

Title 6. Education

Chapter I. Division of Elementary and Secondary Education

Subchapter D. Student Instruction and Learning

Part 105. Rules Governing Math Intervention

Subpart 1. Generally

6 CAR § 105-101. Definitions.

(1) "High-dosage, targeted math tutoring" means three (3) or more tutoring sessions a week in a one-on-one or small-group setting;

(2) "Math intervention plan" means instruction beyond the core that includes evidence-based math strategies for a student who is not performing at or above grade level;

(3) "Parent" means a parent of a student and includes:

- (A) A natural parent;
- (B) A guardian; or
- (C) An individual acting as a parent in the absence of a parent or a guardian;

(4) "Teacher" means a person who:

- (A) Holds a valid Arkansas teacher license, including an administrator; or
- (B) Is teaching under a waiver of license; and

(5) "Teacher Excellence and Support System" means a statewide teacher evaluation system that:

- (A) Is aimed at:
 - (i) Ensuring effective teaching; and
 - (ii) Improving student learning;
- (B) Provides:
 - (i) Support;
 - (ii) Collaboration;
 - (iii) Feedback; and
 - (iv) Targeted professional development opportunities; and

(C) Is set out in:

(i) 6 CAR § 181-201 et seq. of the Rules Governing Educator Performance, 6 CAR pt. 181; and

(ii) The Teacher Excellence and Support System, Arkansas Code § 6-17-2801 et seq.

6 CAR § 105-102. Math intervention plan requirements.

(a) Each year, a public school district and an open-enrollment public charter school shall:

(1) Develop a math intervention plan within the statewide student intervention system by the first quarter for each student in grades three through eight (3-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education; and

(2) Provide written notification at least two (2) times throughout the school year to all parents of students with a math intervention plan of the student's progress on his or her math intervention plan.

(b) The math intervention plan required under subdivision (a)(1) of this section may include without limitation:

(1) A provision for each student to have access to high-dosage, targeted math tutoring in the subsequent school year;

(2)(A) Assignment to a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years.

(B) If a public school district or open-enrollment public charter school is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, the math intervention plan may include assignment to a teacher:

(i) With a highly effective rating in the Teacher Excellence and Support System, where possible; or

(ii) Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and

(3) A provision for each student to have extended time on math instruction during or after school.

(c) By the beginning of the 2024-2025 school year and annually thereafter, each public school district and open-enrollment public charter school shall report in the Division of Elementary and Secondary Education statewide information system the:

- (1) Type or types of math intervention used; and
- (2) Number of students who are receiving each type of math intervention.