ARKANSAS ADVISORY COUNCIL
FOR THE
EDUCATION OF
GIFTED AND TALENTED CHILDREN

REPORT
JULY 1, 2015- JUNE 30, 2016

ARKANSAS DEPARTMENT OF EDUCATION
2016
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Dr. Kenneth Bridges
210 South Newton Avenue
Eldorado, AR 71730
Term 1: 07/20/2018

Sabitha Govindarajan
68 Bellegarde Drive
Little Rock, AR 72223
Term 1: 07/20/2018

Kristen Hodge
1 Hayfield Road
Little Rock, AR 72207
Term 1: 07/20/2016

Dr. Kathy Pillow-Price
100 Brandi Lane
Beebe, AR 72012
Term 2: 07/20/2017

Dr. Rosilee Russell
2012 Euper Court
Fort Smith, AR 72903
Term 1: 07/20/2018

Jessica Sabin
400 Fountain Avenue
Little Rock, AR 72205
Term 1: 07/20/2017

Dustin Seaton, Co-Chair
(Educator Position)
505 North Olive Avenue
Fayetteville, AR 72701
Term 1: 07/20/2017

Linda Kay Thompson, Chair
(Educator Position)
P.O. Box 598
Star City, AR 71607
Term 1: 06/20/2016

Joyce Wood
1227 South Harris Road
Pearcy, AR 71964
Term 1: 07/20/2016
August 1, 2016

The Honorable Asa Hutchinson
Governor of the State of Arkansas
State Capitol
Little Rock, AR 72201

Dear Governor Hutchinson:

Arkansas continues to rank highly among national state leaders in Gifted Education. The Council is pleased to share good news about Arkansas strides in Gifted Education, and offer our recommendations and thoughts to ensure continued growth in serving our academically strong students, who will be in the forefront of leadership, growing the economy and business of Arkansas.

+Act 56 Selection of Outstanding Gifted Programs: The Council recognized the following districts as Outstanding Gifted Programs in 2016:

School Districts less that 1,000: McCrory,
School District 1,000 to 3,000: Pea Ridge, Certificate of Merit to Stuttgart School District,

+Advanced Placement: The State of Arkansas continues to be a national leader in the growth of Advanced Placement college level courses. AP in Arkansas serves a nationally recognized diverse population of students statewide. Arkansas is one of the few states that pays the AP exam fees for all or part of the costs of public school students taking the Advanced Placement exams. In Arkansas if students complete the AP course, have a College Board trained teacher with a syllabus approved by the College Board, then their exams are paid for by the state and receive weighted credit. AP (& Pre-AP) teachers are trained through state funded statewide College Board Summer institutes and trainings. The Education Commission of the States released a report that cited Arkansas as leading the way in its Advanced Placement initiative.

+Arkansas Governor’s School-2015: AGS returned to its original 6-week program in 2013, thus fulfilling the initial intent of student interaction with AGS curriculum. The program has served over 13,000 Gifted and Talented students over its now 37-year history. Many of these AGS alums now serve Arkansas in business, government, science, & education. Full funding for 2016 is in place. Continued support of AGS is both appreciated and vital. We continue to request that the granting cycle builds for sustainability through a cost of living increase for the 2017-2018 grant cycle.

+Summer Enrichment Programs (AEGIS programs)- Act 814 approved by the 90th Arkansas
General Assembly provides an appropriation for Academic Enrichment for the Gifted in Summer, thus reinstating AEGIS & providing initial start-up funding for this grant application program for school districts.

+GT Services reinstated in Schools of Innovation- Act 1136 approved by the 90th Arkansas General Assembly prevents the waiver of gifted services in Schools of Innovation.

The Advisory Council requests your continued support of Gifted Education as you examine the following recommendations:

1) Arkansas Governor’s School: Arkansas Governor’s School should be fully funded for an effective six-week long summer program. As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

2) Gifted Services in Charter Schools and Districts with Charter-Like Waivers (Act 1240 of 2015): Remove the option of a waiver of services to gifted and talented students (6-42-101 et seq.) or a waiver of the ADE Rules for Gifted and Talented Program Approval Standards (18) or of Pre-Advanced Placement and Advanced Placement classes.

Thank you for supporting Gifted Education and for allowing the Council to provide you with recommendations for further enhancement of Gifted Education services for all students of Arkansas.

Respectfully Submitted,

Linda Kay Thompson

Linda Kay Thompson, Chairperson 2015-16
Arkansas Advisory Council for Gifted and Talented Education
Overview and History of Gifted Education in Arkansas

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator, to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist district in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed $6 million. Districts which were operating approved programs were eligible to receive funds based on an “add on” weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board in 1987, revised in 1999 and 2009.

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulated an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts of gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education – the previous year’s average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year’s average daily
membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

*Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.*

*Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.*

In *Gifted and Talented Program Approval Standards, 2009*, standards are described that every school district in Arkansas must meet in order to provide an approved gifted program for students in their districts. These are minimum, not optimum, standards and enable school districts to establish equitable criteria for identification of gifted and talented students, establish programs which will lead to appropriate educational opportunities for these students, and establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. Districts are encouraged to go beyond the standards in providing educational opportunities for their gifted and talented students. Standards include areas of community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. A copy of these standards is available on the Arkansas Department of Education website on the following page: [http://www.arkansased.org/divisions/learning-services/gifted-and-talented-and-advanced-placement](http://www.arkansased.org/divisions/learning-services/gifted-and-talented-and-advanced-placement). Click on the link on the right side for *Gifted and Talented Program Rules and Regulations*. Evidence verifying compliance with the standards should be kept on file in the district and available for review by the Department of Education when the district is monitored. Districts submit an annual program approval application to the Department of Education detailing how the district will serve gifted students. In 2012-13, this application changed from an electronic application that was printed and mailed to the Arkansas Department of Education to an online form. Each district undergoes an onsite monitoring by staff members of the Arkansas Department of Education, Office of Gifted and Talented, every three years. In 2011-12, onsite monitoring visits were shortened to half day visits for all but the largest school districts with submission of many of the program’s policies and procedures prior to the onsite visit. In 2012-13, the submission of policies and procedures for schools being monitored was embedded in their online program approval application.

**Advanced Placement (AP) and Pre-Advanced Placement (PreAP) courses are often utilized to serve gifted students at the secondary level. The *Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement Courses in the Four Core Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses***
are in place to help ensure that high schools offer at least one AP course in each core content area, with PreAP courses in place to help prepare students for the rigor inherent in AP courses. These rules also specify that teachers must receive specific training to teach AP or PreAP, and students must complete the entire course and exam to receive weighted credit. Details about funding available for teacher training and for materials and equipment grants for AP courses are also contained in these rules. Schools receive incentive money for each score of three or higher obtained by their students on AP exams to utilize for improving their AP Program. Please see attachments for more information about the success Arkansas students are experiencing in AP.

The Arkansas Governor’s School, a six-week residential program for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are nominated for the Arkansas Governor’s School (AGS) through their public, private, or home schools and are selected by a committee appointed by the Arkansas Department of Education. Selection is based on merit, measured by high intellectual potential, outstanding ability in an academic or artistic area, creativity, task commitment and social/emotional maturity. Efforts are made to insure a representative distribution from all school districts in the state, balanced proportions of male and female students, and an ethnic composition reflective of the state’s demographic patterns. Members of the Governor’s Advisory Council participate in the student and faculty selection processes.

Students are selected for content area classes in one of eight fields: choral music, drama, English/language arts, instrumental music, mathematics, natural science, social science, or visual arts. They also attend classes in general conceptual development and personal and social development. In addition, guest speakers, significant films, concerts, and dramatic productions provide experiences beyond the classroom curriculum. The AGS curriculum does not replicate that of high school or college. Students are exposed to topics outside the traditional curriculum and are encouraged to become a member of a “community of learners.”

The Governor’s Advisory Council for the Education of Gifted and Talented Children was established with Act 106 of 1979. The council consists of nine members, appointed by the Governor, who are interested in the education of gifted and talented children.

Act 56 of 1983 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than $3,000 to each of the recognized programs. Blind screening is used and districts are judged against those of similar size. Criteria for recognition include how a
The district’s program has exceeded minimum standards, innovative and creative aspects, and appropriateness of the program for the size of the district.

**Act 814 of 2015** appropriated funds for grants for Academic Enrichment for the Gifted and Talented in Summer Programs (AEGIS). AEGIS grants may be awarded to public or private agencies for the establishment of annual summer residential or day programs.

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**Enacted by the Arkansas General Assembly**

**Act 106**

**STATUS REPORT**

**RECOMMENDATIONS FOR 2015-2016**

**Recommendations of the**

**Arkansas Advisory Council for the Education of Gifted and Talented Children**

**2015-2016**

1. **Gifted Services in Charter Schools and Districts with Charter-Like Waivers**
   **(Act 1240 of 2015)**

   Recommendation: Monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the State School Board or the Charter Authorizing Board and to continue to monitor the services in Districts with Charter-Like Waivers (Act 1240 of 2015).

   Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school’s approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented.

   The Council notes that only two Open Enrollment Charter Schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in Open Enrollment Charter Schools and attend schools in districts with charter-like waivers, the Council thinks it is important for the ADE’s Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students’ are met.

   **Status: Not Fulfilled**

2. **Restore GT Program Advisor Position**
Recommendation: A return to having three (3) full time positions in the Office of Gifted and Talented and Advanced Placement at ADE [two (2) Program Advisors along with one (1) Program Coordinator] to facilitate a return to a three (3) year onsite monitoring schedule.

Rationale: The loss of a program advisor position from the Office of Gifted and Talented at ADE has resulted in a six (6) year onsite monitoring cycle of services to students rather than a three (3) year cycle onsite review. The greater number of intervening years presents a burden to gifted and talented coordinators in retaining evidence of compliance with GT Standards such as documentation of services to students and program evaluation. The high turn-over rate of GT Coordinators in some districts further complicates the less frequent monitoring schedule. The additional requirement to administrate Academic Enrichment Gifted/Talented in Summer Programs (AEGIS) will also impact the capacity of the unit.

Status: Fulfilled

3. Revision of AP/IB Rules

Recommendation: Revise the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses, August 2007 to allow the ADE Office of Gifted and Talented to endorse training requirements for Advanced Placement and Pre-Advanced Placement certification.

Rationale: Currently the ADE Rules for AP allow only for a College Board Summer Institute to serve as certification of training for Advanced Placement teachers and only College Board workshops or summer institutes to serve as certification of training for Pre-Advanced Placement teachers. There are and in the future there may be other forms of professional development which could be approved for certification such as being a reader (grader) for one of the Advanced Placement exams and other trainings. Allowing the Office of Gifted and Talented to decide which professional development opportunities are endorsed for Pre-AP and AP certification could increase the variety of trainings available to teachers since re-training is required every five (5) years. The current rules regarding concurrent enrollment may need revision.

Status: Partially Fulfilled The Council voted to have the Office of Gifted & Talented and Advanced Placement begin the process of changing the AP/IB Rules (July 14, 2016).
RECOMMENDATIONS FOR 2016-2017

Recommendations of the
Arkansas Advisory Council for the Education of Gifted and Talented Children
2016-2017

1. Arkansas Governor’s School
   
   **Recommendation:** Arkansas Governor’s School should be fully funded for an effective six-week long summer program.
   
   **Rationale:** As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.
   
   The AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013-2016 AGS sessions were increased by $250,000 to accommodate a six-week long program, but the funding must be requested at each biennial legislative session. The Council requests that adequate funds to support the school be increased by 3% for each three (3) year cycle of site selection for AGS.

   
   **Recommendation:** Remove the option of a waiver of services to gifted and talented students (6-42-101 et seq.) or a waiver of the ADE Rules for Gifted and Talented Program Approval Standards (18) or of Pre-Advanced Placement and Advanced Placement classes.
   
   **Rationale:** As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school’s approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented to ensure equitable services.
   
   The Council notes that only two Open Enrollment Charter Schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in Open Enrollment Charter Schools and attend schools in districts with charter-like waivers, the Council thinks it is important for the ADE’s Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students are met.
Arkansas Governor’s School, inaugurated in 1980, celebrated its 37th year during the 2016 summer session. Approximately 14,000 students have been a part of this unique learning experience. In 2016, 606 students were nominated and submitted applications from 99 high schools in 41 counties. From these numbers, 435 students, from 93 high schools in 36 counties were accepted and 392 students completed the program. Thirty-four students were the only student attending from their high schools and 19 high schools had only 2 students attending.

Hendrix College’s proposal to host AGS for 2016-2018 was selected by the Arkansas State School Board during their meeting on April 9, 2015.
Appendix B

Pre-AP and AP Teacher Training

Summer 2016 Advanced Placement Summer Institute Training: $661,200 was spent to fund Advanced Placement and Pre-Advanced Placement teacher trainings held at Arkansas State University; the University of Arkansas, Fayetteville; and the University of Arkansas at Little Rock.

<table>
<thead>
<tr>
<th>Pre-AP</th>
<th>AP</th>
<th>Total</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>142</td>
<td>203</td>
<td>ASU</td>
</tr>
<tr>
<td>47</td>
<td>259</td>
<td>306</td>
<td>UAF</td>
</tr>
<tr>
<td>289</td>
<td>514</td>
<td>803</td>
<td>UALR</td>
</tr>
<tr>
<td>397</td>
<td>979</td>
<td>1312</td>
<td></td>
</tr>
</tbody>
</table>

Thirty-two Pre-AP Trainings were held at Education Service Cooperatives where 465 teachers participated in 2-day trainings in math, science, or social studies/English.
Appendix C

Equipment and Materials Grants to AP Teachers

Grants of $81,301.05 were awarded to 93 teachers of Advanced Placement courses.
High Schools in the state received $50 for each qualifying score of 3, 4, or 5 scored by a student on an AP Exam as incentive money for AP programs. Schools received a total of $718,000 which is an increase of 16.41% from 2014.
2016 Arkansas Highlights
Public Schools
Advanced Placement Program®

AP® Participation and Performance

- The number of Arkansas students taking AP exams in 2016 was 26,577, representing a 3% increase from 2015 (25,757).

- The number of AP exams taken in 2016 was 46,094 up 2.4% over the previous year (44,951).

- A 4.6% growth in exams with scores of 3 or higher (15,079 scores) compared with the national growth of 5.2%.

- Participation by all ethnic groups increased in 2016.

- 9,131 students scored 3 or higher on at least one AP Exam in May 2016.

- 15,079 AP exams received scores of 3 or higher in 2016 compared to 14,414 in 2015 and 12,209 in 2012.

- The most popular AP exams in Arkansas were English Language (8,324), English Literature (6,779), US History (5,574), World History (4,712), Biology (2,654), AB Calculus (2,576), Psychology (1,868), and Statistics (1,853).
AP: Number of Examinations and Number of Examinations with Scores of 3, 4 or 5
# State Integrated Summary 2015-2016

## Arkansas - Public Schools

## AP: Participation and Performance Overview

<table>
<thead>
<tr>
<th>Gender</th>
<th>Arkansas - Public Schools</th>
<th>Total Group - Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Exam Takers</td>
<td>% of Total</td>
</tr>
<tr>
<td>Total</td>
<td>26,577</td>
<td>100.0%</td>
</tr>
<tr>
<td>Change from last year</td>
<td>+3.0%</td>
<td>+2.4%</td>
</tr>
<tr>
<td>Female</td>
<td>15,854</td>
<td>58.9%</td>
</tr>
<tr>
<td>Change from last year</td>
<td>+3.6%</td>
<td>+5.5%</td>
</tr>
<tr>
<td>Male</td>
<td>10,723</td>
<td>41.1%</td>
</tr>
<tr>
<td>Change from last year</td>
<td>+1.5%</td>
<td>+1.0%</td>
</tr>
<tr>
<td>American Indian Change from last year</td>
<td>188</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian Change from last year</td>
<td>886</td>
<td>3.3%</td>
</tr>
<tr>
<td>Black Change from last year</td>
<td>3,318</td>
<td>12.7%</td>
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<tr>
<td>Hispanic or Latino Change from last year</td>
<td>2,969</td>
<td>11.2%</td>
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<td>Pacific Islander Change from last year</td>
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<td>White Change from last year</td>
<td>17,385</td>
<td>65.4%</td>
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<td>Two or More Races Change from last year</td>
<td>1,260</td>
<td>4.8%</td>
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<tr>
<td>Other Change from last year</td>
<td>9</td>
<td>0.6%</td>
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<tr>
<td>No Response Change from last year</td>
<td>439</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Note: Scores are reported when there are five or more exams taken by five or more test-takers. Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. Due to these changes, the percentage change from last year is not provided. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native. Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as "Two or more races" are non-Hispanic. Please refer to the data notes section for additional information about the changes.
State Integrated Summary 2015-2016
Arkansas - Public Schools

AP: Participation by Race/Ethnicity - Students Taking One or More Exam

- Percent of Exam-Takers
- Number of Students Taking One or More AP Exam:
  - American Indian: 224, 256, 238, 239, 188
  - Asian: 727, 875, 937, 1,008, 686
  - Black: 3,044, 3,293, 3,520, 3,451, 3,378
  - Hispanic or Latino: 1,686, 2,026, 2,248, 2,309, 2,969
  - Pacific Islander: - , - , - , - , 45
  - White: 15,968, 17,000, 17,735, 17,389, 17,385
  - Two or more races: - , - , - , - , 1,260
  - Other: 293, 363, 412, 391, 9
  - No Response: 735, 517, 447, 1,021, 439
  - Total: 22,087, 24,320, 25,331, 25,808, 26,577

Note: Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native. Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as “Two or more races” are non-Hispanic. Please refer to the data notes section for additional information about the changes.

State Integrated Summary 2015-2016
Arkansas - Public Schools

AP: Participation by Race/Ethnicity - Students with Scores of 3, 4 or 5

- Percent of Exam-Takers
- Number of Students With Scores 3, 4 or 5 on an AP Exam:
  - American Indian: 74, 89, 77, 80, 59
  - Asian: 351, 441, 468, 553, 491
  - Black: 330, 341, 412, 410, 388
  - Hispanic or Latino: 560, 605, 766, 877, 1,037
  - Pacific Islander: - , - , - , - , 13
  - White: 5,863, 6,256, 6,627, 6,419, 6,606
  - Two or more races: - , - , - , - , 443
  - Other: 102, 120, 130, 130, 5
  - No Response: 206, 106, 96, 234, 89
  - Total: 7,476, 7,958, 8,584, 8,703, 9,131

Note: Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native. Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as “Two or more races” are non-Hispanic. Please refer to the data notes section for additional information about the changes.
Arkansas Public Schools
AP® Participation by District: Class of 2015

Sources:

Notes:
The most recent enrollment data available were for the 2013-14 school year. A degree of caution should be exercised when reviewing participation estimates, as data may not reflect district enrollments for the 2014-15 school year. AP cohort data represent public school students from a given graduating class who took an AP Exam during high school.

Percentage of 12th-graders who took an AP Exam in high school:

- Less than 1%
- 1%-9%
- 10%-19%
- 20%-29%
- 30% or greater
Arkansas Public Schools
AP® Success by District: Class of 2015

Sources:

Notes:
The most recent enrollment data available were for the 2013-14 school year. A degree of caution should be exercised when reviewing performance estimates, as data may not reflect district enrollments for the 2014-15 school year. AP cohort data represent public school students from a given graduating class who scored 3 or higher on an AP Exam during high school.

Percentage of 12th-graders who scored 3 or higher on an AP Exam during high school:
- Less than 1%
- 1%-9%
- 10%-19%
- 20%-29%
- 30% or greater
Appendix F

ARKANSAS ADVANCED INITIATIVE for MATH and SCIENCE (AIMS)
AP Training and Incentive Program

Arkansas Advanced Initiative for Math and Science, Inc., is an affiliate of the National Math and Science Initiative. The program invites schools to apply for participation in the program to strengthen the teaching of AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

2015-16 AP Results Summary in Brief

- Six new schools became Cohort 8: Genoa Central, Huntsville, Lincoln, Jacksonville-North Pulaski, Paragould, and Stuttgart. AR AIMS---70% increase in qualifying scores from 2008-2015.
- AR AIMS—1st in the country with increases in Qualifying scores in all MS exams for Minority Students---408% increase.
- We are now in 60 schools across the state---21.0% of the high schools.
- AAIMS schools account for 49% of AP Math, Science, and English (MSE) exams taken, and 46% of AP MSE qualifying scores.
- AAIMS schools account for 55% of AP MSE exams taken, and 44% of AP MSE qualifying scores for African American and Hispanic students.
- AAIMS schools account for 51% of AP Math and Science (MS) exams taken, and 48% of AP MS exam Qualifying scores.
- AAIMS schools account for 61% of AP MS exams taken, and 57% of AP MS qualifying scores for African American and Hispanic students.
- In the spring of 2016, over 35,000 students participated in online prep session programs in MSE content areas.
- During the 2015-16 school year, over 700 teachers were trained in AIMS workshops.
- AAIMS conducted a one-week Summer Boot Camp on the UALR campus in 2016 for the second year serving 65 students, targeting students from Pulaski County schools with a few students from surrounding districts.
- AAIMS initiated a one-week Summer Boot Camp on the UA-Fayetteville campus and served over 60 students.
- AR AIMS schools contributed significantly to the dramatic increase in the number of students taking AP classes.
- AR AIMS schools contribute significantly to the state's increase in minority students taking AP courses and achieving qualifying scores.
- AR AIMS is a STEM model that has produced significant results over time.
• AR AIMS is making a difference in the state by changing expectations and achievement.
• ForwARd Arkansas cited AR AIMS as being a “strong example of a program that is helping more high school students take AP exams and perform well on AP exams, better preparing them for the rigors of college-level coursework.”
Appendix G

Arkansas Advanced Placement Policies

Arkansas was recognized for having very progressive Advanced Placement legislation and policies by the Education Commission of the States in a report by Jennifer Dounay Zinth, published in May, 2016: “50-State Comparison: Advanced Placement Policies” which can be found at the following link.
http://www.esc.org/advanced-placement-policies/

Another policy report by Jennifer Dounay Zinth, the “Policy Analysis: Advanced Placement: Model Policy Components” recognized Arkansas in an article, “Arkansas-A Model for Other States” which can be found at the following link.
http://www.ecs.org/advanced-placement-model-policy-components/
Appendix H

DUKE TALENT IDENTIFICATION PROGRAM (TIP)

The 36th Annual 7th Grade Talent Search sponsored by Duke University at Durham, North Carolina recognized students with high mathematical, verbal, or general intellectual ability from a 16-state geographic region. Seventh graders take the Scholastic Assessment Test (SAT) and the ACT assessment. Arkansas students meeting at least one of the following criteria are invited to a State Recognition Ceremony:

**ACT**
- ACT English $\geq 21$
- ACT Math $\geq 21$
- ACT Reading $\geq 21$
- ACT Science $\geq 21$
  *Or with three of the four following scores:*
  - English = 20, Math = 20, Reading = 20, Science = 20

**SAT**
- SAT Math $\geq 530$
- SAT Critical Reading $\geq 510$
- SAT Math = 510 and SAT Critical Reading = 500
  *Or with two of the three following scores:*
  - Math = 520, Critical Reading = 500, Writing = 490

The following scores qualify a student for recognition at the Grand Recognition Ceremony at Duke University:

**ACT**
- ACT English $\geq 29$
- ACT Math $\geq 28$
- ACT Reading $\geq 30$
- ACT Science Reasoning $\geq 27$
- ACT Composite $\geq 28$

**SAT**
- SAT Math $\geq 680$
- SAT Critical Reading $\geq 650$
- SAT Writing $\geq 650$
- SAT Critical Reading + Math + Writing $\geq 1850$

Students identified through the TIP talent search are encouraged to participate in various educational programs offered by local, state, and national agencies.

In the 2016 7th Grade Talent Search, a total of 23,488 students from Duke TIP’s 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 42% of the students who actually tested. Nationally, 64,481 7th graders from nearly 6000 schools took the ACT or the SAT to qualify as a DUKE Tipster. In Arkansas, 544 students out of the 1,184 who were tested, qualified for the State Recognition Ceremony which was hosted by The Center for Gifted Education at the University of Arkansas at Little Rock.
Appendix I

ACT 56 AWARDS

Act 56 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than $3,000 to the recognized programs.

The award recipients for the 2015-2016 school year were the McCrory District for districts less than 1,000. The Pea Ridge School District was selected from districts between 1,000 and 3,000. The Stuttgart School District received a Certificate of Merit in this category. The Springdale School District was selected from districts larger than 3,000. The North Little Rock School District received a Certificate of Merit in this category.

An application is available through a Commissioner’s Memo posted on the Department of Education’s Website. Criteria for recognition include how a district’s program has exceeded minimum standards, innovative and creative aspects of the program, and appropriateness of the program for the size of the district.

Blind screening is used, and districts are judged against those of similar size.
AEGIS proposals for summer 2016 were requested from July through October and two technical assistance workshops were held to assist in the public in the grant proposal process. A grant review committee was selected to review the proposals submitted. Only $10,000 was available for the grants, so entities submitting proposals were given extended time to revise their proposals for a budget of $10,000 or less.

The grant review committee selected project C.A.V.E.S. to receive the grant. Project CAVES (Creative Adventures and Valuable Experiences through Spelunking) was a 7-day/6-night residential program that provided an authentic immersion in science for gifted high-school students. The program provided a unique life-changing experience involving in-depth curriculum and strategies that high-ability science students need. Activities focused on investigative studies in the areas of cave eco-systems, karst geology, bat populations, and hydrogeology. The program was sponsored by the Ozarks Unlimited Resources Educational Cooperative and took place June 12-18, 2016. Eighteen students participated in the program from around the state. Dr. Mary Kathryn Stein, Program Coordinator for the Office of Gifted &Talented and Advanced Placement, visited the program for evaluation and observation on June 14, 2016. The program director, Sandra Johnson, GT Specialist at the OUR Education Center, submitted a program evaluation report and final budget.