

# Chalkboard

By

Dr. Randy C. Barrett, Superintendent  
Gentry Public Schools

I spent some time back in the fall writing about actions of the legislature and possible implications for our school district. As this school term winds down, some print space needs to be filled explaining the consequences of various rules and regulations being drafted by the Arkansas Department of Education, which are now “open” for public comment, and which later will be adopted by the Arkansas State Board of Education.

Following are some quotes from the “rules and regulations” regarding “Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program And the Academic Distress Program”. The complete 25-page document may be found at

[http://arkedu.state.ar.us/rules\\_regs/rules\\_regs\\_pg1.html#May 12 Listing](http://arkedu.state.ar.us/rules_regs/rules_regs_pg1.html#May 12 Listing).

This *Chalkboard* will deal only with the consequences of a student not performing satisfactorily, with regard to academic achievement, on state exams. The quotes are not the most exciting reading but please read it anyway.

“Section 7.04 Beginning with the 2004-2005 school year, any student failing to achieve at the proficient level on the State mandated CRT, that student shall be evaluated by school personnel, who shall jointly develop, with the student’s parents, a student Academic Improvement Plan (AIP) to assist the student in achieving the expected standard in subject area(s) where performance is deficient. **The AIP shall describe the parent’s role and responsibilities as well as the consequences for the student’s failure to participate in the Plan.**” The revised part of this section is the reference to the involvement of the parent.

“7.05 Retention for failure to participate in the Academic Improvement Plan. 7.05.1 School districts should notify parents of remediation requirements and retention consequences for failure to participate in the required remediation at the beginning of the 2004-2005 school year. Beginning with the 2005-2006 school year, this information shall be included in the student handbook. 7.05.2 **Beginning with the 2005-2006 school year, students in Grades one through six, identified for an AIP who do not participate in the remediation program shall be retained.** 7.05.3 Retention for failure to participate in the academic improvement plan shall expand by at least one (1) grade level for each subsequent academic year

after implementation, in the following manner: e.g. 2006-2007 Grades one through seven; 2007-2008 Grades one through eight, etc.

7.05.4 Remedial instruction provided during high school years (Grades 7 – 12) may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation. 7.05.5 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 until the expectations are met or the student is not subject to compulsory school attendance. 7.05.6 Any student that has an AIP and fails to remediate, but scores at the proficient level on the criterion-referenced assessments, shall not be retained.

7.05.7 Beginning in the 2005-2006 school year, students not proficient on the End-of-Course tests or on the Grade 11 Literacy test, shall participate in a remediation program to receive credit for the corresponding course. 7.06 The results of End-of-Course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic)."

If you read this far you have determined that the legislature attempted to put some teeth into approving student achievement. The AIP for students scoring basic or below basic could easily become a less detailed plan of what students in special education have now in the form of an IEP or Individualized Educational Plan. One key difference would be that all the remedial instruction would be in addition to the "regular" instruction.

The above information deals with students in grades 3 to 9 and those taking the End-Of-Course exams. Next week's article will look at the early grades and examine the consequences for all grades at Gentry Public Schools.