

## **Arkansas Code**

### **(Related to school improvement plan)**

#### **a. 6-15-404 Program implementation**

- i. (f)(2) Professional development activities shall be tied to the comprehensive school improvement plan and designed to increase student learning and achievement.
- ii. (f)(4)(4) A public school or public school district classified as in "school improvement" shall develop and file with the department a comprehensive school improvement plan designed to ensure that all students demonstrate proficiency on all portions of state-mandated augmented, criterion-referenced, or norm-referenced assessments. The comprehensive school improvement plan shall include strategies to address the achievement gap existing for any identifiable group or subgroup as identified in the Arkansas Comprehensive Testing, Assessment, and Accountability Program and the gap of that subgroup from the academic standard.
- iii. (h)(2)(B)(i)(1) Each school shall develop one (1) comprehensive, long-range school improvement plan focused on student achievement which shall be reported to the public.
- iv. (h)(2)(B)(i)(2)(A)(i) Any school that fails to achieve expected levels of student performance on the Arkansas Comprehensive Assessment Program examinations and related indicators, as defined in this subchapter, shall participate in a school improvement plan accepted by the department.
- v. (h)(2)(B)(i)(2)(A)(ii) This improvement plan shall assist those students performing below grade level in achieving the expected standard.

#### **b. 6-15-419 Definitions**

- i. (3)(B)(iii) A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan.

#### **c. 6-15-420 Remediation and intervention**

- i. (c)(1) Upon completion of the intervention and remediation plans in subdivisions (b)(1) and (2) of this section, those schools that fail to achieve expected levels of student performance at the primary level on augmented, criterion-referenced, or norm-referenced assessments, as defined in this subchapter, shall participate in a comprehensive school improvement plan accepted by the department.
- ii. (c)(2)(A) This plan shall be part of each school's long-range comprehensive school improvement plan and shall be reported to the public.

#### **d. 6-15-421 Awards and sanctions.**

- i. (b)(2) The levels of sanction developed under Acts 2003, No. 1467 shall be incorporated into the existing comprehensive school improvement plan.
- ii. (d)(4) As a part of the school improvement plan pursuant to § 6-15-2201, the state board shall ensure that each school district and high school develops strategies to

improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.

**e. 6-15-426 School improvement**

- i. (e) Each public school or school district shall develop and file with the department a comprehensive school improvement plan which shall be reviewed by the department and shall be designed to ensure that all students have an opportunity to obtain an adequate education and demonstrate proficiency on all portions of the state-mandated augmented, criterion-referenced, or norm-referenced assessments.
- ii. (f) The comprehensive school improvement plan shall:
  1. (f)(1) Be based on an analysis of student performance data and other relevant data that provide a plan of action to address deficiencies in student performance and any academic achievement gap evidenced in the Arkansas Comprehensive Testing, Assessment, and Accountability Program; and
  2. (f)(2) Include the public school or school district's use of categorical funding for:
    - a. (f)(2)(A) Alternative learning environments;
    - b. (f)(2)(B) Professional development;
    - c. (f)(2)(C) English-language learners; and
    - d. (f)(2)(D) National school lunch students, as defined by § 6-20-2303(12)(A).
- iii. (g) Any public school or school district classified as in school improvement under § 6-15-425 shall develop and file with the department a revised comprehensive school improvement plan meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.
- iv. (h) At the end of each school year, the school district shall assess the effectiveness of an intervention or other action included in the comprehensive school improvement plan in improving student performance and include the assessment in the comprehensive school improvement plan for the following school year.
- v. (i)(1) The department shall monitor each public school's and school district's compliance regarding its comprehensive school improvement plan, including without limitation:
  1. (i)(1)(A) The use of public school funding under the Public School Funding Act of 2003, § 6-20-2301 et seq., for the following:
    - a. (i) Instructional facilitators as that term is defined by the state board;
    - b. (ii) Alternative learning environments, professional development, English-language learners, and national school lunch students identifying specific:

- i. (a) Educational strategies;
    - ii. (b) Resources used, including tutors, teachers' aides, counselors, social workers, and nurses; and
    - iii. (c) Expenditures made from categorical funds provided under § 6-20-2305(b); and
  - 2. (i)(1)(B) The implementation of programs for students whose academic achievement is below proficient.
- vi. (i)(2) As part of the monitoring process under this subsection (i), the department shall evaluate the research cited by the public school or school district in its comprehensive school improvement plan in support of the proposed interventions and actions to assess its independence and empirical support for the effectiveness of the program.
- vii. (i)(3) The department shall use the information obtained through monitoring comprehensive school improvement plans under this section to:
  - 1. (A) Determine the compliance of the public school or school district with this subchapter;
  - 2. (B) Evaluate whether the assessment conducted by the public school or school district under subsection (h) of this section was conducted properly; and
  - 3. (C) Assess the areas in which the public school or school district needs to revise its plan.
- viii. (j) The state board shall incorporate the provisions of subsections (f) through (i) of this section into its rules for comprehensive school improvement plans and may amend those rules in the same manner as provided by law for other rules established by the state board.

**f. 6-15-434 School testing programs**

- i. (b) Student performance trend data shall be one (1) of the components used in developing objectives of the school improvement plan

**g. 6-15-1005 Safe, equitable, and accountable public schools**

- i. (e) All public schools will participate in the state school improvement process:
  - 1. (e)(1) (A) Every school will engage in the collection and analysis of perceptual, archival, and achievement data in order to establish school and school district goals to improve student academic achievement.
  - 2. (e)(1)(B)(2) Every school will develop and implement a data-driven school improvement plan based on these analyses that leads to increased student achievement and continuous school improvement; and

3. (e)(1)(B)(3) Every school will monitor and adjust the plan of action as necessary to promote increased student achievement and continuous school improvement.

ii. (h)(3) In order for administrators to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores.

**h. 6-15-2201 Implementation of state system of school improvement and education accountability**

- i. (a) The Department of Education is responsible for implementing and maintaining a system of intensive school improvement and education accountability that shall include policies and programs to implement the following:
- ii. (c) (1) If progress is not being made, the local school district shall prepare and implement a revised school improvement plan.
- iii. (c)(2) The department and the State Board of Education shall monitor the development and implementation of the revised school improvement plan.
- iv. (d)(1)(A) The department shall implement a training program to develop among state and school district educators a cadre of facilitators of school improvement.
- v. (d)(1)(B) These facilitators shall assist schools and school districts to conduct needs assessments and develop and implement school improvement plans to meet state goals.
- vi. (d)(2)(A)(i) Upon request, the department shall provide technical assistance and training to any school, school district, or school district board of directors for conducting needs assessments, developing and implementing school improvement plans, developing and implementing assistance and intervention plans, or implementing other components of school improvement and accountability.
- vii. (d)(2)(A)(ii) Priority for these services shall be given to schools designated as school districts in academic distress or schools in need of school improvement under state or federal law.
- viii. (d)(2)(B)(i) No less than semiannually, the department shall provide a report to the interim House Committee on Education and the interim Senate Committee on Education setting forth the school districts requesting assistance, the state of each request, and the dates and actions taken.
- ix. (d)(2)(B)(ii) The department shall further report the results of the actions taken or assistance provided.

**i. 6-15-2202 Access to public school information on school improvement plans**

- i. (b)(1)(B) A public school that accepts National School Lunch Act funds and national school lunch student state categorical funding under § 6-20-2305 shall report in the public school's comprehensive school improvement plan the following:

- ii. (b)(1)(B)(i) A description of how the public school plans to use National School Lunch Act funds and national school lunch student state categorical funds in the current school year; and
- iii. (b)(1)(B)(ii) A description of how the school used National School Lunch Act funds and national school lunch student state categorical funds in the previous school year;
- iv. (c) Not less than annually, the Department of Education shall monitor compliance with the requirements of this section when the department:
  - 1. (1) Directly monitors a school for compliance with standards and accreditation; or
  - 2. (2) Assists a school with its comprehensive school improvement plan.

**j. 6-15-2401. Review of Arkansas Placement Status Reports -- Reports of students needing remediation.**

- i. (b) As a part of the school improvement plan pursuant to § 6-15-2201, the State Board of Education shall ensure that each school district and high school develops strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data.

**k. 6-15-2504. School improvement plans -- Development -- Provisions -- Implementation.**

- i. (a) Each school participating in an education renewal zone shall develop and implement a school improvement plan.
- ii. (b) Each school improvement plan shall at a minimum include the following:
  - 1. (1) Goals for improving student achievement;
  - 2. (2) Measurable benchmarks for achieving student improvement goals;
  - 3. (3) A timeline for reaching goals in improving student achievement; and
  - 4. (4) Requirements for services to be provided by the education renewal zone partners.
- iii. (c) The partners within a specific education renewal zone shall develop a strategic plan that is responsive to the needs of the individual school improvement plans.

**l. 6-15-2701 Closing the achievement gap program**

- i. (c) The Department of Education shall:
- ii. (c)(2) In a chronically underperforming school's comprehensive school improvement plan, direct the use of national school lunch state categorical funding for strategies to close gaps in academic achievement, including without limitation:
  - 1. (A) Using an Arkansas Scholastic Audit;
  - 2. (B) Using disaggregated school data to set academic improvement targets in reading, writing, mathematics, and science;

3. (C) Using improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating special education students, gifted and talented students, English language learners, and other student subgroups as needed;
  4. (D) Developing interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments;
  5. (E) Developing a plan to immediately address gaps in learning;
  6. (F) Examining and realigning, as needed, school scheduling, academic support systems, and assignments of personnel; and
  7. (G) Designing a plan for increasing parental knowledge and skill to support academic objectives; and
- iii. (c)(3) By August 1 of each year, report to the House Committee on Education and the Senate Committee on Education on:
    1. (A) The use of national school lunch state categorical funding by chronically underperforming schools in the state; and
    2. (B) The status of the achievement gaps at chronically underperforming schools in the state.
  - iv. (d) The department shall identify the chronically underperforming schools with the largest achievement gaps among students and give to those chronically underperforming schools the department's highest priority for:
    1. (i) Monitoring school improvement plans; and
    2. (ii) Providing support under this subchapter.

**m. 6-20-2305 School funding**

- i. (b)(4)(C)(i)(a) The State Board of Education shall establish by rule a list of approved programs and purposes for which funds allocated under this subdivision (b)(4) may be expended.
- ii. (b)(4)(C)(i)(b) School districts shall expend funds allocated under this subdivision (b)(4) only on the programs or purposes on the State Board of Education's list of approved programs and purposes for which funds allocated under this subdivision (b)(4) may be expended, which shall include, but are not limited to:
- iii. (b)(4)(C)(iii) The school district shall include with its comprehensive school improvement plan a written detailed statement concerning how the school district will use its excess national school lunch categorical funds each school year and explaining in detail the amount of funds and percent of total funds to be used to supplement all classroom teacher salaries as allowed in subdivision (b)(4)(C)(ii) of this section.
- iv. (b)(4)(C)(iv)

1. (a) Upon review of the school district's comprehensive school improvement plan, if the Commissioner of Education determines that the school district has met the needs of students in the school district for whom the funding for additional educational categories this subsection is provided, has met the requirements of subdivisions (b)(4)(C)(ii) and (iii) of this section, and has prudently managed its resources, the commissioner shall give written approval of the detailed planned flexible use of excess national school lunch student categorical funds provided to the school district.
2. (b) The school district shall not use its excess national school lunch categorical funds for classroom teacher salaries as provided in subdivision (b)(4)(C)(ii) of this section unless:
  - a. (1) The commissioner provides the written approval required under subdivision (b)(4)(C)(iv)(a) of this section; and
  - b. (2) Funds allocated under this subdivision (b)(4) are available.
- v. (b)(4)(C)(v) The excess national school lunch student categorical funds used to supplement the salary of a classroom teacher shall only be used as a nonrecurring bonus to a classroom teacher's salary for any given school year and shall not be considered a permanent obligation under the school district's teacher salary schedule or as contract obligations of any classroom teacher or employee of the school district.
- vi. (b)(4)(C)(vii) The Department of Education may direct that a school district expend available funds on specified programs under subdivision (b)(4)(C)(i) of this section.
- vii. (b)(4)(C)(viii) (a) By September 15 of each school year, a school district shall submit to the Department of Education a report for the immediately preceding school year listing each program upon which funds allocated under this subdivision (b)(4) were expended, the amount expended, and any other information required by the Department of Education on the use of funds allocated under this subdivision (b)(4).
- viii. (b)(4)(C)(x) Each school district shall submit to the Department of Education a report listing each program and purpose upon which funds allocated under this subdivision (b)(4) were expended, the amount expended, and any other information required by the Department of Education concerning the receipt and use of funds allocated under this subdivision (b)(4).
- ix. (b)(4)(D) (i) By the end of each school year, each school district shall submit to the Department of Education a report listing each program upon which funds allocated under this subdivision (b)(4) were expended, the amount expended, and any other information required by the Department of Education.

- x. (b)(4)(E) (i) The Department of Education shall provide a report on the impact of national school lunch student categorical funding provided under this subdivision (b)(4) on closing the achievement gap to the House Committee on Education and the Senate Committee on Education by May 31 each even-numbered year, beginning in 2010.
- xi. (b)(4)(E) (ii) The report shall include information broken down by category as described in subdivision (b)(4)(A) of this section on:
- xii. (b)(4)(E)(ii)(a) How school districts are spending national school lunch student categorical funds, including specific programs utilized by school districts;
- xiii. (b)(4)(E)(ii)(b) The amount of national school lunch student categorical funds transferred to another categorical fund, including an explanation of why the national school lunch student categorical funds were transferred; and
- xiv. (b)(4)(E)(ii)(c) The analysis of student achievement data evaluated in student achievement growth models as defined under § 6-15-435 shall be expanded to include the evaluation of the best estimates of classroom, school, and school district effects on narrowing the achievement gap, in addition to the examination of student progress based on established value-added longitudinal calculations.
- xv. (iii) The report shall be included in the General Assembly's biennial adequacy study to evaluate the adequacy of education in the state.



## ESEA Flexibility Requirements

4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (i.e., before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.