 19 |
| Phillips Comm College of the UA | College | 19 | 19 | 19 |
| Pulaski Technical College | College | 19 | 21 | 19 |
| Rich Mountain Com College | College | 19 | 19 | 19 |
| South AR Community College | College | 19 | 19 | 19 |
| Southeast Arkansas College | College | 19 | 19 | 19 |
| SAU Tech | College | 19 | 19 | 19 |
| UACC at Batesville | College | 19 | 19 | 19 |
| UACC at Hope | College | 19 | 19 | 19 |
| UACC at Morrilton | College | 19 | 19 | 19 |
| | | | | |

APPENDIX E - PLACEMENT/ PRE-TESTS AND POST-TESTS (ACT 971)

See Table 1 for a listing of college placement/pre-tests to be used by institutions.

TABLE 1. College Placement/Pre-tests

| Institution | English | Math | Reading |
|---------------|------------------------|------------------------|----------------------------|
| 4-Year | | | |
| ASUJ | Compass | Compass | Compass/Nelson-Denny |
| ATU | ACT/Compass | ACT/Compass | ACT/Compass |
| HSU | ACT/Compass/Asset | ACT/Compass/Asset | ACT/Compass/Asset |
| SAUM | ACT/Compass/Asset/ SAT | ACT/Compass/Asset/ SAT | ACT/Compass/Asset/ SAT |
| UAF | ACT and Essay | ACT and MyMathTest | ACT and Compass |
| UAFS | Compass | Compass | Compass |
| UALR | Compass | * | Compass |
| UAM | ACT/Compass/Asset/ SAT | ACT/Compass/Asset/ SAT | ACT/Compass/Asset/ SAT |
| UAPB | Compass | Compass | Compass |
| UCA | Compass | Compass | Compass |
| 2-Year | | | |
| ANC | Compass/Asset | Compass/Asset | Nelson-Denny |
| ASUB | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT |
| ASUMH | ACT/Compass | ACT/Compass | ACT/Compass |
| ASUN | Compass | Compass | Compass |
| BRTC | Asset | Asset | Asset |
| CCCUA | Compass/Asset | Compass/Asset | Compass/Asset |
| EACC | Compass/Asset | Compass/Asset | Compass/Asset |
| MSCC | ACT/Compass | ACT/Compass | ACT/Compass |
| NPCC | ACT/Compass/Asset | ACT/Compass/Asset | ACT/Compass/Asset |
| NAC | ACT/Compass | ACT/Compass | ACT/Compass |
| NWACC | ACT/Compass | ACT/Compass | ACT/Compass |
| OTC | Compass E-Write | ACT/Compass | Nelson-Denny |
| OC | Compass | Compass | Compass |
| PCCUA | Compass/Asset | Compass/Asset | Compass/Asset/Nelson-Denny |
| PTC | Compass | Compass | Compass |
| RMCC | ACT/Compass/Asset | ACT/Compass/Asset | ACT/Compass/Asset |
| SACC | Compass | Compass | Nelson-Denny |
| SEAC | Compass | Compass | Compass |
| SAUT | Compass | Compass | Compass |
| UACCB | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT |
| UACCH | ACT/Compass/Asset | ACT/Compass/Asset | ACT/Compass/Asset |
| UACCM | ACT/Compass | ACT/Compass | ACT/Compass |

* 19 ACT is required for Intermediate Algebra.

Developmental Course Post-Tests

Act 971 requires that state-supported institutions adopt a developmental exit examination that will provide a score comparable to ACT or SAT scores in order to determine if students are prepared for college-level course enrollment. This post-test is to be implemented for developmental education students no later than the Fall semester of 2010. Test selection was determined by institutional faculty,

staff, and/or administrators. See Table 2 for a complete listing of post-tests that will be adopted by institutions.

Table 2. Developmental Course Post-Tests

| Institution | English | Math | Reading |
|---------------|-----------------------|-----------------------|--------------------------------|
| 4-Year | | | |
| ASUJ | Compass | Compass | Compass/Nelson-Denny |
| ATU | Compass | Compass | Compass |
| HSU | Compass | Compass | Compass |
| SAUM | Compass | Compass | Compass |
| UAF | Compass and Essay | MyMathTest | Compass |
| UAFS | Asset | Asset | Asset |
| UALR | Compass | * | Compass |
| UAM | Asset | Asset | Asset |
| UAPB | Compass | Compass | Compass |
| UCA | Compass | Compass | Compass |
| 2-Year | | | |
| ANC | Compass/Asset | Compass/Asset | Nelson-Denny |
| ASUB | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT | ACT/Compass/Asset/SAT |
| ASUMH | Compass | Compass | Compass |
| ASUN | Compass | Compass | Compass |
| BRTC | Asset | Asset | Asset |
| CCCUA | Compass/Asset | Compass/Asset | Compass/Asset |
| EACC | Compass/Asset | Compass/Asset | Compass/Asset |
| MSCC | Compass | Compass | Compass |
| NPCC | TABE | TABE | TABE |
| NAC | Compass | Compass | Compass |
| NWACC | Compass E-Write | Compass | Compass |
| OTC | Compass E-Write | Compass | Nelson-Denny |
| OC | Compass | Compass | Compass |
| PCCUA | Compass/Asset/ACT | Compass/Asset/ACT | Compass/Asset/ACT/Nelson-Denny |
| PTC | Compass | Compass | Compass |
| RMCC | Compass/Asset | Compass/Asset | Compass/Asset |
| SACC | Compass | Compass | Nelson-Denny |
| SEAC | Compass | Compass | Compass |
| SAUT | Compass | Compass | Compass |
| UACCB | Compass/Asset | Compass/Asset | Compass/Asset |
| UACCH | Compass | Compass | Compass |
| UACCM | ACT/Compass | ACT/Compass | ACT/Compass |

* 19 ACT is required for Intermediate Algebra.

Institutions have indicated that post-testing will occur in one of the following ways:

- In-class at or near the end of the semester on a designated test day
- In-class as the final examination
- Outside of class in a lab setting at or near the end of the semester

**Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions**

1. The remediation rate of students due to failure to pass end-of-course exams and high-stakes end-of-course exams:

Under the law, students who do not score proficient on the general end-of-course examinations must be remediated in order to receive course credit. This means that any student who scores basic or below basic on the Geometry or Biology End-of-Course Exams must complete an academic improvement plan (AIP). These general end-of-course examinations do not require the administration of subsequent tests (See Chart A).

While the Grade 11 Literacy Exam is not an end-of-course exam, students who do not score proficient must be remediated. This means that any student who scores basic or below basic on the Grade 11 Literacy Exam also must complete an AIP. The Grade 11 Literacy Examination also does not require the administration of subsequent tests (See Chart B).

Under the law, students who are administered a high stakes end-of-course examination must obtain the requisite pass scale score in order to receive course credit. Students who do not meet the requisite pass scale score on the high stakes end-of-course examinations must be remediated through an Individualized Academic Improvement Plan (IAIP) and retest until the requisite pass scale score is met in order to receive course credit. Additionally, students who do not score proficient on a high stakes end-of-course examination must be remediated through an AIP. (Algebra I is a required high school mathematics assessment under the Federal Elementary and Secondary Education Act.) (See Chart C).

2. The process for developing and implementing an individualized academic improvement plan for a student:

The Individualized Academic Improvement Plan (IAIP) shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high stakes EOC assessments. The IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course exam assessment, the desired levels of performance necessary for the student to meet the satisfactory pass levels, and the instructional and support services to be provided to meet the desired levels of performance. A public school also shall provide frequent monitoring of the student's progress on the IAIP in meeting the desired levels of performance. Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation (See sample IAIP form).

The Academic Improvement Plan (AIP) shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the

Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions

student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The AIP shall be prepared using the format designed by the Department of Education (See sample AIP form). However, the local school may adjust the format as deemed necessary. The plan shall be signed by the appropriate school administrator and the parent/guardian. The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day, etc. The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments and shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies. A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP. The AIP should contain an implementation timeline that assures the maximum time for remedial instruction. AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction. In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

3. The process in place to allow a student to retest:

If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite passing scale score on the high-stakes end-of- course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the ADE before taking a third subsequent high-stakes end-of-course assessment.

Retest Opportunities (Paper-and-Pencil)

- Mid-Year EOC Administration
- Spring EOC Administration
- Fall EOC Administration (new for retest only)

Strand Analysis Remediation (Online)

- Students who do not score at the Pass level on three paper-and-pencil exams must participate in the online remediation

Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions

Alternative Test (Online)

- Fall window
- Spring window

4. The timeframe given for a student to complete remediation successfully:

An IAIP shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.

Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction through an AIP until the expectations are met or the student is not subject to compulsory school attendance.

Attachments:

Chart A: Remediation Rates for General End-of-Course Examinations

Chart B: Remediation Rates for Grade 11 Literacy Examination

Chart C: Remediation Rates for High-Stakes Algebra I End-of-Course Examination

Sample IAIP Form: 2010-2011 Individualized Academic Improvement Plan—Algebra I

Sample AIP Form: 2010-2011 Academic Improvement Plan—Grades 3-8 Literacy

**Remediation Rates for General End-of-Course Exams
Percent Scoring Below Proficient
Combined Population
Chart A**

| Geometry-Mid-Year | |
|--------------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 24% |
| 2009 | 37% |
| 2008 | 31% |
| 2007 | 40% |
| 2006 | 49% |
| 2005 | 56% |
| 2004 | 74% |
| 2003 | 78% |
| 2002 | 81% |
| 2001 | 83% |

| Geometry-Spring | |
|------------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 31% |
| 2009 | 34% |
| 2008 | 40% |
| 2007 | 40% |
| 2006 | 40% |
| 2005 | 45% |
| 2004 | 52% |
| 2003 | 60% |
| 2002 | 69% |
| 2001 | 82% |

| Biology- Mid-Year | |
|--------------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 61% |
| 2009 | 64% |
| 2008 | 75% |

| Biology- Spring | |
|------------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 64% |
| 2009 | 59% |
| 2008 | 70% |

**Remediation Rates for Grade 11 Literacy
Percent Scoring Below Proficient
Combined Population
Chart B**

| Grade 11 Literacy- Spring | |
|----------------------------------|--------------------------------|
| Year | % Requiring Remediation |
| 2010 | 40% |
| 2009 | 44% |
| 2008 | 49% |
| 2007 | 49% |
| 2006 | 55% |
| 2005 | 54% |
| 2004 | 55% |
| 2003 | 58% |
| 2002 | 63% |
| 2001 | 78% |

The Grade 11 Literacy Exam meets the high school literacy requirements under the Federal Elementary and Secondary Education Act. Students not scoring at the Proficient level must remediate.

**Remediation Rates for High-Stakes Algebra I End-of-Course Exam
Combined Population
Chart C**

Algebra I End-of-Course Exam for the Federal Elementary and Secondary Education Act

| Algebra I-Mid-Year | |
|--------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 26% |
| 2009 | 28% |
| 2008 | 48% |
| 2007 | 45% |
| 2006 | 49% |
| 2005 | 52% |
| 2004 | 68% |
| 2003 | 70% |
| 2002 | 91% |
| 2001 | 97% |

| Algebra I-Spring | |
|------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 23% |
| 2009 | 30% |
| 2008 | 34% |
| 2007 | 39% |
| 2006 | 36% |
| 2005 | 40% |
| 2004 | 47% |
| 2003 | 56% |
| 2002 | 63% |
| 2001 | 79% |

Students not scoring at the Proficient level must remediate

Algebra I End-of-Course Exam for Act 1307 of 2009

| Algebra I-Mid-Year | |
|--------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 8.50% |

| Algebra I-Spring | |
|------------------|-------------------------|
| Year | % Requiring Remediation |
| 2010 | 7% |

Students not scoring at the Pass level must remediate and retest

2010-2011 Individualized Academic Improvement Plan for Mathematics (Grade: Algebra I)

School: TRAINING ACCOUNT SCHOOL

District: TEST DISTRICT

Principal:

First Name: FIRST NAME

Last Name: LAST NAME

ID: 4016240999

Grade: Algebra I

Current Teacher:

Parent/Guardian:

Criterion Referenced Test: Intitial Alg. I

Performance Level: 2-Basic

Scaled Score: 157

| | | |
|----------------------------------|------|-----|
| Strand | MC | OR |
| Language of Algebra | 5/12 | 0/8 |
| Solve Equations and Inequalities | 5/12 | 0/8 |
| Linear Functions | 5/12 | 0/8 |
| Non-Linear Functions | 5/12 | 0/8 |
| Data Analysis and Probability | 7/12 | 0/8 |

| Date | Test | Results | Notes |
|-----------|----------------------------------|---------------|-------|
| 9-27-2010 | Accelerated Mathematics, Compass | htdfkytfglj.k | |

Archive.1

| Support Services Provided | Sessions Per Week | Minutes Per Session | Date Planned to Progress Monitor |
|--|-------------------|---------------------|----------------------------------|
| Tutorial | 10 | 51-60 | 9-30-2010 |
| Double Blocking Instruction test123 | | | |

| Strand | Content Strand |
|----------------------|--|
| Non-linear Functions | Students will compare the properties in the family of functions. |
| Linear Functions | Students will analyze functions by investigating rates of change, intercepts, and zeros. |

| Date Progress Monitored | Method | Result | Notes | Date Selected for Next Progress Monitoring. |
|-------------------------|--------|--------|-------|---|
|-------------------------|--------|--------|-------|---|

Archive.2

| Support Services Provided | Sessions Per Week | Minutes Per Session | Date Planned to Progress Monitor |
|-----------------------------|-------------------|---------------------|----------------------------------|
| Tutorial | 3 | 1-10 | 10-27-2010 |
| Double Blocking Instruction | | | |

| Strand | Content Strand |
|----------------------|--|
| Language of Algebra | Students will develop the language of algebra including specialized vocabulary, symbols, and operations. |
| Non-linear Functions | Students will compare the properties in the family of functions. |
| Language of Algebra | Students will develop the language of algebra including specialized vocabulary, symbols, and operations. |

| Date Progress Monitored | Method | Result | Notes | Date Selected for Next Progress Monitoring. |
|-------------------------|---|----------------|-------|---|
| 10-20-2010 | Accelerated Mathematics, Compass, Formative Classroom Assessments | This is a test | test | 10-27-2010 |

Signing this document affirms understanding of roles and responsibilities regarding this plan.

Parent/Guardian Signature _____ Began _____ Ended _____

Principal /Designee Signature _____ Began _____ Ended _____

Teacher Signature _____ Began _____ Ended _____

2010-2011 Academic Improvement Plan for Literacy

School: _____ District: _____ Grade: _____ Principal: _____
 Name: _____ Student ID: _____ Parent/Guardian: _____
 Previous Teacher: _____ Current Teacher: _____

Criterion Referenced Test: _____
 Performance Class: _____ Scaled Score _____

| Passage Type | MC | OR | Writing Domains | Points | Norm-Referenced | Scaled Score | NPR |
|--------------|----|----|--------------------|--------|-----------------------|--------------|-----|
| Literary | | | Content | | Reading Vocabulary | | |
| Content | | | Style | | Reading Comprehension | | |
| Practical | | | Sentence Formation | | Reading Total | | |
| | | | Usage | | Language Total | | |
| Writing | | | Mechanics | | | | |

| |
|--|
| Additional test data used to diagnose student's grade level weaknesses: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| Student's weaknesses in grade level content standards to be addressed in plan: |
| |
| |
| |
| |
| |

| |
|---|
| Instructional support services to be provided: |
| Method of Delivery |
| <input type="checkbox"/> Tutorial |
| <input type="checkbox"/> Extended Year |
| <input type="checkbox"/> Learning labs (school day) |
| <input type="checkbox"/> Saturday School |
| <input type="checkbox"/> Double blocking instruction in deficient areas |
| <input type="checkbox"/> Other (please explain) |
| Standards-based supplemental/ remedial strategies to bring student to proficient level: |
| |
| |
| Revisions: |
| |
| |

| |
|--|
| Evidence of Frequent Monitoring/ Progress of Learning Strategies |
| Formative Assessment (s): |
| Method: _____ |
| Result: _____ |
| Date: _____ |
| Method: _____ |
| Result: _____ |
| Date: _____ |
| Method: _____ |
| Result: _____ |
| Date: _____ |
| Summative Assessment |
| Method: _____ |
| Result: _____ |
| Date: _____ |

**Beginning with the 2005-06 school year, students who do not participate in the remediation program will be retained.

Ark Ann. Code 6-15-2003

Signing this document affirms understanding of roles and responsibilities regarding this plan.

| | | | |
|-------------------------------------|-------------|-----------------|----------------|
| Parent/Guardian Signature _____ | Date: _____ | End Date: _____ | Initial: _____ |
| Teacher Signature _____ | Date: _____ | End Date: _____ | Initial: _____ |
| Principal /Designee Signature _____ | Date: _____ | End Date: _____ | Initial: _____ |

APPENDIX G - SCHOOL DISTRICT REMEDIATION RATES

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|-------------------------------------|-------------------|--------|-------|------|---------|-----|---------|-----|-------------|-----|-------------------|--------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| | | | | | | | | | | | | |
| Academics Plus School District | 10 | 10 | 4 | 40% | 1 | 10% | 2 | 20% | 2 | 20% | 4 | 40.0% |
| Alma School District | 143 | 138 | 49 | 36% | 20 | 14% | 29 | 21% | 26 | 19% | 57 | 41.3% |
| Alpena School District | 23 | 15 | 5 | 33% | 3 | 20% | 2 | 13% | 2 | 13% | 6 | 40.0% |
| Ark School For Blind | 2 | 2 | 2 | 100% | 1 | 50% | 1 | 50% | 1 | 50% | 2 | 100.0% |
| Ark School For Deaf | 3 | 2 | 1 | 50% | 1 | 50% | 1 | 50% | 1 | 50% | 1 | 50.0% |
| Arkadelphia School District | 92 | 84 | 36 | 43% | 24 | 29% | 20 | 24% | 26 | 31% | 38 | 45.2% |
| Armored School District | 24 | 21 | 8 | 38% | 4 | 19% | 4 | 19% | 4 | 19% | 10 | 47.6% |
| Ashdown School District | 30 | 26 | 14 | 54% | 8 | 31% | 7 | 27% | 8 | 31% | 16 | 61.5% |
| Atkins School District | 45 | 42 | 18 | 43% | 18 | 43% | 16 | 38% | 19 | 45% | 24 | 57.1% |
| Augusta School District | 26 | 21 | 17 | 81% | 14 | 67% | 14 | 67% | 15 | 71% | 19 | 90.5% |
| Bald Knob School District | 45 | 40 | 10 | 25% | 8 | 20% | 6 | 15% | 7 | 18% | 14 | 35.0% |
| Barton-Lexa School District | 35 | 29 | 16 | 55% | 13 | 45% | 11 | 38% | 13 | 45% | 19 | 65.5% |
| Batesville School District | 119 | 107 | 39 | 36% | 27 | 25% | 25 | 23% | 28 | 26% | 46 | 43.0% |
| Bauxite School District | 30 | 29 | 16 | 55% | 9 | 31% | 8 | 28% | 10 | 34% | 18 | 62.1% |
| Bay School District | 27 | 21 | 6 | 29% | 7 | 33% | 5 | 24% | 5 | 24% | 12 | 57.1% |
| Bearden School District | 32 | 31 | 23 | 74% | 17 | 55% | 18 | 58% | 19 | 61% | 24 | 77.4% |
| Beebe School District | 112 | 107 | 38 | 36% | 22 | 21% | 16 | 15% | 20 | 19% | 44 | 41.1% |
| Benton School District | 168 | 156 | 39 | 25% | 28 | 18% | 24 | 15% | 24 | 15% | 54 | 34.6% |
| Bentonville School District | 333 | 308 | 80 | 26% | 48 | 16% | 39 | 13% | 46 | 15% | 106 | 34.4% |
| Bergman School District | 40 | 32 | 8 | 25% | 7 | 22% | 10 | 31% | 8 | 25% | 14 | 43.8% |
| Berryville School District | 40 | 31 | 8 | 26% | 7 | 23% | 4 | 13% | 6 | 19% | 11 | 35.5% |
| Bismarck School District | 35 | 33 | 18 | 55% | 12 | 36% | 7 | 21% | 12 | 36% | 18 | 54.5% |
| Blevins School District | 30 | 19 | 15 | 79% | 7 | 37% | 7 | 37% | 7 | 37% | 15 | 78.9% |
| Blytheville School District | 116 | 106 | 89 | 84% | 68 | 64% | 66 | 62% | 77 | 73% | 97 | 91.5% |
| Booneville School District | 66 | 62 | 25 | 40% | 10 | 16% | 15 | 24% | 13 | 21% | 30 | 48.4% |
| Bradford School District | 31 | 25 | 11 | 44% | 8 | 32% | 6 | 24% | 7 | 28% | 13 | 52.0% |
| Bradley School District | 6 | 6 | 2 | 33% | 1 | 17% | 1 | 17% | 1 | 17% | 2 | 33.3% |
| Brinkley School District | 43 | 39 | 20 | 51% | 20 | 51% | 18 | 46% | 18 | 46% | 26 | 66.7% |
| Brookland School District | 59 | 44 | 8 | 18% | 8 | 18% | 6 | 14% | 5 | 11% | 15 | 34.1% |
| Bryant School District | 255 | 242 | 83 | 34% | 56 | 23% | 47 | 19% | 61 | 25% | 96 | 39.7% |
| Buffalo Is. Central School District | 26 | 26 | 10 | 38% | 7 | 27% | 6 | 23% | 7 | 27% | 12 | 46.2% |
| Cabot School District | 337 | 329 | 110 | 33% | 59 | 18% | 37 | 11% | 56 | 17% | 123 | 37.4% |
| Caddo Hills School District | 28 | 24 | 8 | 33% | 8 | 33% | 6 | 25% | 6 | 25% | 11 | 45.8% |
| Calico Rock School District | 19 | 16 | 8 | 50% | 4 | 25% | 1 | 6% | 5 | 31% | 8 | 50.0% |
| Camden Fairview School District | 103 | 96 | 63 | 66% | 46 | 48% | 49 | 51% | 54 | 56% | 71 | 74.0% |
| Carlisle School District | 47 | 46 | 20 | 43% | 16 | 35% | 17 | 37% | 18 | 39% | 23 | 50.0% |
| Cave City School District | 54 | 42 | 24 | 57% | 15 | 36% | 15 | 36% | 16 | 38% | 27 | 64.3% |
| Cedar Ridge School District | 12 | 11 | 7 | 64% | 3 | 27% | 1 | 9% | 3 | 27% | 7 | 63.6% |
| Cedarville School District | 38 | 36 | 17 | 47% | 4 | 11% | 5 | 14% | 6 | 17% | 18 | 50.0% |
| Centerpoint School District | 20 | 19 | 6 | 32% | 5 | 26% | 5 | 26% | 4 | 21% | 9 | 47.4% |
| Charleston School District | 45 | 42 | 14 | 33% | 14 | 33% | 6 | 14% | 12 | 29% | 17 | 40.5% |
| Clarendon School District | 32 | 30 | 20 | 67% | 12 | 40% | 16 | 53% | 16 | 53% | 21 | 70.0% |
| Clarksville School District | 90 | 86 | 37 | 43% | 27 | 31% | 23 | 27% | 28 | 33% | 44 | 51.2% |
| Cleveland County School District | 38 | 33 | 8 | 24% | 10 | 30% | 9 | 27% | 8 | 24% | 13 | 39.4% |
| Clinton School District | 54 | 50 | 15 | 30% | 11 | 22% | 7 | 14% | 9 | 18% | 22 | 44.0% |
| Concord School District | 19 | 16 | 9 | 56% | 4 | 25% | 5 | 31% | 6 | 38% | 11 | 68.8% |
| Conway School District | 365 | 349 | 87 | 25% | 55 | 16% | 46 | 13% | 53 | 15% | 106 | 30.4% |

Page 1 of 6

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|-------------------------------------|-------------------|--------|-------|-----|---------|-----|---------|-----|-------------|-----|-------------------|--------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| Corning School District | 39 | 33 | 12 | 36% | 11 | 33% | 9 | 27% | 10 | 30% | 17 | 51.5% |
| Cotter School District | 28 | 20 | 9 | 45% | 6 | 30% | 8 | 40% | 6 | 30% | 12 | 60.0% |
| County Line School District | 26 | 24 | 10 | 42% | 7 | 29% | 9 | 38% | 9 | 38% | 10 | 41.7% |
| Cross County School District | 29 | 25 | 14 | 56% | 10 | 40% | 7 | 28% | 12 | 48% | 15 | 60.0% |
| Crossett School District | 95 | 73 | 36 | 49% | 27 | 37% | 27 | 37% | 28 | 38% | 40 | 54.8% |
| Cushman School District | 19 | 16 | 7 | 44% | 5 | 31% | 4 | 25% | 5 | 31% | 8 | 50.0% |
| Cutter-Morning Star School District | 30 | 27 | 19 | 70% | 12 | 44% | 9 | 33% | 13 | 48% | 20 | 74.1% |
| Danville School District | 27 | 27 | 14 | 52% | 10 | 37% | 9 | 33% | 10 | 37% | 16 | 59.3% |
| Dardanelle School District | 68 | 67 | 23 | 34% | 18 | 27% | 15 | 22% | 17 | 25% | 31 | 46.3% |
| Decatur School District | 13 | 12 | 9 | 75% | 7 | 58% | 5 | 42% | 7 | 58% | 11 | 91.7% |
| Deer/Mt. Judea School District | 26 | 14 | 6 | 43% | 3 | 21% | 1 | 7% | 2 | 14% | 7 | 50.0% |
| Delight School District | 20 | 17 | 14 | 82% | 7 | 41% | 9 | 53% | 10 | 59% | 14 | 82.4% |
| Dequeen School District | 65 | 56 | 22 | 39% | 17 | 30% | 17 | 30% | 17 | 30% | 30 | 53.6% |
| Dermott School District | 30 | 18 | 13 | 72% | 13 | 72% | 13 | 72% | 13 | 72% | 14 | 77.8% |
| Des Arc School District | 32 | 28 | 11 | 39% | 9 | 32% | 8 | 29% | 9 | 32% | 15 | 53.6% |
| Dewitt School District | 54 | 46 | 24 | 52% | 16 | 35% | 21 | 46% | 21 | 46% | 29 | 63.0% |
| Dierks School District | 31 | 23 | 6 | 26% | 6 | 26% | 5 | 22% | 6 | 26% | 10 | 43.5% |
| Dollarway School District | 60 | 49 | 39 | 80% | 32 | 65% | 28 | 57% | 33 | 67% | 40 | 81.6% |
| Dover School District | 61 | 59 | 25 | 42% | 16 | 27% | 11 | 19% | 17 | 29% | 28 | 47.5% |
| Drew Central School District | 41 | 37 | 18 | 49% | 17 | 46% | 17 | 46% | 16 | 43% | 22 | 59.5% |
| Dumas School District | 70 | 57 | 36 | 63% | 33 | 58% | 26 | 46% | 34 | 60% | 39 | 68.4% |
| Earle School District | 25 | 21 | 19 | 90% | 20 | 95% | 19 | 90% | 20 | 95% | 21 | 100.0% |
| East End School District | 32 | 31 | 11 | 35% | 11 | 35% | 8 | 26% | 10 | 32% | 14 | 45.2% |
| East Poinsett Co. School District | 36 | 27 | 10 | 37% | 7 | 26% | 8 | 30% | 8 | 30% | 14 | 51.9% |
| El Dorado School District | 191 | 161 | 83 | 52% | 74 | 46% | 70 | 43% | 79 | 49% | 107 | 66.5% |
| Elkins School District | 33 | 31 | 7 | 23% | 6 | 19% | 2 | 6% | 4 | 13% | 10 | 32.3% |
| Emerson-Taylor School District | 26 | 25 | 10 | 40% | 7 | 28% | 5 | 20% | 7 | 28% | 10 | 40.0% |
| England School District | 22 | 20 | 10 | 50% | 8 | 40% | 6 | 30% | 8 | 40% | 10 | 50.0% |
| Eureka Springs School District | 29 | 22 | 8 | 36% | 5 | 23% | 5 | 23% | 6 | 27% | 11 | 50.0% |
| Farmington School District | 80 | 73 | 26 | 36% | 14 | 19% | 9 | 12% | 13 | 18% | 28 | 38.4% |
| Fayetteville School District | 296 | 280 | 53 | 19% | 34 | 12% | 34 | 12% | 31 | 11% | 78 | 27.9% |
| Flippin School District | 25 | 18 | 6 | 33% | 1 | 6% | 2 | 11% | 2 | 11% | 6 | 33.3% |
| Fordyce School District | 33 | 29 | 21 | 72% | 13 | 45% | 13 | 45% | 13 | 45% | 22 | 75.9% |
| Foreman School District | 8 | 7 | 2 | 29% | - | - | 1 | 14% | - | - | 3 | 42.9% |
| Forrest City School District | 156 | 144 | 102 | 71% | 88 | 61% | 93 | 65% | 92 | 64% | 121 | 84.0% |
| Fort Smith School District | 466 | 455 | 141 | 31% | 84 | 18% | 61 | 13% | 82 | 18% | 164 | 36.0% |
| Fouke School District | 12 | 11 | 4 | 36% | 4 | 36% | 3 | 27% | 4 | 36% | 6 | 54.5% |
| Fountain Lake School District | 46 | 44 | 25 | 57% | 17 | 39% | 15 | 34% | 20 | 45% | 28 | 63.6% |
| Genoa Central School District | 21 | 19 | 3 | 16% | 4 | 21% | 2 | 11% | 3 | 16% | 5 | 26.3% |
| Gentry School District | 31 | 27 | 10 | 37% | 8 | 30% | 5 | 19% | 8 | 30% | 12 | 44.4% |
| Glen Rose School District | 51 | 40 | 13 | 33% | 7 | 18% | 6 | 15% | 8 | 20% | 13 | 32.5% |
| Gosnell School District | 48 | 44 | 23 | 52% | 14 | 32% | 11 | 25% | 13 | 30% | 27 | 61.4% |
| Gravette School District | 36 | 30 | 10 | 33% | 5 | 17% | 3 | 10% | 4 | 13% | 12 | 40.0% |
| Green Forest School District | 20 | 12 | 3 | 25% | 2 | 17% | 2 | 17% | 2 | 17% | 4 | 33.3% |
| Greenbrier School District | 141 | 136 | 46 | 34% | 44 | 32% | 25 | 18% | 35 | 26% | 63 | 46.3% |
| Greene Co. Tech School District | 126 | 111 | 37 | 33% | 23 | 21% | 26 | 23% | 27 | 24% | 47 | 42.3% |
| Greenland School District | 28 | 27 | 14 | 52% | 10 | 37% | 8 | 30% | 9 | 33% | 15 | 55.6% |
| Greenwood School District | 147 | 145 | 34 | 23% | 18 | 12% | 10 | 7% | 19 | 13% | 39 | 26.9% |

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|---|-------------------|--------|-------|-----|---------|-----|---------|-----|-------------|-----|-------------------|--------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| Gurdon School District | 38 | 30 | 13 | 43% | 9 | 30% | 11 | 37% | 11 | 37% | 15 | 50.0% |
| Guy-Perkins School District | 20 | 19 | 7 | 37% | 7 | 37% | 9 | 47% | 7 | 37% | 11 | 57.9% |
| Haas Hall Academy | 6 | 5 | 1 | 20% | - | - | - | - | - | - | 1 | 20.0% |
| Hackett School District | 19 | 19 | 14 | 74% | 3 | 16% | 4 | 21% | 5 | 26% | 15 | 78.9% |
| Hamburg School District | 49 | 43 | 23 | 53% | 15 | 35% | 15 | 35% | 19 | 44% | 24 | 55.8% |
| Hampton School District | 44 | 41 | 21 | 51% | 20 | 49% | 19 | 46% | 20 | 49% | 26 | 63.4% |
| Harmony Grove School District (Ouachita Co) | 53 | 47 | 28 | 60% | 25 | 53% | 23 | 49% | 25 | 53% | 33 | 70.2% |
| Harmony Grove School District (Saline Co.) | 33 | 28 | 10 | 36% | 6 | 21% | 5 | 18% | 6 | 21% | 11 | 39.3% |
| Harrisburg School District | 46 | 39 | 18 | 46% | 13 | 33% | 10 | 26% | 13 | 33% | 21 | 53.8% |
| Harrison School District | 150 | 122 | 45 | 37% | 27 | 22% | 18 | 15% | 26 | 21% | 54 | 44.3% |
| Hartford School District | 15 | 14 | 8 | 57% | 7 | 50% | 2 | 14% | 5 | 36% | 10 | 71.4% |
| Hazen School District | 28 | 27 | 13 | 48% | 9 | 33% | 9 | 33% | 10 | 37% | 16 | 59.3% |
| Heber Springs School District | 79 | 72 | 27 | 38% | 22 | 31% | 23 | 32% | 25 | 35% | 32 | 44.4% |
| Hector School District | 28 | 26 | 11 | 42% | 5 | 19% | 4 | 15% | 7 | 27% | 11 | 42.3% |
| Helena/ W.Helena School District | 101 | 81 | 67 | 83% | 49 | 60% | 59 | 73% | 57 | 70% | 76 | 93.8% |
| Hermitage School District | 26 | 16 | 7 | 44% | 7 | 44% | 4 | 25% | 6 | 38% | 9 | 56.3% |
| Highland School District | 60 | 47 | 22 | 47% | 19 | 40% | 10 | 21% | 15 | 32% | 29 | 61.7% |
| Hillcrest School District | 6 | 4 | - | - | - | - | - | - | - | - | - | 0.0% |
| Hope School District | 119 | 67 | 31 | 46% | 26 | 39% | 28 | 42% | 29 | 43% | 39 | 58.2% |
| Horatio School District | 28 | 21 | 7 | 33% | 6 | 29% | 4 | 19% | 6 | 29% | 9 | 42.9% |
| Hot Springs School District | 101 | 95 | 60 | 63% | 41 | 43% | 44 | 46% | 43 | 45% | 72 | 75.8% |
| Hoxie School District | 51 | 34 | 19 | 56% | 14 | 41% | 7 | 21% | 14 | 41% | 20 | 58.8% |
| Hughes School District | 22 | 22 | 21 | 95% | 17 | 77% | 15 | 68% | 18 | 82% | 22 | 100.0% |
| Huntsville School District | 75 | 67 | 15 | 22% | 13 | 19% | 13 | 19% | 13 | 19% | 24 | 35.8% |
| Izard Co. Cons. School District | 13 | 11 | 2 | 18% | 2 | 18% | - | - | 1 | 9% | 3 | 27.3% |
| Jackson Co. School District | 42 | 32 | 15 | 47% | 14 | 44% | 11 | 34% | 12 | 38% | 21 | 65.6% |
| Jasper School District | 22 | 14 | 6 | 43% | 6 | 43% | 5 | 36% | 4 | 29% | 10 | 71.4% |
| Jessieville School District | 35 | 33 | 15 | 45% | 5 | 15% | 6 | 18% | 7 | 21% | 15 | 45.5% |
| Jonesboro School District | 184 | 172 | 71 | 41% | 49 | 28% | 46 | 27% | 52 | 30% | 83 | 48.3% |
| Junction City School District | 29 | 26 | 12 | 46% | 11 | 42% | 8 | 31% | 10 | 38% | 14 | 53.8% |
| Kirby School District | 16 | 12 | 5 | 42% | 5 | 42% | 3 | 25% | 5 | 42% | 6 | 50.0% |
| Lafayette County School District | 24 | 17 | 11 | 65% | 10 | 59% | 9 | 53% | 11 | 65% | 13 | 76.5% |
| Lake Hamilton School District | 164 | 154 | 55 | 36% | 30 | 19% | 29 | 19% | 32 | 21% | 66 | 42.9% |
| Lakeside School District (Chicot Co.) | 37 | 33 | 25 | 76% | 23 | 70% | 19 | 58% | 23 | 70% | 27 | 81.8% |
| Lakeside School District (Garland Co.) | 131 | 127 | 49 | 39% | 30 | 24% | 23 | 18% | 29 | 23% | 57 | 44.9% |
| Lamar School District | 55 | 52 | 15 | 29% | 13 | 25% | 9 | 17% | 12 | 23% | 20 | 38.5% |
| Lavaca School District | 46 | 43 | 18 | 42% | 10 | 23% | 6 | 14% | 11 | 26% | 20 | 46.5% |
| Lawrence County School District | 59 | 45 | 25 | 56% | 17 | 38% | 12 | 27% | 17 | 38% | 27 | 60.0% |
| Lead Hill School District | 12 | 11 | 7 | 64% | 4 | 36% | 5 | 45% | 4 | 36% | 8 | 72.7% |
| Lee County School District | 68 | 62 | 47 | 76% | 48 | 77% | 41 | 66% | 46 | 74% | 56 | 90.3% |
| Lincoln School District | 31 | 28 | 9 | 32% | 11 | 39% | 7 | 25% | 7 | 25% | 15 | 53.6% |
| Lisa Academy | 3 | 3 | 1 | 33% | 1 | 33% | 1 | 33% | 1 | 33% | 1 | 33.3% |
| Little Rock School District | 733 | 701 | 465 | 66% | 333 | 48% | 312 | 45% | 361 | 51% | 495 | 70.6% |
| Lonoke School District | 83 | 79 | 46 | 58% | 32 | 41% | 22 | 28% | 33 | 42% | 49 | 62.0% |
| Magazine School District | 15 | 15 | 5 | 33% | 4 | 27% | 2 | 13% | 3 | 20% | 6 | 40.0% |
| Magnet Cove School District | 35 | 32 | 12 | 38% | 9 | 28% | 6 | 19% | 9 | 28% | 16 | 50.0% |
| Magnolia School District | 151 | 144 | 59 | 41% | 58 | 40% | 60 | 42% | 58 | 40% | 76 | 52.8% |
| Malvern School District | 87 | 71 | 39 | 55% | 26 | 37% | 20 | 28% | 25 | 35% | 46 | 64.8% |

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|---|-------------------|--------|-------|-----|---------|-----|---------|-----|-------------|-----|-------------------|-------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| Mammoth Spring School District | 22 | 17 | 7 | 41% | 3 | 18% | 3 | 18% | 3 | 18% | 8 | 47.1% |
| Manila School District | 49 | 46 | 21 | 46% | 16 | 35% | 12 | 26% | 15 | 33% | 26 | 56.5% |
| Mansfield School District | 35 | 35 | 9 | 26% | 3 | 9% | 3 | 9% | 4 | 11% | 10 | 28.6% |
| Marion School District | 142 | 133 | 60 | 45% | 57 | 43% | 47 | 35% | 56 | 42% | 76 | 57.1% |
| Marked Tree School District | 47 | 35 | 12 | 34% | 18 | 51% | 14 | 40% | 17 | 49% | 21 | 60.0% |
| Marmaduke School District | 26 | 21 | 11 | 52% | 7 | 33% | 2 | 10% | 5 | 24% | 13 | 61.9% |
| Marvell School District | 29 | 26 | 22 | 85% | 17 | 65% | 22 | 85% | 21 | 81% | 24 | 92.3% |
| Mayflower School District | 40 | 39 | 21 | 54% | 12 | 31% | 9 | 23% | 13 | 33% | 22 | 56.4% |
| Maynard School District | 26 | 19 | 12 | 63% | 8 | 42% | 6 | 32% | 9 | 47% | 12 | 63.2% |
| Mccrory School District | 26 | 20 | 6 | 30% | 3 | 15% | 6 | 30% | 5 | 25% | 8 | 40.0% |
| Mcgehee School District | 55 | 43 | 23 | 53% | 15 | 35% | 17 | 40% | 18 | 42% | 26 | 60.5% |
| Melbourne School District (Izard Co.) | 38 | 33 | 11 | 33% | 7 | 21% | 4 | 12% | 7 | 21% | 13 | 39.4% |
| Mena School District | 86 | 77 | 15 | 19% | 17 | 22% | 16 | 21% | 15 | 19% | 21 | 27.3% |
| Midland School District | 22 | 18 | 5 | 28% | 6 | 33% | 4 | 22% | 6 | 33% | 7 | 38.9% |
| Mineral Springs School District | 23 | 18 | 11 | 61% | 11 | 61% | 9 | 50% | 10 | 56% | 12 | 66.7% |
| Monticello School District | 96 | 83 | 39 | 47% | 41 | 49% | 36 | 43% | 38 | 46% | 49 | 59.0% |
| Mount Ida School District | 25 | 24 | 7 | 29% | 12 | 50% | 6 | 25% | 9 | 38% | 13 | 54.2% |
| Mountain Home School District | 147 | 100 | 38 | 38% | 15 | 15% | 13 | 13% | 14 | 14% | 45 | 45.0% |
| Mountain Pine School District | 23 | 23 | 13 | 57% | 10 | 43% | 8 | 35% | 10 | 43% | 16 | 69.6% |
| Mountain View School District | 75 | 71 | 23 | 32% | 19 | 27% | 7 | 10% | 13 | 18% | 31 | 43.7% |
| Mountainburg School District | 28 | 24 | 12 | 50% | 12 | 50% | 4 | 17% | 10 | 42% | 14 | 58.3% |
| Mt. Vernon/Enola School District | 16 | 16 | 7 | 44% | 5 | 31% | 2 | 13% | 4 | 25% | 8 | 50.0% |
| Mulberry School District | 17 | 15 | 9 | 60% | 2 | 13% | 4 | 27% | 4 | 27% | 9 | 60.0% |
| Murfreesboro School District | 18 | 13 | 5 | 38% | 4 | 31% | 2 | 15% | 3 | 23% | 7 | 53.8% |
| N. Little Rock School District | 324 | 310 | 167 | 54% | 113 | 36% | 105 | 34% | 114 | 37% | 188 | 60.6% |
| Nashville School District | 77 | 69 | 24 | 35% | 22 | 32% | 20 | 29% | 23 | 33% | 31 | 44.9% |
| Nemo Vista School District | 23 | 19 | 10 | 53% | 10 | 53% | 8 | 42% | 10 | 53% | 14 | 73.7% |
| Nettleton School District | 135 | 124 | 37 | 30% | 23 | 19% | 25 | 20% | 26 | 21% | 50 | 40.3% |
| Nevada School District | 24 | 16 | 13 | 81% | 9 | 56% | 10 | 63% | 10 | 63% | 14 | 87.5% |
| Newport School District | 63 | 54 | 30 | 56% | 28 | 52% | 26 | 48% | 29 | 54% | 38 | 70.4% |
| Norfolk School District | 20 | 11 | 1 | 9% | 3 | 27% | 1 | 9% | 1 | 9% | 3 | 27.3% |
| Norphlet School District | 18 | 16 | 7 | 44% | 5 | 31% | 7 | 44% | 5 | 31% | 10 | 62.5% |
| Omaha School District | 11 | 8 | 1 | 13% | 1 | 13% | 1 | 13% | 1 | 13% | 2 | 25.0% |
| Osceola (OCABS) Comm Arts-Business Char | 1 | 1 | - | - | - | - | - | - | - | - | - | 0.0% |
| Osceola School District | 70 | 65 | 44 | 68% | 44 | 68% | 40 | 62% | 41 | 63% | 57 | 87.7% |
| Ouachita River School District | 31 | 29 | 9 | 31% | 8 | 28% | 5 | 17% | 7 | 24% | 11 | 37.9% |
| Ouachita School District | 20 | 18 | 5 | 28% | 3 | 17% | 4 | 22% | 3 | 17% | 7 | 38.9% |
| Ozark Mountain School District | 45 | 24 | 11 | 46% | 8 | 33% | 10 | 42% | 9 | 38% | 14 | 58.3% |
| Ozark School District | 90 | 84 | 30 | 36% | 29 | 35% | 13 | 15% | 25 | 30% | 38 | 45.2% |
| Palestine-Wheatley School District | 22 | 19 | 17 | 89% | 15 | 79% | 14 | 74% | 16 | 84% | 18 | 94.7% |
| Pangburn School District | 28 | 22 | 11 | 50% | 5 | 23% | 6 | 27% | 7 | 32% | 12 | 54.5% |
| Paragould School District | 108 | 90 | 38 | 42% | 25 | 28% | 19 | 21% | 25 | 28% | 44 | 48.9% |
| Paris School District | 47 | 40 | 20 | 50% | 13 | 33% | 9 | 23% | 13 | 33% | 23 | 57.5% |
| Parkers Chapel School District | 28 | 24 | 9 | 38% | 8 | 33% | 6 | 25% | 7 | 29% | 12 | 50.0% |
| Pea Ridge School District | 51 | 49 | 18 | 37% | 14 | 29% | 12 | 24% | 13 | 27% | 27 | 55.1% |
| Perryville School District | 48 | 46 | 15 | 33% | 10 | 22% | 5 | 11% | 9 | 20% | 18 | 39.1% |
| Piggott School District | 39 | 31 | 14 | 45% | 8 | 26% | 8 | 26% | 8 | 26% | 17 | 54.8% |
| Pine Bluff School District | 181 | 150 | 109 | 73% | 88 | 59% | 82 | 55% | 93 | 62% | 118 | 78.7% |

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|--|-------------------|--------|-------|------|---------|-----|---------|-----|-------------|-----|-------------------|--------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| Pocahontas School District | 97 | 73 | 25 | 34% | 22 | 30% | 16 | 22% | 22 | 30% | 31 | 42.5% |
| Pottsville School District | 72 | 69 | 31 | 45% | 24 | 35% | 24 | 35% | 25 | 36% | 44 | 63.8% |
| Poyen School District | 26 | 16 | 5 | 31% | 4 | 25% | 2 | 13% | 4 | 25% | 6 | 37.5% |
| Prairie Grove School District | 56 | 48 | 15 | 31% | 13 | 27% | 9 | 19% | 8 | 17% | 24 | 50.0% |
| Prescott School District | 59 | 39 | 22 | 56% | 20 | 51% | 18 | 46% | 21 | 54% | 26 | 66.7% |
| Pulaski County Special School District | 508 | 476 | 284 | 60% | 179 | 38% | 172 | 36% | 203 | 43% | 305 | 64.1% |
| Quitman School District | 13 | 12 | 4 | 33% | 3 | 25% | 5 | 42% | 4 | 33% | 6 | 50.0% |
| Rector School District | 23 | 17 | 6 | 35% | 7 | 41% | 5 | 29% | 7 | 41% | 8 | 47.1% |
| Riverside School District | 21 | 17 | 10 | 59% | 6 | 35% | 4 | 24% | 6 | 35% | 11 | 64.7% |
| Riverview School District | 38 | 33 | 13 | 39% | 6 | 18% | 8 | 24% | 8 | 24% | 15 | 45.5% |
| Rogers School District | 322 | 291 | 91 | 31% | 79 | 27% | 60 | 21% | 71 | 24% | 125 | 43.0% |
| Rose Bud School District | 45 | 42 | 16 | 38% | 14 | 33% | 11 | 26% | 13 | 31% | 23 | 54.8% |
| Russellville School District | 231 | 223 | 70 | 31% | 44 | 20% | 46 | 21% | 50 | 22% | 84 | 37.7% |
| Salem School District | 40 | 34 | 8 | 24% | 7 | 21% | 4 | 12% | 7 | 21% | 10 | 29.4% |
| Scranton School District | 16 | 16 | 7 | 44% | 4 | 25% | 3 | 19% | 4 | 25% | 7 | 43.8% |
| Searcy County School District | 38 | 31 | 11 | 35% | 6 | 19% | 5 | 16% | 6 | 19% | 14 | 45.2% |
| Searcy School District | 125 | 112 | 34 | 30% | 23 | 21% | 14 | 13% | 22 | 20% | 40 | 35.7% |
| Sheridan School District | 254 | 216 | 78 | 36% | 50 | 23% | 34 | 16% | 48 | 22% | 84 | 38.9% |
| Shirley School District | 22 | 20 | 13 | 65% | 9 | 45% | 7 | 35% | 8 | 40% | 17 | 85.0% |
| Siloam Springs School District | 75 | 69 | 17 | 25% | 15 | 22% | 16 | 23% | 12 | 17% | 31 | 44.9% |
| Sloan-Hendrix School District | 30 | 25 | 11 | 44% | 9 | 36% | 5 | 20% | 5 | 20% | 16 | 64.0% |
| Smackover School District | 36 | 29 | 19 | 66% | 18 | 62% | 15 | 52% | 18 | 62% | 22 | 75.9% |
| So. Conway Co. School District | 120 | 112 | 48 | 43% | 40 | 36% | 38 | 34% | 41 | 37% | 57 | 50.9% |
| So. Miss. County School District | 55 | 53 | 31 | 58% | 25 | 47% | 21 | 40% | 25 | 47% | 35 | 66.0% |
| South Side School District | 12 | 11 | 2 | 18% | 3 | 27% | 1 | 9% | 2 | 18% | 3 | 27.3% |
| Southside School District | 57 | 43 | 17 | 40% | 18 | 42% | 12 | 28% | 16 | 37% | 23 | 53.5% |
| Spring Hill School District | 18 | 12 | 5 | 42% | 5 | 42% | 7 | 58% | 7 | 58% | 9 | 75.0% |
| Springdale School District | 387 | 365 | 111 | 30% | 105 | 29% | 83 | 23% | 86 | 24% | 166 | 45.5% |
| Star City School District | 80 | 64 | 22 | 34% | 17 | 27% | 22 | 34% | 18 | 28% | 33 | 51.6% |
| Stephens School District | 27 | 23 | 19 | 83% | 18 | 78% | 17 | 74% | 18 | 78% | 20 | 87.0% |
| Strong School District | 22 | 19 | 15 | 79% | 13 | 68% | 14 | 74% | 14 | 74% | 16 | 84.2% |
| Stuttgart School District | 85 | 79 | 46 | 58% | 31 | 39% | 27 | 34% | 35 | 44% | 49 | 62.0% |
| Texarkana School District | 45 | 41 | 16 | 39% | 13 | 32% | 10 | 24% | 11 | 27% | 21 | 51.2% |
| Trumann School District | 64 | 50 | 21 | 42% | 13 | 26% | 15 | 30% | 13 | 26% | 26 | 52.0% |
| Turrell School District | 16 | 13 | 13 | 100% | 9 | 69% | 9 | 69% | 10 | 77% | 13 | 100.0% |
| Twin Rivers School District | 30 | 25 | 12 | 48% | 13 | 52% | 4 | 16% | 10 | 40% | 16 | 64.0% |
| Two Rivers School District | 37 | 35 | 19 | 54% | 12 | 34% | 10 | 29% | 12 | 34% | 23 | 65.7% |
| Valley Springs School District | 58 | 45 | 16 | 36% | 9 | 20% | 9 | 20% | 9 | 20% | 20 | 44.4% |
| Valley View School District | 89 | 84 | 15 | 18% | 15 | 18% | 12 | 14% | 10 | 12% | 28 | 33.3% |
| Van Buren School District | 211 | 205 | 56 | 27% | 48 | 23% | 33 | 16% | 42 | 20% | 77 | 37.6% |
| Van Cove School District | 19 | 17 | 4 | 24% | 3 | 18% | 4 | 24% | 4 | 24% | 5 | 29.4% |
| Vilonia School District | 130 | 127 | 41 | 32% | 20 | 16% | 17 | 13% | 20 | 16% | 48 | 37.8% |
| Viola School District | 14 | 10 | 3 | 30% | 3 | 30% | 3 | 30% | 3 | 30% | 3 | 30.0% |
| Waldron School District | 62 | 57 | 25 | 44% | 12 | 21% | 10 | 18% | 13 | 23% | 26 | 45.6% |
| Warren School District | 69 | 61 | 38 | 62% | 33 | 54% | 30 | 49% | 33 | 54% | 42 | 68.9% |
| Watson Chapel School District | 143 | 119 | 70 | 59% | 42 | 35% | 46 | 39% | 52 | 44% | 74 | 62.2% |
| Weiner School District | 19 | 16 | 7 | 44% | 3 | 19% | 4 | 25% | 3 | 19% | 8 | 50.0% |
| West Fork School District | 44 | 41 | 19 | 46% | 5 | 12% | 4 | 10% | 6 | 15% | 20 | 48.8% |

School District Remediation Rates Total and by Subject for the 2009 Fall Term

| High School District | 1st Time Entering | | Math | | English | | Reading | | Two or More | | Total Remediation | |
|-----------------------------------|-------------------|---------------|-------|-----|---------|-----|---------|-----|-------------|-----|-------------------|--------------|
| | Students | Tested | Remed | % | Remed | % | Remed | % | Remed | % | Remed | % |
| West Memphis School District | 201 | 191 | 116 | 61% | 118 | 62% | 118 | 62% | 120 | 63% | 146 | 76.4% |
| West Side School District | 21 | 19 | 9 | 47% | 7 | 37% | 4 | 21% | 6 | 32% | 11 | 57.9% |
| Western Yell Co. School District | 21 | 18 | 12 | 67% | 5 | 28% | 7 | 39% | 8 | 44% | 13 | 72.2% |
| Westside Cons. School District | 71 | 52 | 12 | 23% | 10 | 19% | 7 | 13% | 9 | 17% | 15 | 28.8% |
| Westside School District | 28 | 25 | 13 | 52% | 12 | 48% | 7 | 28% | 12 | 48% | 16 | 64.0% |
| White Co. Central School District | 26 | 21 | 8 | 38% | 5 | 24% | 1 | 5% | 3 | 14% | 10 | 47.6% |
| White Hall School District | 119 | 103 | 27 | 26% | 16 | 16% | 17 | 17% | 16 | 16% | 35 | 34.0% |
| Wickes School District | 22 | 19 | 12 | 63% | 6 | 32% | 7 | 37% | 7 | 37% | 14 | 73.7% |
| Wonderview School District | 10 | 10 | 4 | 40% | 4 | 40% | 3 | 30% | 4 | 40% | 7 | 70.0% |
| Woodlawn School District | 36 | 32 | 11 | 34% | 10 | 31% | 6 | 19% | 9 | 28% | 14 | 43.8% |
| Wynne School District | 109 | 97 | 34 | 35% | 30 | 31% | 32 | 33% | 32 | 33% | 48 | 49.5% |
| Yellville-Summit School District | 36 | 26 | 12 | 46% | 12 | 46% | 10 | 38% | 11 | 42% | 16 | 61.5% |
| Total: | | <u>15,216</u> | | | | | | | | | <u>7,854</u> | <u>51.6%</u> |

Denotes charter school.

Report by Department of Higher Education modified by Bureau of Legislative Research, June 2010