

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
RULES GOVERNING MATH INTERVENTION

1.00 Authority

1.01 The State Board of Education has authority to promulgate these rules pursuant to Arkansas Code §6-17-431.

2.00 Definitions

2.01 “High-dosage, targeted math tutoring” means three (3) or more tutoring sessions a week in a one-on-one or small-group setting.

2.02 “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.

2.03 “Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

2.04 “Teacher” means a person who:

2.04.1 Holds a valid Arkansas teacher license, including an administrator; or

2.04.2 Is teaching under a waiver of license.

2.05 “Teacher excellence and support system” means a statewide teacher evaluation system that:

2.05.1 Is aimed at:

2.05.1.1 Ensuring effective teaching; and

2.05.1.2 Improving student learning;

2.05.2 Provides:

2.05.2.1 Support;

2.05.2.2 Collaboration;

2.05.2.3 Feedback; and

2.05.2.4 Targeted professional development opportunities; and

2.05.3 Is set out in:

2.05.3.1 The Rules Governing Educator Support and Development, Section 6.0; and

2.05.3.2 Arkansas Code §6-17-2801, et seq.

3.00 Math Intervention Plan Requirements

3.01 Each year a public school district and an open-enrollment public charter school shall:

3.01.1 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

3.01.2 Provide written notification at least two 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.

3.02 The math intervention plan required under Section 3.01.1 may include without limitation:

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

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

3.02.2.1 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:

3.02.2.1.a With a highly-effective rating in the teacher excellence and support system, where possible; or

3.02.2.1.b Deemed to be a high-performing teacher as defined by a Master Professional Educator designation;

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

3.03 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:

3.03.1 Type or types of math intervention used; and

3.03.2 Number of students who are receiving each type of math intervention.