

2010

Combined Remediation and End-of-Course Alignment with the ACT Study Report Interim Study Proposal 2009-233 & 2009-234

ISP 2009-233 – REQUESTING THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE SENATE INTERIM COMMITTEE ON EDUCATION CONDUCT A STUDY OF REMEDIATION AT BOTH THE HIGH SCHOOL LEVEL AND THE POSTSECONDARY LEVEL, INCLUDING REMEDIATION REQUIRED AS A RESULT OF END-OF-COURSE EXAMS, HIGH-STAKES END-OF-COURSE EXAMS, AND COLLEGE READINESS EXAMS; POST-REMEDATION RETESTING AND EXIT EXAMS USED TO MEASURE A STUDENT'S MASTERY OF THE SUBJECT HE OR SHE WAS REMEDIATED IN; AND THE RIGOR, DESIGN, IMPLEMENTATION, AND EFFECTIVENESS OF INDIVIDUALIZED ACADEMIC IMPROVEMENT PLANS DEVELOPED BY PUBLIC SCHOOLS AND REMEDIAL COURSES DEVELOPED BY INSTITUTIONS OF HIGHER EDUCATION.

ISP 2009-234 – REQUESTING THE ARKANSAS LEGISLATIVE COUNCIL TO DIRECT THE HOUSE INTERIM COMMITTEE ON EDUCATION TO CONDUCT A STUDY OF THE ALIGNMENT OF HIGH SCHOOL END-OF-COURSE EXAMS WITH THE ACT.

Table of Contents

Introduction	1
Guiding Principles	1
Current Reality	1
Listing of School District End-of-Course and ACT Results by Subject.....	3
Remediation Cost.....	10
Survey Data.....	15
Placement and Exams.....	15
Policy	16
Number of Students Being Remediated	16
How many students were remediated at your campus during the 2009-2010 academic year in the following areas.....	17
How are these students doing?	17
What are you doing for your instructors?.....	19
Costs of Remediation	20
Maps.....	22
Current Law and Policy Regarding Postsecondary Remediation	24
Arkansas K-12 Assessment	26
End-of-Course Exams	27
Student Academic Improvement Plans	28
ACT	29
National Assessment of Educational Progress	29
College Readiness Measures	30
Arkansas Department of Education.....	30
Florida – Postsecondary Education Readiness Test.....	31
ACT Research.....	31
SAT Research.....	32
Best Practices	32
K-12.....	32
Oakdale Middle School – Rogers	33
Arkadelphia.....	33
El Dorado.....	34
Sheridan	34
Higher Education.....	35
In-state 2 Year Institutions.....	35
4 Year Institutions.....	36
Other States	38
Tennessee.....	38
Texas.....	40
Indiana.....	41
Virginia.....	41

Research Reviewed	41
Building Foundations for Student Readiness – NCPR.....	41
Conley	42
SREB – No Time to Waste.....	42
Act 971 of 2009.....	43
Remediation and End-of-Course/ACT ISP IDEAS.....	44
A. Secondary Level	44
1. Curriculum Alignment/Testing/Graduation.....	44
2. Best Practices/Delivery Strategies	45
3. Improving Instruction/Teacher Training	46
B. Post secondary Level.....	46
1. Preparation	46
2. Accountability	47
3. Providers	47
4. Best Practices/Delivery Strategies	47
5. Improving Instruction/Teacher Training	49
Appendix A - ISP 2009-233.....	50
Appendix B - ISP 2009-234.....	53
Appendix C - ADHE Recommendation Analysis.....	55
Appendix D - Higher Ed ACT Cut-off Scores.....	58
Appendix E - Placement/ Pre-tests and Post-tests (Act 971).....	59
Appendix F - Arkansas Department of Education Responses to Legislative Questions	61
Appendix G - School District Remediation Rates.....	71

INTRODUCTION

ISP 2009-233 requested that the House Interim Committee on Education and the Senate Interim Committee on Education conduct a study of remediation at both the high school level and the postsecondary level. The ISP is to address:

- remediation required as a result of end-of-course exams, high-stakes end-of-course exams, and college readiness exams;
- post-remediation retesting and exit exams used to measure a student's mastery of the corresponding subject matter; and
- the rigor, design, implementation, and effectiveness of individualized academic improvement plans developed by public schools and remedial courses developed by institutions of higher education.

ISP 2009-234 requested the Arkansas Legislative Council to direct the House Interim Committee on Education and the Senate Interim Committee on Education to conduct a study of the alignment of end-of-course exams in high school with the ACT or other college readiness exams.

The complete ISPs can be found in Appendix A and Appendix B.

GUIDING PRINCIPLES

1. The education level and per capita income levels of our citizenry are directly related.
2. All P-12 students deserve accessibility to academic and social opportunities including a curriculum leading to college and career readiness and success.
3. A rigorous P-12 education preparation is essential to college and career readiness and success.
4. P-12 assessments must be aligned to college and career readiness expectations.
5. Promising and successful P-12 strategies and best practices for college and career readiness and success must be research-based, innovative, individualized, and rigorous and involve partnerships with higher education institutions.
6. In order to decrease the amount of college remediation, radical approaches to transforming existing delivery methods must be explored and implemented as soon as possible.
7. Professional development of P-12 and higher education faculty is critical to understanding the link between successful outcomes in P-12 and college academic settings.

CURRENT REALITY

Remediation can be defined as a process of providing corrective, specialized supplemental instruction to help a student overcome academic deficiencies pursuant to their student academic improvement plan.

End-of-Course. According to a July 2010 Arkansas Department of Education (ADE) press release, the Algebra I and geometry End-of-Course exams are used in the calculations to identify schools in need of improvement under the federal Elementary and Secondary Education Act (No Child Left Behind). A score of “proficient” – which is higher than a score of “pass” -- must be attained under the federal requirements. The results for the 2010 school year follow:

- On the Algebra I End-of-Course Exam, 73 percent of Arkansas Students scored proficient or higher in January and 76 percent did so in April.
- On Geometry, 76 percent scored proficient or higher in January and 69 percent did in April.
- On Biology, 40 percent scored proficient or higher in January and 36 percent did in April.

2010 is the first year of high stakes testing for Algebra I. Of the 353 seventh-, eighth- and ninth-graders who took the exam in January, 91.5 percent passed (a lower score is required to pass than to be designated proficient), while 93 percent of the 33,093 students in those grades taking the April administration of the exam passed. Those who failed their first try will have two opportunities to undergo remediation and then retake the exam. If they still fail after three attempts, an alternative form of remediation will be made available to them and then they will take an alternative, computer-based exam.

Algebra I-Mid-Year (January)						Algebra I-Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/ Adv	Below Basic	Basic	Proficient	Advanced	Prof/ Adv
2010	8%	18%	46%	27%	73%	5%	18%	44%	32%	76%
2009	7%	21%	44%	27%	72%	7%	23%	40%	30%	70%
2008	12%	36%	39%	13%	53%	9%	25%	41%	25%	66%
2007	13%	32%	40%	15%	55%	11%	28%	36%	26%	61%
2006	12%	37%	44%	8%	52%	12%	24%	37%	28%	65%
2005	18%	34%	36%	11%	47%	15%	25%	37%	23%	60%
2004	18%	50%	29%	3%	32%	15%	32%	39%	14%	53%
2003	24%	46%	26%	4%	30%	15%	41%	37%	7%	44%
2002	42%	49%	9%	1%	10%	21%	42%	30%	7%	37%
2001	57%	40%	3%	0%	3%	31%	48%	18%	2%	20%
Geometry-Mid-Year (January)						Geometry-Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/ Adv	Below Basic	Basic	Proficient	Advanced	Prof/ Adv
2010	5%	19%	39%	37%	76%	7%	24%	40%	29%	69%
2009	7%	30%	39%	24%	63%	5%	29%	47%	19%	66%
2008	4%	27%	44%	27%	68%	7%	33%	40%	20%	60%
2007	10%	30%	38%	23%	61%	10%	30%	36%	23%	59%
2006	13%	36%	37%	14%	51%	9%	31%	42%	18%	60%
2005	15%	41%	34%	9%	43%	14%	31%	38%	17%	55%
2004	25%	49%	24%	2%	26%	13%	39%	38%	10%	48%
2003	33%	45%	20%	2%	22%	17%	43%	35%	4%	39%
2002	35%	46%	18%	1%	19%	28%	41%	27%	5%	32%
2001	33%	50%	15%	1%	16%	35%	47%	17%	2%	19%
Biology- Mid-Year (January)						Biology- Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/ Adv	Below Basic	Basic	Proficient	Advanced	Prof/ Adv
2010	18%	43%	33%	7%	40%	22%	42%	29%	7%	36%
2009	25%	39%	27%	10%	36%	22%	37%	30%	11%	41%
2008	37%	38%	20%	5%	25%	33%	37%	23%	7%	30%

ACT. The ACT reports **College Readiness Benchmark Scores**. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Sciences and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/ Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

Eighteen percent of the 22,523 Arkansas students taking the ACT in 2009 met all four ACT College Readiness Benchmark Scores. A large majority, 76 percent, of the 18 percent or students reported taking courses that would be considered 'Core or More'.

Source: ACT Profile Report – State Graduating Class 2009

The ACT cutoff scores at the Arkansas Institutions of Higher Education can be found Appendix D.

Listing of School District End-of-Course and ACT Results by Subject

The following tables list two different sets of data for each school district. Different students took the End-of-Course tests and the ACT tests in each district.

2009 District Data	Percent Proficient or > Algebra 1 EOC	Percent 19 or > ACT Math	Test with Higher Percent	Percent Proficient or > Literacy EOC	Percent 19 or > ACT Literacy	Test with Higher Percent	Percent Proficient or > Biology 1 EOC	Percent 19 or > ACT Science	Test with Higher Percent
EUREKA SPRINGS SD	60.9	81.82	ACT	75.7	82.61	ACT	34.5	82.61	ACT
PIGGOTT SD	63.3	55.56	EOC	44.8	39.02	EOC	0	83.33	ACT
BARTON-LEXA SD	46.9	43.33	EOC	65.6	80.00	ACT	4.3	72.41	ACT
VAN COVE SD	55.6	42.86	EOC	54.5	52.00	EOC	29.5	92.86	ACT
BATESVILLE SD	86.1	69.49	EOC	21.3	67.06	ACT	22.2	83.33	ACT
JONESBORO SD	73.1	58.70	EOC	67.3	57.89	EOC	27.4	87.67	ACT
WESTSIDE SD	75.7	55.00	EOC	48.6	66.49	ACT	23.7	81.60	ACT
HECTOR SD	80	73.08	EOC	45.9	63.64	ACT	31.6	89.47	ACT
TWO RIVERS SD	73.6	20.94	EOC	40.4			24.7	82.05	ACT
RUSSELLVILLE SD	81.6	72.02	EOC	42.6	45.07	ACT	21.4	78.38	ACT
BERRYVILLE SD	74.6	74.47	EOC	58.8	80.00	ACT	22	77.78	ACT
YELLVILLE-SUMMIT SD	70.5	55.56	EOC	52.9	46.34	EOC	38.9	94.44	ACT
NEMO VISTA SD	75	47.83	EOC	54.5	72.73	ACT	20	75.00	ACT
BISMARCK SD	92.9	53.13	EOC	71.8	65.71	EOC	20	73.68	ACT
OUACHITA SD	83.3	76.47	EOC	45	57.58	ACT	12.1	65.52	ACT
DECATUR SD	71.4	44.44	EOC	75			20	72.73	ACT
HARTFORD SD	65.7	30.00	EOC	50.4	78.85	ACT	15.6	67.98	ACT
CABOT SD	86.2	66.58	EOC	56.1	11.76	EOC	34.4	86.36	ACT
WOODLAWN SD	77.6	51.28	EOC	50			30.8	81.82	ACT
N. LITTLE ROCK SD	52.9	48.89	EOC	65.9	76.36	ACT	22.5	72.73	ACT
FLIPPIN SD	69.8	69.77	EOC	45.5	39.78	EOC	30	80.00	ACT
BERGMAN SD	89.2	64.86	EOC	67			26	75.71	ACT
LAKESIDE SD	96.7	65.94	EOC	60.8	33.33	EOC	17.9	66.67	ACT

2009 District Data	Percent Proficient or > Algebra 1 EOC	Percent 19 or > ACT Math	Test with Higher Percent	Percent Proficient or > Literacy EOC	Percent 19 or > ACT Literacy	Test with Higher Percent	Percent Proficient or > Biology 1 EOC	Percent 19 or > ACT Science	Test with Higher Percent
STUTTGART SD	79.4	45.12	EOC	51.6	64.37	ACT	43.6	92.11	ACT
CORNING SD	90	60.98	EOC	58	59.18	ACT	23.2	71.05	ACT
PRAIRIE GROVE SD	63.2	60.00	EOC	35.6	35.90	ACT	42.5	89.66	ACT
GENTRY SD	78.7	62.50	EOC	67	84.62	ACT	18.4	65.22	ACT
BROOKLAND SD	72.4	48.08	EOC	73	77.78	ACT	26.8	73.33	ACT
HEBER SPRINGS SD	87.9	69.62	EOC	76.6	67.39	EOC	28.9	74.91	ACT
HARRISON SD	74.6	72.03	EOC	66.7	45.24	EOC	17.9	63.27	ACT
STEPHENS SD	34.6	29.41	EOC	57.9	66.67	ACT	42.2	87.50	ACT
CEDARVILLE SD	64.8	40.48	EOC	58.7	48.15	EOC	36	80.90	ACT
NEVADA SD	57.9	47.37	EOC	72	90.91	ACT	33.3	78.18	ACT
BEARDEN SD	74.5	33.33	EOC	21.8	70.45	ACT	33.3	77.78	ACT
VIOLA SD	82.6	90.00	ACT	64.7	58.97	EOC	34.5	78.57	ACT
MOUNTAIN PINE SD	68.8	50.00	EOC	91.3	21.95	EOC	25	69.05	ACT
ARMOREL SD	69.4	79.17	ACT	54.6	76.77	ACT	25	68.89	ACT
MALVERN SD	84.8	60.87	EOC	38.5	52.94	ACT	41.4	84.78	ACT
CLARKSVILLE SD	80.4	71.43	EOC	56.7	76.81	ACT	26.3	69.44	ACT
BRYANT SD	91.3	64.75	EOC	48.7	72.60	ACT	25	67.86	ACT
GREEN FOREST SD	83.8	57.58	EOC	59.1	25.00	EOC	37.7	80.49	ACT
TWIN RIVERS SD	44.8	47.80	ACT	45.7	51.52	ACT	22.2	64.52	ACT
HARRISBURG SD	75.9	41.86	EOC	46.4	61.90	ACT	25.1	67.27	ACT
MARKED TREE SD	90.2	60.00	EOC	68.4	81.58	ACT	20.5	62.16	ACT
POYEN SD	93.9	70.00	EOC	50	51.81	ACT	44.7	86.27	ACT
WEST FORK SD	84.6	56.82	EOC	72.9	44.36	EOC	32.5	73.47	ACT
SO. MISS. COUNTY SD	63.5	42.86	EOC	51.3	62.16	ACT	32.1	72.55	ACT
IZARD CO. CONS. SD	70.4	59.09	EOC	44.2	55.56	ACT	29.7	70.00	ACT
DUMAS SD	53.5	25.35	EOC	33.2	63.33	ACT	47.3	87.23	ACT
SOUTH SIDE SD	69.2	80.00	ACT	18.2			40.5	79.60	ACT
HELENA/ W.HELENA SD	35.7	16.84	EOC	31.1	18.42	EOC	30	68.89	ACT
ENGLAND SD	66.1	44.83	EOC	66.7	69.23	ACT	46.6	84.86	ACT
SEARCY COUNTY SD	57	65.85	ACT	44	46.00	ACT	41.9	80.00	ACT
DIERKS SD	77.1	68.97	EOC	60	54.17	EOC	28.8	66.72	ACT
HORATIO SD	67.9	50.00	EOC	60.9	62.16	ACT	40.2	77.61	ACT
JACKSON CO. SD	85.7	43.24	EOC	80	59.09	EOC	44.3	81.67	ACT
HUNTSVILLE SD	84.2	65.00	EOC	76.7	63.16	EOC	16.1	53.38	ACT
CALICO ROCK SD	72.7	45.00	EOC	73.3	73.33	ACT	30	67.27	ACT
SALEM SD	79.3	76.32	EOC	56.5	61.90	ACT	44.2	80.77	ACT
SCRANTON SD	84.6	62.50	EOC	75.7	31.58	EOC	40.6	77.12	ACT
MCGEHEE SD	81.6	37.93	EOC	33.4	71.67	ACT	38.5	75.00	ACT
NORFORK SD	88.6	88.89	ACT	68.8	65.63	EOC	46.9	83.33	ACT
STRONG-HUTTIG SD	46.6	19.23	EOC	35.1	60.87	ACT	21.9	58.33	ACT
BRADLEY SD	75	50.00	EOC	58.7	39.13	EOC	43.6	80.00	ACT
GREENE CO. TECH SD	84.4	60.53	EOC	66.2	40.91	EOC	24.2	60.49	ACT
HAZEN SD	69.2	54.84	EOC	67.9	80.26	ACT	59.2	95.45	ACT
SMACKOVER SD	69.4	43.24	EOC	75	47.37	EOC	30.6	66.67	ACT
DELIGHT SD	66.7	37.50	EOC	40.7	60.87	ACT	31	66.67	ACT
HERMITAGE SD	67.5	40.00	EOC	66.5	65.57	EOC	33.8	69.23	ACT
PRESCOTT SD	83.8	59.18	EOC	54.8			30.6	65.91	ACT
MOUNTAIN VIEW SD	83.3	58.11	EOC	58.5	60.42	ACT	11.1	46.34	ACT
MONTICELLO SD	77.2	46.99	EOC	54.4			7.7	42.86	ACT
ARKADELPHIA SD	70	66.67	EOC	65	67.03	ACT	11.5	45.95	ACT
PARIS SD	91.4	54.35	EOC	57.8			43.2	77.63	ACT
MAMMOTH SPRING SD	73.7	60.87	EOC	68.5	62.50	EOC	26.5	60.87	ACT

2009 District Data	Percent Proficient or > Algebra 1 EOC	Percent 19 or > ACT Math	Test with Higher Percent	Percent Proficient or > Literacy EOC	Percent 19 or > ACT Literacy	Test with Higher Percent	Percent Proficient or > Biology 1 EOC	Percent 19 or > ACT Science	Test with Higher Percent
ATKINS SD	69.7	58.97	EOC	58.7	67.50	ACT	31.4	65.63	ACT
AUGUSTA SD	26.7	9.52	EOC	51.9	51.14	EOC	44.1	78.26	ACT
ACADEMIC PLUS SD	70.3	52.17	EOC	61.8	72.95	ACT	43.1	77.14	ACT
GRAVETTE SD	88.7	68.00	EOC	55.6	55.07	EOC	37.2	70.81	ACT
QUITMAN SD	73.8	58.82	EOC	44.2	60.00	ACT	41.7	75.00	ACT
WONDERVIEW SD	66.7	44.44	EOC	31.1			56.7	90.00	ACT
PERRYVILLE SD	67.9	63.83	EOC	63.7	75.73	ACT	44.3	77.50	ACT
WEST SIDE SD	75	40.91	EOC	64.5	66.70	ACT	38.6	71.74	ACT
SHIRLEY SD	56.7	28.57	EOC	57.8	60.32	ACT	48.7	81.82	ACT
JESSIEVILLE SD	80.4	58.33	EOC	65.6	61.76	EOC	52.4	85.45	ACT
DEWITT SD	65.2	63.04	EOC	38.5	57.78	ACT	45	78.02	ACT
HIGHLAND SD	65.8	63.53	EOC	58.8	72.88	ACT	40.9	73.91	ACT
FORDYCE SD	38.8	19.44	EOC	63.8			48.9	81.86	ACT
WESTERN YELL CO. SD	57.6	28.57	EOC	62.2	56.01	EOC	25.8	58.33	ACT
RIVERSIDE SD	51.3	37.50	EOC	66.8	63.13	EOC	44.4	76.47	ACT
DEQUEEN SD	80.7	88.08	ACT	16.7	33.33	ACT	34.6	66.67	ACT
HAMBURG SD	65.1	60.34	EOC	68.3	65.85	EOC	40.8	72.73	ACT
EMERSON-TAYLOR SD	82.7	67.86	EOC	93.3	53.33	EOC	49	80.92	ACT
BRINKLEY SD	60	41.18	EOC	44.4	83.66	ACT	6.5	38.10	ACT
WHITE HALL SD	78.9	61.84	EOC	34.9	58.33	ACT	42.4	73.91	ACT
EL DORADO SD	72.8	48.59	EOC	50	61.54	ACT	54.7	86.05	ACT
LAWRENCE COUNTY SD	70.7	60.48	EOC	47.9	73.68	ACT	56.3	87.50	ACT
SO. CONWAY CO. SD	77.3	47.92	EOC	47.5	66.67	ACT	46.8	77.78	ACT
WHITE CO. CENTRAL SD	47.6	46.43	EOC	56	69.57	ACT	17	47.89	ACT
VILONIA SD	85.9	66.86	EOC	36.4	74.63	ACT	39.3	70.00	ACT
MELBOURNE SD	72.5	52.63	EOC	51.7	58.62	ACT	27.9	58.54	ACT
POCAHONTAS SD	78.2	66.23	EOC	40.6	37.32	EOC	17.1	47.73	ACT
LAKESIDE SD	50.9	21.05	EOC	54.2	75.76	ACT	40.7	71.19	ACT
ELKINS SD	83.7	78.95	EOC	48.6			15.8	45.83	ACT
PULASKI CO. SPEC. SD	57.2	41.16	EOC	64.1	35.00	EOC	56	86.01	ACT
PEA RIDGE SD	77.4	63.93	EOC	45.2	61.36	ACT	50	80.00	ACT
GOSNELL SD	72	56.82	EOC	63.6	73.68	ACT	45.7	75.66	ACT
NASHVILLE SD	66.1	57.14	EOC	16	33.33	ACT	24.6	54.55	ACT
MENA SD	75.7	78.22	ACT	69.6	70.27	ACT	40.6	70.43	ACT
LITTLE ROCK SD	52.9	52.61	EOC	17.5	58.82	ACT	39.5	69.23	ACT
SILOAM SPRINGS SD	74.8	74.58	EOC	66.7			33.6	63.22	ACT
EAST END SD	88.9	48.72	EOC	71	58.33	EOC	53.6	82.98	ACT
ROSE BUD SD	51.8	55.10	ACT	72.3	78.81	ACT	56.8	86.01	ACT
OMAHA SD	70.8	36.84	EOC	57			50.8	80.00	ACT
OZARK MOUNTAIN SD	62.2	43.27	EOC	64.5	77.54	ACT	39.8	68.93	ACT
LEAD HILL SD	46.2	35.71	EOC	37.8	51.72	ACT	24.4	53.49	ACT
GURDON SD	62.4	56.25	EOC	44.2	52.17	ACT	41.9	70.69	ACT
MARMADUKE SD	79.2	47.06	EOC	56.6	81.82	ACT	27.1	55.88	ACT
CEDAR RIDGE SD	65.6	44.44	EOC	51	61.90	ACT	44.3	72.92	ACT
LAMAR SD	75.7	71.64	EOC	48.4			33.9	62.20	ACT
TRUMANN SD	72.2	53.45	EOC	47.5		EOC	33.9	62.16	ACT
DERMOTT SD	41		EOC	62.7	77.78	ACT	6.4	34.62	ACT
FOREMAN SD	65.9	55.00	EOC	73	83.71	ACT	37.8	65.91	ACT
HAAS HALL ACADEMY	78.6	92.31	ACT	63.6			41.9	70.00	ACT
LAKE HAMILTON SD	89.3	73.20	EOC	35.7	67.74	ACT	50.5	78.57	ACT
MULBERRY SD	65.2	57.14	EOC	52.8			42.7	70.69	ACT
TEXARKANA SD	52.8	42.50	EOC	66.7			26.5	54.41	ACT

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GLEN ROSE SD	68.5	54.90	EOC	74.5	74.00	EOC	58.7	86.49	ACT
BENTON SD	89.2	72.82	EOC	27.1			53	80.77	ACT
CENTERPOINT SD	75.3	50.00	EOC	33.3			39.1	66.67	ACT
SHERIDAN SD	89.7	62.50	EOC	61.8	79.78	ACT	66.9	94.44	ACT
BRADFORD SD	64.7	50.00	EOC	51	68.75	ACT	48	75.00	ACT
DREW CENTRAL SD	64.8	51.16	EOC	47.8	54.55	ACT	24.6	51.16	ACT
OZARK SD	68	71.23	ACT	60	58.33	EOC	38.5	65.00	ACT
GREENLAND SD	65.5	63.16	EOC	56.5			12.1	38.46	ACT
CARLISLE SD	70.9	44.44	EOC	26.3			21.5	47.16	ACT
WYNNE SD	85.6	65.57	EOC	30.1		EOC	56	81.58	ACT
CLEVELAND COUNTY SD	80	68.89	EOC	62.3	72.09	ACT	40.7	65.79	ACT
FOUNTAIN LAKE SD	76.5	54.00	EOC	43.2	55.17	ACT	62.1	87.14	ACT
WATSON CHAPEL SD	52.7	32.58	EOC	53.4			25	50.00	ACT
MAYFLOWER SD	64	29.55	EOC	62.2			40	65.00	ACT
LISA ACADEMY	88.6	58.33	EOC	67.4	73.02	ACT	47.2	72.15	ACT
DOLLARWAY SD	25	15.28	EOC	44.6	19.05	EOC	34	58.82	ACT
HOT SPRINGS SD	67	50.00	EOC	46.5	40.63	EOC	30.9	55.56	ACT
SPRINGDALE SD	70.6	69.78	EOC	59.2	85.71	ACT	57.3	81.67	ACT
PANGBURN SD	77.9	57.58	EOC	48.9			53.3	77.33	ACT
CLINTON SD	68.4	65.45	EOC	50	61.11	ACT	50	73.91	ACT
BENTONVILLE SD	93.1	76.89	EOC	58.3	31.58	EOC	37	60.87	ACT
ALPENA SD	94.7	61.11	EOC	55.4	56.67	ACT	55.2	78.99	ACT
MAGNOLIA SD	61.9	61.62	EOC	45.7			23.5	47.06	ACT
MAYNARD SD	44.2	57.14	ACT	46.2			43.3	66.67	ACT
WALDRON SD	78.9	41.43	EOC	9.1	78.85	ACT	54.5	77.78	ACT
EARLE SD	35.6	0.00	EOC	51.3	54.88	ACT	20.6	43.75	ACT
FOUKE SD	62.7	65.71	ACT	62.2	62.07	EOC	51.9	75.00	ACT
POTTSVILLE SD	80.7	50.79	EOC	58.5	69.83	ACT	17.9	40.85	ACT
CAVE CITY SD	72.5	54.24	EOC	60.9	80.56	ACT	26	48.72	ACT
STAR CITY SD	87.4	51.72	EOC	2.7	74.14	ACT	58.9	81.40	ACT
VALLEY SPRINGS SD	87.2	69.23	EOC	77.4	63.16	EOC	58.2	80.52	ACT
KIRBY SD	50	40.00	EOC	53.5	52.54	EOC	45.3	67.14	ACT
BALD KNOB SD	75.3	75.00	EOC	61.2	69.23	ACT	31.6	53.33	ACT
MANILA SD	79.7	54.76	EOC	53.3	53.97	ACT	50	71.43	ACT
WICKES SD	65.5	33.33	EOC	66.7	54.05	EOC	54.2	75.41	ACT
PARKERS CHAPEL SD	95.7	62.79	EOC	62.5	50.00	EOC	50.9	72.09	ACT
LAFAYETTE COUNTY SD	66	29.27	EOC	39.4			46.7	67.86	ACT
BOONEVILLE SD	78.3	61.67	EOC	80.2			62	83.15	ACT
MURFREESBORO SD	65.2	38.89	EOC	72.9	54.55	EOC	63.1	84.13	ACT
WEINER SD	55.2	59.26	ACT	51.1	53.33	ACT	48.4	69.30	ACT
MARVELL SD	51.3	21.05	EOC	66.7	70.73	ACT	50	70.59	ACT
GREENWOOD SD	86.9	74.25	EOC	50.8	74.29	ACT	63.8	84.38	ACT
CADDO HILLS SD	86.8	69.57	EOC	44.7	73.33	ACT	48.4	68.75	ACT
OUACHITA RIVER SD	87.5	57.33	EOC	62.7	80.25	ACT	45.8	65.66	ACT
NEWPORT SD	49.6	47.92	EOC	80.8	90.00	ACT	62.2	82.04	ACT
HACKETT SD	83.3	33.33	EOC	63.2	74.34	ACT	52.2	72.00	ACT
OSCEOLA SD	54	25.00	EOC	65.1	65.00	EOC	39.3	58.76	ACT
FORREST CITY SD	51.1	23.24	EOC	60.6	74.03	ACT	42.2	61.54	ACT
ARK. SCHOOL FOR THE DEAF	78.6	0.00	EOC	57.1	56.41	EOC	43.3	62.32	ACT
CHARLESTON SD	78.4	66.67	EOC	59.3	70.00	ACT	57	76.00	ACT

2009 District Data	Percent Proficient or > Algebra 1 EOC	Percent 19 or > ACT Math	Test with Higher Percent	Percent Proficient or > Literacy EOC	Percent 19 or > ACT Literacy	Test with Higher Percent	Percent Proficient or > Biology 1 EOC	Percent 19 or > ACT Science	Test with Higher Percent
CLARENDON SD	35.3	10.26	EOC	46.7	57.89	ACT	54.6	73.33	ACT
RECTOR SD	56.3	47.83	EOC	14.3	38.46	ACT	59	77.39	ACT
HOXIE SD	62	38.18	EOC	75.4		EOC	75	93.33	ACT
GENOA CENTRAL SD	82.3	56.52	EOC	47.1	36.84	EOC	60.5	78.79	ACT
SEARCY SD	95.7	71.96	EOC	50	78.22	ACT	23.7	41.94	ACT
MAGNET COVE SD	84.2	59.46	EOC	60	60.24	ACT	56.9	75.00	ACT
HARMONY GROVE SD	75.95	56.66	EOC	73.5	68.97	EOC	45.5	62.96	ACT
LONOKE SD	76.9	41.24	EOC	12.9	43.33	ACT	61.3	78.38	ACT
JASPER SD	59.7	62.57	ACT	75.4	75.90	ACT	12.4	29.41	ACT
SLOAN-HENDRIX SD	60.8	59.09	EOC	52.6	48.09	EOC	57.9	74.43	ACT
CUTTER-MORNING STAR SD	74	50.00	EOC	63.9	80.61	ACT	75.2	91.53	ACT
WARREN SD	64.1	28.57	EOC	58.8	30.77	EOC	61.8	78.05	ACT
FARMINGTON SD	77.9	62.50	EOC	69.4	66.43	EOC	54.9	71.05	ACT
BAUXITE SD	68	44.44	EOC	71.8	65.79	EOC	54.4	70.40	ACT
GREENBRIER SD	89.5	67.50	EOC	60.9	65.00	ACT	57.1	72.94	ACT
COTTER SD	75	54.17	EOC	38.5	69.57	ACT	66.6	82.05	ACT
HILLCREST SD	75	58.82	EOC	46.9	69.62	ACT	36.5	51.91	ACT
LAVACA SD	69.9	55.26	EOC	77.8	74.85	EOC	41.8	56.90	ACT
SOUTHSIDE SD	80	61.67	EOC	59.9	56.76	EOC	63.3	78.22	ACT
FORT SMITH SD	71.9	61.94	EOC	58.8	48.72	EOC	14.8	29.41	ACT
LINCOLN SD	64.7	58.62	EOC	56.8	94.74	ACT	58.3	72.88	ACT
MCCRORY SD	88.6	66.67	EOC	48.7	62.14	ACT	14.3	28.57	ACT
MT. VERNON/ENOLA SD	75	66.67	EOC	56.3	66.67	ACT	56	70.00	ACT
CROSSETT SD	93.8	51.52	EOC	42.5	45.45	ACT	55.7	69.44	ACT
MOUNTAINBURG SD	77.3	48.15	EOC	66.7		EOC	48.8	62.50	ACT
BAY SD	64.9	51.72	EOC	57.8	74.51	ACT	35.3	48.78	ACT
VALLEY VIEW SD	91.2	76.40	EOC	35.1	70.83	ACT	48.6	62.07	ACT
HOPE SD	63	32.29	EOC	65.4	70.39	ACT	25.5	38.95	ACT
FAYETTEVILLE SD	87.7	78.86	EOC	58.3	72.41	ACT	21.4	34.72	ACT
WEST MEMPHIS SD	44.7	43.75	EOC	67.2	78.63	ACT	25.7	38.89	ACT
WESTSIDE CONS. SD	82.8	58.33	EOC	61.2			28.1	41.27	ACT
NETTLETON SD	76	67.20	EOC	44.2	67.39	ACT	71.9	85.00	ACT
HAMPTON SD	78	46.34	EOC	80.9	70.34	EOC	54.4	67.39	ACT
LEE COUNTY SD	47.6	17.65	EOC	52.2	55.10	ACT	36.2	49.09	ACT
ROGERS SD	75.8	65.84	EOC	58.9	56.76	EOC	24.4	36.84	ACT
JUNCTION CITY SD	65.6	43.24	EOC	44	80.95	ACT	54.3	66.67	ACT
MARION SD	84.6	57.14	EOC	56.4	62.79	ACT	28.2	40.00	ACT
DARDANELLE SD	86.7	69.49	EOC	54.2	50.91	EOC	47.3	59.04	ACT
PALESTINE-WHEATLEY SD	61.1	11.76	EOC	44.1	75.00	ACT	72.1	83.73	ACT
BEEBE SD	68	67.46	EOC	66.8	73.56	ACT	48.75	59.95	ACT
DES ARC SD	66.7	41.67	EOC	63.3	83.20	ACT	57.9	69.05	ACT
BLEVINS SD	44.2	31.37	EOC	53.6	56.52	ACT	49.2	60.23	ACT
MOUNTAIN HOME SD	82.2	67.27	EOC	39.6	72.41	ACT	44.2	54.55	ACT
CONWAY SD	76.3	68.27	EOC	75	72.88	EOC	54.9	64.71	ACT
MINERAL SPRINGS SD	74.4	41.67	EOC	56.7	58.33	ACT	20	28.95	ACT
SPRING HILL SD	94.1	33.33	EOC	52.4			69.9	78.69	ACT
MAGAZINE SD	96.4	68.75	EOC	69	68.09	EOC	54.1	61.90	ACT
COUNTY LINE SD	64.7	73.68	ACT	31	75.00	ACT	40.8	48.00	ACT
GUY-PERKINS SD	65.8	70.83	ACT	74.7	66.67	EOC	58.1	64.71	ACT
TURRELL SD	15.4	0.00	EOC	50.9	46.51	EOC	44.4	50.00	ACT
ASHDOWN SD	70.5	32.00	EOC	82.2	75.00	EOC	28.3	32.69	ACT

2009 District Data	Percent Proficient or > Algebra 1 EOC	Percent 19 or > ACT Math	Test with Higher Percent	Percent Proficient or > Literacy EOC	Percent 19 or > ACT Literacy	Test with Higher Percent	Percent Proficient or > Biology 1 EOC	Percent 19 or > ACT Science	Test with Higher Percent
VAN BUREN SD	72.7	75.53	ACT	85.7	83.02	EOC	58.7	61.90	ACT
MOUNT IDA SD	87.8	67.65	EOC	85.7	46.39	EOC	72.2	75.13	ACT
MANSFIELD SD	79	66.67	EOC	57.1			43.5	45.30	ACT
RIVERVIEW SD	70.1	60.61	EOC	44.3	46.51	ACT	76.8	77.78	ACT
DEER/MT. JUDEA SD	72.4	32.50	EOC	73.2	42.86	EOC	74.1	75.00	ACT
DOVER SD	68.1	59.42	EOC	59.5	52.78	EOC	41.7	42.11	ACT
CAMDEN FAIRVIEW SD	76.1	32.06	EOC	47.8	40.00	EOC	54	54.04	ACT
NORPHLET SD	54.3	36.84	EOC	14.6	77.27	ACT	0	0.00	
ALMA SD	69.7	68.99	EOC	64.7	57.78	EOC	64.3	63.16	EOC
PARAGOULD SD	81.7	59.55	EOC	56.4	59.09	ACT	12.1	10.00	EOC
BLYTHEVILLE SD	56.7	18.28	EOC	51.7	66.67	ACT	50	47.22	EOC
MIDLAND SD	60.5	77.78	ACT	59.7	77.52	ACT	62	58.54	EOC
CONWAY SD	85.9	88.89	ACT	64.4	73.02	ACT	88.6	84.62	EOC
PINE BLUFF SD	37.4	29.32	EOC	44.8			4.8	0.00	EOC
CONCORD SD	80	37.50	EOC	70			61.9	55.56	EOC
BUFFALO IS. CENTRAL SD	78.9	60.71	EOC	61.1	73.68	ACT	67.6	60.72	EOC
ARK. SCHOOL FOR THE BLIND	0	0.00	EOC	42.9		EOC	50	42.86	EOC
HUGHES SD	7.7	10.00	ACT	47.4	72.34	ACT	76.8	69.23	EOC
DANVILLE SD	76.2	36.59	EOC	66.8			68.8	40.00	EOC
CROSS COUNTY SD	77	39.13	EOC	28.1	79.78	ACT	71.4		
EAST POINSETT CO. SD	82.2	43.24	EOC	82.1			37		

Remediation. According to Arkansas Department of Higher Education (ADHE), remediation at Arkansas’s institutions of higher education increased from 51.3 percent in 2008 to 54.6 percent in 2009 – a rise of 3.3 percentage points in one year. The cost of remediation for 2008 was \$65 million, which is approximately 10 percent of the total general revenue funding for institutions of higher education. The percentage at four-year institutions was 40.4 percent and 75.8 percent at two-year institutions.

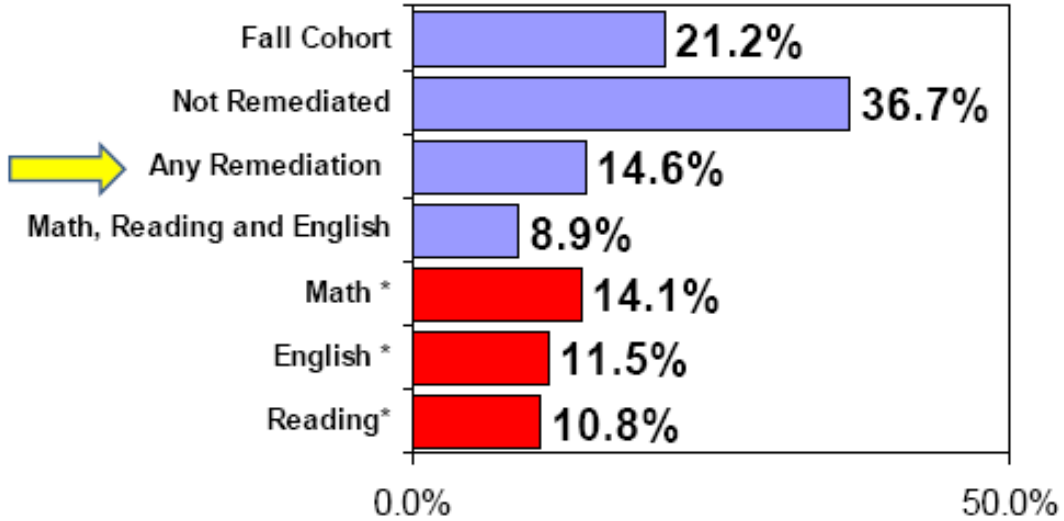
Of the students in remediation, 32.9 percent needed remediation in one subject, 30.6 percent were placed in remediation in two subjects and 36.5 percent were placed in remediation in all three subjects. For students who were placed in remediation in only one subject area, 77.5 percent were assigned in mathematics, 12.4 percent in English and 10 percent in reading.

The percentage of university students with no remediation ranged from 88.5 percent at the University of Arkansas to 8.6 percent at the University of Arkansas at Pine Bluff. Among the state’s colleges, the range was from 45.8 percent at Southeast Arkansas College to 11.7 percent at Mid-South Community College. The remediation rate is 24.7 percent for high school graduates with 3.0 GPA or higher.

The remediation rate for 4 year students with GEDs is 85.9, two-years is 87.1 and overall for public IHEs is 86.8 percent. If remediation is needed in two or more subjects, the chance of success is greatly diminished at both community colleges and public universities as shown in the following two charts from ADHE.

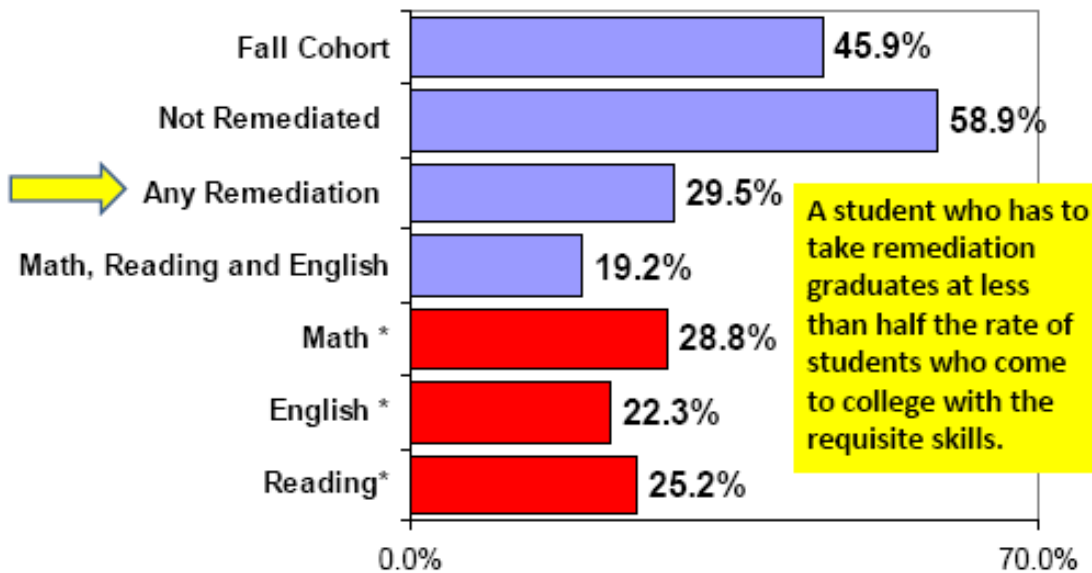
Remediation rates for each Arkansas school district can be found in Appendix G.

Arkansas Public Community Colleges Three-Year Graduation Rates (2004 Cohort)



10

Arkansas Public Universities Six-Year Graduation Rates (2001 Cohort)



9

Remediation Cost

The cost of remediation to the state is high, and the return on that investment is low, according to the number of students taking remedial courses who graduate. The total expenditures in 2008 for remediation were \$65.7 million. The numbers for 2010 were not available at the time of this report. The table below shows the remediation breakout by institution of higher education. This is followed by information on the methodology for calculating remediation costs from ADHE.

TABLE D

**Institutional Revenue, Expenditures, and
General Revenue Subsidy for Remediation
In Fiscal Year 2007-08**

	Total Revenue	Total Expenditure	General Revenue Subsidy	Gen. Rev. % of Total Exp.
ASUJ	\$2,666,553	\$3,408,463	\$741,910	21.77%
ATU	\$1,917,299	\$2,654,136	736,837	27.76%
HSU	\$883,370	\$1,303,795	420,425	32.25%
SAUM	\$1,298,375	\$1,926,198	627,823	32.59%
UAF	\$972,625	\$1,321,549	348,924	26.40%
UAFS	\$1,945,735	\$2,916,662	970,927	33.29%
UALR	\$1,675,268	\$2,474,798	799,530	32.31%
UAM	\$773,216	\$1,590,863	817,647	51.40%
UAPB	\$2,716,096	\$3,853,865	1,137,769	29.52%
UCA	\$1,051,276	\$2,348,207	1,296,931	55.23%
Sub Total	\$15,899,813	\$23,798,536	\$7,898,723	33.19%
ANC	1,111,499	1,840,173	728,674	39.60%
ASUB	1,249,161	2,043,836	794,675	38.88%
ASUMH	319,779	642,380	322,601	50.22%
ASUN	190,191	347,326	157,136	45.24%
BRTC	1,899,760	2,803,434	903,675	32.23%
CCCUA	768,916	1,357,443	588,527	43.36%
EACC	1,329,102	2,151,411	822,309	38.22%
MSCC	1,478,917	2,423,713	944,796	38.98%
NAC	563,216	1,192,316	629,100	52.76%
NPCC	1,547,351	2,449,545	902,194	36.83%
NWACC	2,289,027	3,049,370	760,343	24.93%
OTC	601,873	894,498	292,625	32.71%
OZC	489,809	978,488	488,679	49.94%
PCCUA	1,970,837	3,397,458	1,426,620	41.99%
PTC	4,485,872	6,214,361	1,728,489	27.81%
RMCC	596,402	979,837	383,435	39.13%
SACC	1,004,614	1,699,914	695,301	40.90%
SAUT	148,103	733,801	585,698	79.82%
SEAC	1,227,181	2,306,606	1,079,424	46.80%
UACCB	1,053,064	1,575,336	522,272	33.15%
UACCH	492,430	986,896	494,466	50.10%
UACCM	1,040,914	1,815,067	774,152	42.65%
Sub Total	\$25,858,017	\$41,883,207	\$16,025,190	38.26%
Grand Total	\$41,757,830	\$65,681,743	\$23,923,913	36.42%

CALCULATION OF REMEDIATION EXPENDITURES

DIRECT COSTS (Unrestricted and Restricted):

Department Costs allocated to Course:

- Faculty salaries are allocated based on total number of credit hours of remedial courses taught to their entire teaching load.
- The rest of that department's (e.g. math department) expenses are allocated based on ratio of remedial SSCH to total SSCH produced by that department. This includes department administrators, student help, extra help, equipment, and M&O expenses.

INDIRECT COSTS (Unrestricted and Restricted) :

Institution Costs allocated to Course:

- After deducting both direct and indirect expenditures for research and public service, the rest of the institution's E&G expenditures (includes transfers) are allocated based on the ratio of remedial SSCH to total SSCH for the entire institution.

Examples are these indirect costs are:

- Library
- Human Resources/Payroll
- Purchasing
- Chancellor/President & VPs
- Insurance
- Counseling Center
- Disability Support Services
- Financial Aid
- Registrar/Admissions
- Police
- Grounds & Building Maintenance
- Utilities

8. Department Indirect Expenditures allocated to each course based on course SSCH as a percentage of Department SSCH.
9. Course Direct & Indirect expenditures added together to get Total Expenditures for each course. Total Research/Public Service expenditures calculated as Direct + Indirect Expenditures in each group.
10. Direct Revenue by Department are submitted on the Series 22 reports and are allocated to courses in the same manner as direct expenditures.
11. Direct Revenue for Research/Public Service are assumed to be equal to Research/Public Service E&G Restricted Fund expenditures for Research/Public Service on form 17-2.
12. Total Indirect Revenue is calculated as Total Revenue from Series 17-1 report (line 16, column A & C) less State Appropriation (17-1, line 3, column A) less total direct revenue as submitted on series 22.
13. Research Indirect revenue calculated as Research Direct Revenue divided by Total revenue from series 17-1 multiplied by the total Indirect Revenue calculated in step 12. Public Service Indirect Revenue calculated in the same manner.
14. Remaining Indirect Revenue allocated to Departments by department SSCH as a percent of total institution SSCH.
15. Department Indirect Revenue allocated to courses based on course SSCH as a percent of department SSCH.
16. Course Total revenues equal direct + indirect revenue for each course. Same thing with Research/Public Service.
17. State General Revenue Subsidy for each course (and Research/Public Service) is calculated as the Course total expenditures less the course total revenues. It assumes that the total revenue and expenditures on the series 17 forms are equal.
18. Course expenditures, revenues, and general revenue subsidy are then allocated to each student that was enrolled in the course (from SIS) by student SSCH as a percent of course SSCH.
19. Expenditures, revenues, and general revenue subsidy are then applied to Degree programs by summing all expenditures, revenues, and general revenue subsidy that have been allocated to each student, based on the students declared major (from SIS).

Description of Uniform Reporting Program

Where does the data come from?

All student data is taken directly from the Student Information System (SIS), which is kept by the ADHE Research & Planning department. Data in the SIS is submitted by the registrar's office at each institution.

Financial Data is a combination of the Series 17 Financial Statements, the Series 22 Departmental Expenses/Revenues, and a series of Indirect Expenditure/Revenue calculations performed by a computer program.

What does the computer program do to the data?

The computer program was written in the mid-90's and updated in 2000. The steps performed in the program to arrive at the reports in the book:

1. Direct expenditures by Department are submitted on the Series 22 Reports.
2. The Department Direct expenditures are then allocated to each course taught in that department. The allocation is based on course SSCH as a percentage of departmental SSCH. Added to those expenditures are the Teaching Salaries and Benefits, which are taken from the SIS. The SIS lists all the courses taught by each instructor and the computer divides the instructor salary and benefits equally to each course taught by the instructor.
3. Research and Public Service Direct Expenditures are taken from the Series 17 report (form 17-2, line 2 & 3, column A & C).
4. By adding the direct expenditures for each course together, along with the direct expenditures for Research and Public Service, you arrive at the Total Direct Expenditures.
5. The total Indirect Expenditures are calculated as the total E&G expenditures and transfers from the Series 17 (form 17-2, line 21, column A & C) less the total direct expenditures calculated in the previous steps.
6. Indirect Expenditures for Research are calculated as Research Direct Expenditures divided by total E&G expenditures and transfers multiplied by the total indirect expenditures from step 5. Indirect expenditures for Public Service are calculated in the same manner, substituting Public Service for Research direct expenditures.
7. Indirect Expenditures allocated to Departments. Total Indirect Expenditures less Research/Public Service Indirect expenditures allocated to department based on department SSCH as a percentage of total institution SSCH.

Calculation of Course Costs

1. Add Direct Course Expenditures (Step #4a on Calculation of Direct Expenditures) + Indirect Course Expenditures (Step #1 on Calculation of Indirect Expenditures) = Total Course Expenditures.
2. Total Research and Public Service (Direct and Indirect)

Calculation of Indirect Expenditures

1. Total Indirect Expenditures = Total E & G Expenditures – Total Direct Expenditures (Step #7 on previous slide)
2. Total Indirect Expenditures for Research = Direct Research Expenditures / (Total E&G Expenditures + Transfers) x Indirect Total Expenditures
3. Total Indirect Expenditures for Public Service = Same calculation as Indirect Research
 - a. Allocation of indirect expenditures calculated in Step 1 – 3
 - b. Department Indirect Exp. Allocation = Indirect Exp. From Step 1 = Dept. SSCH/Institution SSCH Indirect Expenditures
 - c. Course Indirect Exp. Allocation = Department Indirect Exp. X Course SSCH/Dept SSCH

Calculation of Direct Expenditures

1. Direct Expenditures are entered by department (example Math Department).
 - a. Direct Expenditures for Department = \$500,000
 - b. Total Student Semester Credit Hours (SSCH) for Department = 10,000 SSCH
2. Direct Expenditures for Department are allocated to Courses based on SSCH.
 - a. Example: Remedial Math = 300 SSCH
 - b. Allocation: Course SSCH/Dept SSCH x Direct Exp. = $300/10,000 \times \$500,000 = \$15,000$
3. Add Teaching Salaries and Benefits.
 - a. Faculty Salary & Benefits/SSCH taught by Faculty = $\$45,000/5 \text{ Courses} = \$9,000/\text{Course}$
 - b. Remedial Math Course Cost = \$9,000
4. Total All Direct Expenditures for Remedial Math Course:
General Direct Expenditures \$15,000 + Teaching & Benefits \$9,000 = \$24,000
5. Sum all Courses Direct Expenditures.
6. Add: Direct Expenditures for Research and Public Service.
7. Total Direct Expenditures for Department.

Survey Data

33 college and university campuses were surveyed, in order to obtain a better understanding of the remediation process. Of these campuses, one, the University of Arkansas for Medical Sciences, does not offer remedial courses. The responses from each of the 32 campuses are summarized below.

Placement and Exams

1. Are students assigned to class sections based on anything other than test scores?

	Math	Literacy/English	Reading
No	30	30	30
Yes	2	2	2

Those answering Yes said some student are self selected due to being out of the subject for too long, or a personal need to adequately learn the material.

2. Indicate which tests are used by your campus to place students in remedial classes in the subject areas of Math, English/Literature, and Reading.

ACT	31 out of 32 (In all 3 areas- Math, Eng/Lit, Reading)
COMPASS	31 out of 32 (In all 3 areas- Math, Eng/Lit, Reading)
ASSET	22 out of 32 (In all 3 areas- Math, Eng/Lit, Reading)
SAT	17 out of 32 (In all 3 areas- Math, Eng/Lit, Reading)
NELSON-DENNY	2- only SACC and NPCC used this exam for Reading
EXPLORE	1- only UACCH used this exam for concurrent credit (In all 3 areas)
PLAN	1- only UACCH used this exam for concurrent credit (In all 3 areas)
TABE	1- only NPCC used this exam for Eng/Lit only
OTHER	3-only UAF, NPCC, & NWACC for Math (instructor exam)
OTHER	1-only NPCC (instructor essay) for English/Lit

3. Of the tests utilized what are the *minimum* scores required to *avoid* remediation on your campus?

MOST OFTEN ANSWERED

EXAM	Math	English/lit	Reading
ACT	21-19	19	19
SAT	460	470	470
ASSET	39	45	43
COMPASS	53	75	82
**EXPLORE	15	14	14
**PLAN	17	16	15
*TABE			12.9
NELSON-D			12.9

**Note: only two schools utilize Explore/Plan tests = UACCH and PCCUA

*Only one school = NPCC utilizes TABE

Minimum Scores (higher than average)			
EXAM	Math	English/lit	Reading
ACT	21		
SAT	990		910
ASSET	43	44	44
COMPASS	71	81	89

Minimum Scores (lower than average)			
EXAM	Math	English/Lit	Reading
ACT	19		
SAT	430	450	420
ASSET		42	41
COMPASS	36		81

4. Indicate the methodology used for determining **successful completion** of a remedial course?

Number of campus responses for each area	Math	English/Lit	Reading
Course Grade	30	31	31
Final Exam	12	11	11
Standardized Test (i.e. ASSET, COMPASS, etc.)	10	12	14
*Other	7	2	2

*Labs, Plato completion, Common Exam, instructor based exam.

Policy

1. Are there policies or guidelines in place to address situations where students fail to attend class?

	Math	English/Lit	Reading
No	3	5	5
Yes	28	26	26

For those answering

Yes: Noted that university policies are followed in order to insure attendance for all classes. Majority of schools noted that they follow Early Alert Programs, or Early Warning Program that would inform the student and advisor of the student's failure to meet academic attendance policy.

2. Are there policies or guidelines in place to address situations where students fail to do assigned work?

	Math	Literacy/English	Reading
No	7	7	7
Yes	25	25	25

For those answering

Yes: A reference to the Instructor Syllabus was noted.

Number of Students Being Remediated

For the following questions we asked each campus to respond based on the number of students in remedial courses due to placement in courses based on their test scores, or based on self placement. Note that only 14 campus responded to the self placement

How many students were remediated at your campus during the 2009-2010 academic year in the following areas

	Math		English/Lit		Reading	
	Test scores	By choice	Test scores	By choice	Test scores	By choice
Total Duplicated	40,106	1,309	14,033	632	11,178	631
1 st time Freshmen Duplicated	11,595	258	5,883	166	5,138	77
Non-Traditional Duplicated	28,130	1,042	7,922	440	5,825	534
International Duplicated	185	7	195	23	209	19
Total Unduplicated	29,962	1,149	13,448	649	10,427	388
1 st time Freshmen Unduplicated	8,380	228	5,539	164	4,631	75
Non-Traditional Unduplicated	20,827	911	7,465	457	5,461	291
International Unduplicated	139	7	182	23	191	19

How are these students doing?

1. Of the students who were remediated in 2009-2010 and **successfully completed** the coursework, how many returned for the Fall 2010-2011 semester?

	Math		English/Lit		Reading	
	Test scores	By choice	Test scores	By choice	Test scores	By choice
Total Duplicated	14,975	503	5,829	188	4,850	133
1 st time Freshmen Duplicated	4,311	73	2,528	39	2,268	27
Non-Traditional Duplicated	10,517	42	3,327	145	2,487	103
International Duplicated	101	5	126	2	152	2
Total Unduplicated	12,115	417	8,369	188	4,645	91
1 st time Freshmen Unduplicated	3,335	64	2,346	48	2,048	28
Non-Traditional Unduplicated	8,619	344	3,345	137	2,562	61
International Unduplicated	80	5	119	1	144	1

2. Of the students who were remediated in 2009-2010 and **did Not successfully complete** the coursework, how many returned for the Fall 2010-2011 semester?

	Math		English/Lit		Reading	
	Test scores	By choice	Test scores	By choice	Test scores	By choice
Total Duplicated	8,123	197	1,512	40	1,131	0
1 st time Freshmen Duplicated	2,551	38	634	12	509	0
Non-Traditional Duplicated	5,585	150	884	28	614	0
International Duplicated	45	0	8	0	11	0
Total Unduplicated	5,879	157	1,423	36	1,006	0
1 st time Freshmen Unduplicated	1,889	33	606	13	444	0
Non-Traditional Unduplicated	4,015	124	834	23	554	0
International Unduplicated	34	0	7	0	9	0

3. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **Math**?

MATH	1 level	2 levels	3 levels	4 levels
Total Duplicated	11,325	13,487	4,407	335
1 st time Fresh Duplicated	4,049	4,285	1,360	65
Non-Traditional Duplicated	6,942	9,201	3,293	270
International Duplicated	93	69	9	-
Total Unduplicated	15,960	16,019	8,328	2,215
1 st time Fresh Unduplicated	4,018	3,675	1,193	96
Non-Traditional Unduplicated	11,359	12,381	7,422	2,195
International Unduplicated	78	54	5	-

(results of 30/32) UAF & ENCC did not answer this portion

4. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **English/Literature**?

Eng/Lit	1 level	2 levels	3 levels
Total Duplicated	7,367	2,697	39
1 st time Fresh Duplicated	3,450	1,363	15
Non-Traditional Duplicated	3,848	1,368	24
International Duplicated	156	19	
Total Unduplicated	11,548	4,392	24
1 st time Fresh Unduplicated	3,895	1,276	11
Non-Traditional Unduplicated	7,938	2,960	13
International Unduplicated	152	19	

(results of 28 out of 32 schools) UAF, HSU, ASUN, ENCC did not answer this portion

5. Of the students who were remediated **due to test scores** how many had to complete multiple levels of remediation in **Reading**?

Reading	1 level	2 levels	3 levels
Total Duplicated	6,254	1,356	10
1 st time Fresh Duplicated	3,340	888	4
Non-Traditional Duplicated	2,780	465	6
International Duplicated	174	23	
Total Unduplicated	10,431	3,956	1,427
1 st time Fresh Unduplicated	3,764	1,109	105
Non-Traditional Unduplicated	6,432	2,846	1,322
International Unduplicated	172	22	

(results of 28 out of 32 schools) UAF, HSU, ASUN, ENCC did not answer this portion

What are you doing for your instructors?

1. Do you provide your instructors with copies of student assessments and diagnostic tools used to determine remediation needs?

ASSESSMENTS	Math	Literacy/English	Reading
No	5	4	4
Yes	27	27	26
DIAGNOSTIC TOOLS	Math	Literacy/English	Reading
No	17	16	16
Yes	13	14	14

2. If Yes, do instructors have to directly ask for the assessments or are they automatically provided to the instructor through student services, the coordinator of the remediation program, or some other campus entity?

	Math	Literacy/English	Reading
Automatically provided	20	21	21
Instructor must request	8	7	7

For those responding that the instructor must request information, it was noted that transcripts were provided, but any other information must be requested by the instructor.

3. If you provide instructors with access to the student assessments and diagnostics do you also allow them extra time or extra pay to develop a plan to address each student's needs?

	Math	Literacy/English	Reading
Extra Time	1	1	1
Extra Pay		1	1
Both			
Neither	29	28	28

NWACC was the only campus to note they have extra pay.

4. If you provide instructors with access to the student assessments and diagnostics, how much time prior to the beginning of the semester are these tests provided on average?

	4+ weeks before classes start	3 weeks before classes start	2 weeks before classes start	1 week before classes start	Less than 1 week before classes start	After classes have started
Math	8	2	2	1	6	7
Literacy/English	8	2	2	1	6	7
Reading	8	2	2	1	6	7

5. Do instructors in your remedial classes receive any form of additional compensation for teaching remedial courses over non-remedial courses?

	Math	Literacy/English	Reading
No	31	31	31
Yes	-	-	-

6. Do you use a learning community approach to remedial courses so that students are with the same group of students for multiple classes in multiple subjects throughout the semester?

	Math	Literacy/ English	Reading
No	25	24	23
Yes	7	8	9

For those answering Yes: Students share common courses, and have linked classes. Students (especially in Eng/Lit and Reading) have combined coursework that would link classes. For Math, small groups, or instructor support was available.

Costs of Remediation

1. How much did your campus spend on the following concerning remediation by subject area during the 09-10 academic year?

Salaries	Math	English/Lit	Reading
Full-Time Faculty	\$4,382,797	\$1,904,806	\$1,767,781
Part-Time Faculty	\$431,895	\$131,881	\$80,669
Adjunct Faculty	\$1,315,375	\$553,839	\$469,245
Graduate Students	\$188,895	\$83,826	\$4,000
Benefits			
Full-Time Faculty	\$1,363,120	\$559,912	\$534,946
Part-Time Faculty	\$30,542	\$43,036	\$8,167
Adjunct Faculty	\$250,185	\$105,445	\$88,516
Graduate Students	\$480	\$553	\$556
Instructional Materials	\$495,913	\$138,014	\$113,916
Assessment/Testing	\$48,630	\$32,205	\$23,206
Indirect Costs (overhead)	\$562,291	\$302,547	\$311,522
Other	\$93,886	\$55,570	\$48,727
TOTAL	\$9,164,009	\$3,911,635	\$3,467,226

2. What was the *range* of the costs to students for **Tuition and Fees** for a remedial course by subject during the 09-10 academic year?

	In-State		Out-of-State	
	Min	Max	Min	Max
Math	\$70	\$808	\$123.75	\$1,819.50
English/Lit	\$69.50	\$808	\$69.50	\$1,807.35
Reading	\$70	\$808	\$90.75	\$1,807.35

** These are the **lowest** and **highest** overall.

<i>In State-Lowest: \$69.50-ANC, \$70-NWACC</i>	<i>also \$73-BRTC, \$80-ASUN</i>
<i>In State-Highest: \$808-SAU</i>	<i>also \$715-ATU, & \$685.75-HSU</i>
<i>Out-of-State Lowest: \$69.50-\$123.75 ANC</i>	<i>also \$131-ASUN, \$155-NWACC</i>
<i>Out-of-State Highest: \$1,819.50-1,870.35 UALR</i>	<i>also \$1,433 ASUJ, \$1,327 UAF</i>

AVERAGES	In-State		Out-of-State	
	Min	Max	Min	Max
Math	\$318	\$359	\$596	\$657
English/Lit	\$317	\$343	\$601	\$647
Reading	\$319	\$347	\$602	\$651

3. What was the *range* of the costs to students for **books and supplies** for a remedial course by subject during the 09-10 academic year?

	Min	Max
Math	\$55	\$406.98
English/Lit	\$16	\$181.85
Reading	\$10.75	\$189.75

AVERAGE	Min	Max
Math	\$132.38	\$172.34
English/Lit	\$76.47	\$103.14
Reading	\$70.88	\$84.66

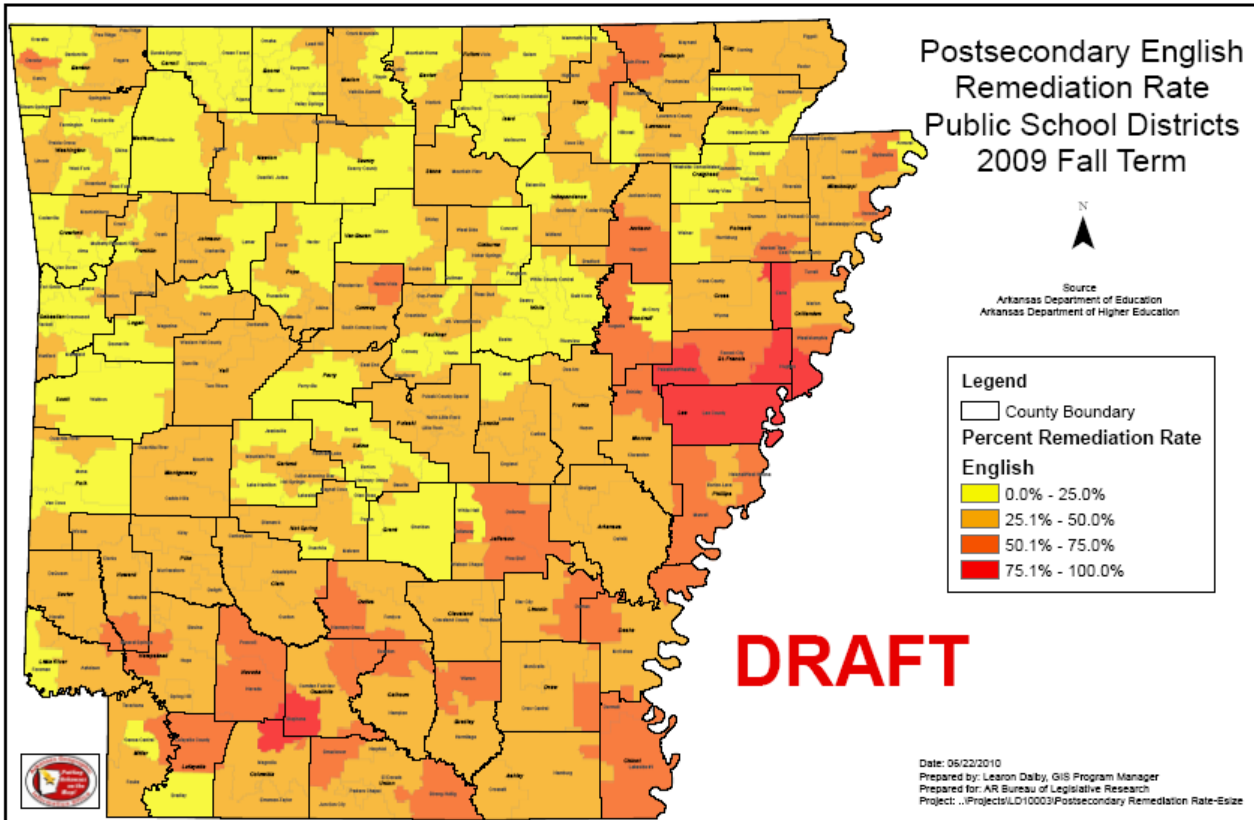
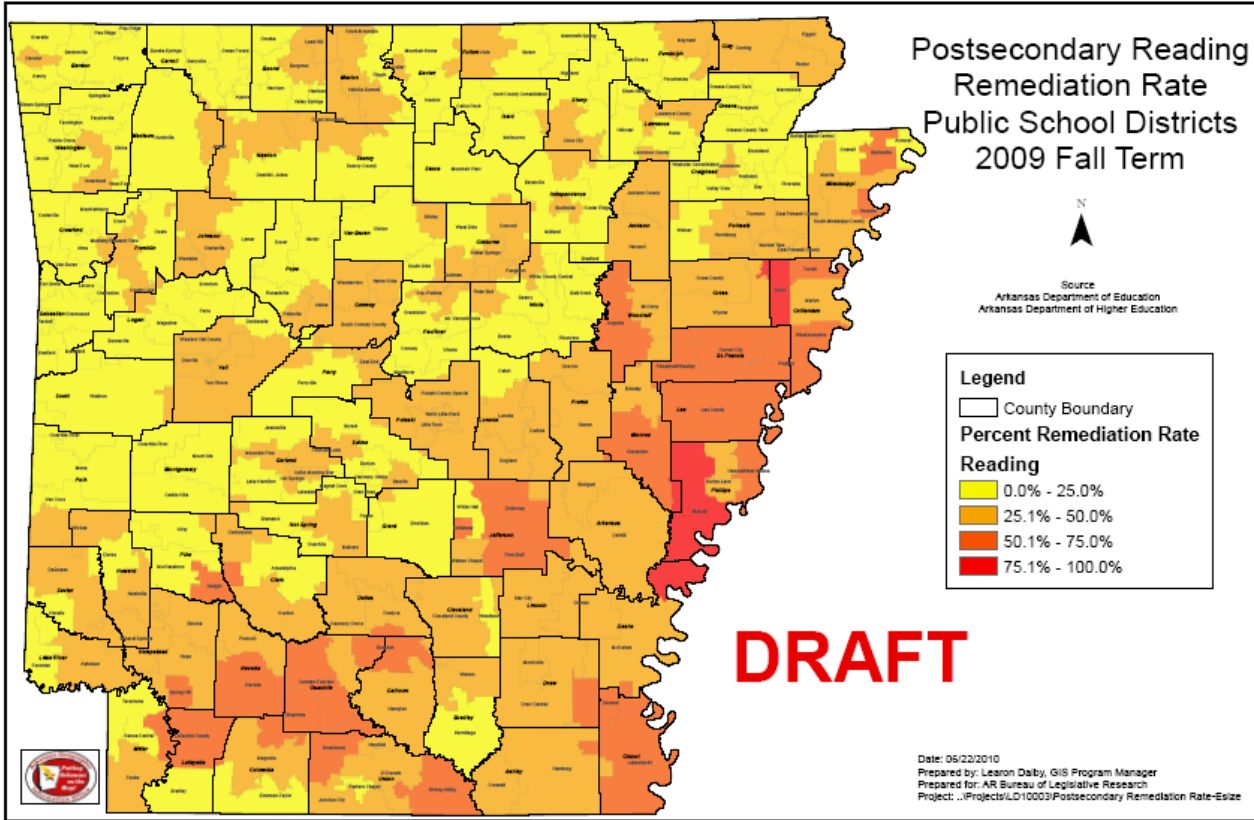
Lowest: \$55-ASUJ, \$16-UACCB, \$10.75-NPCC

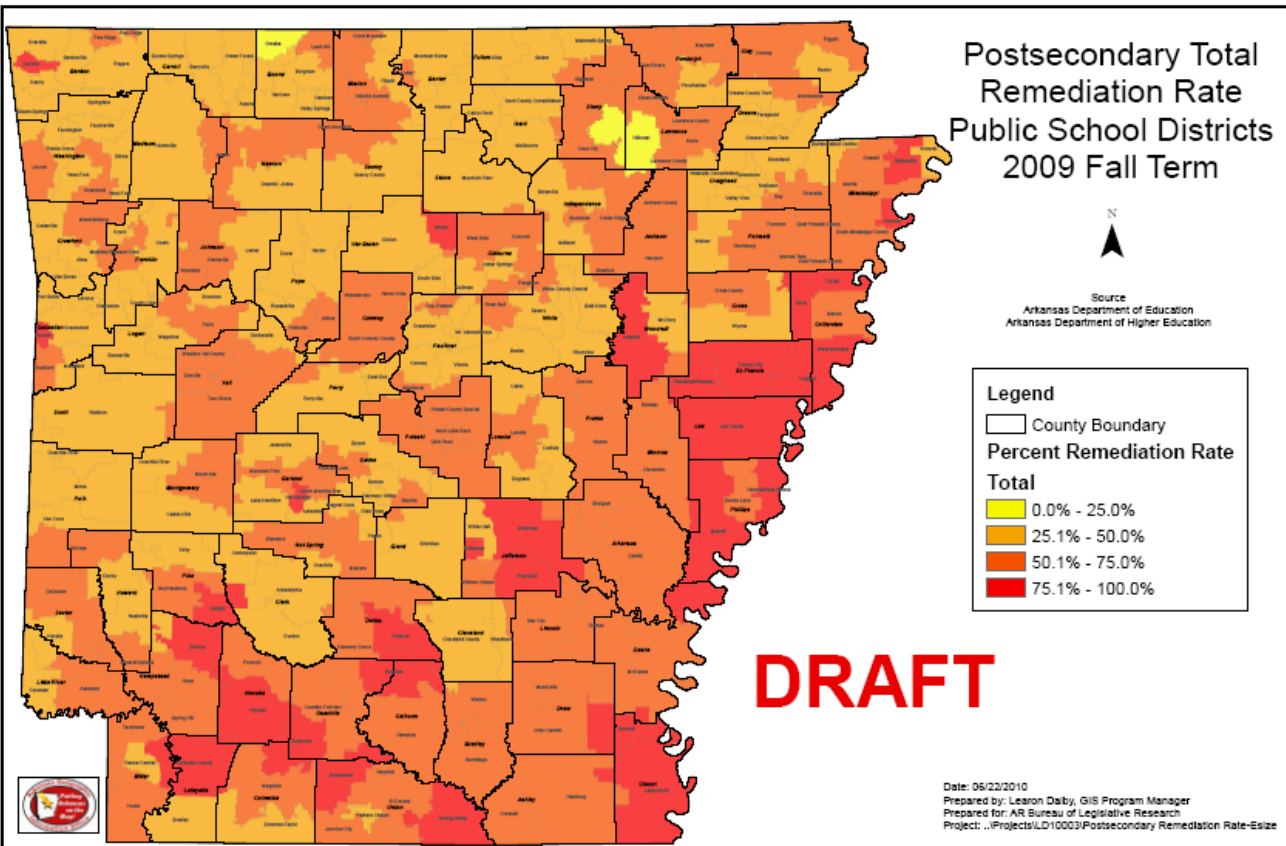
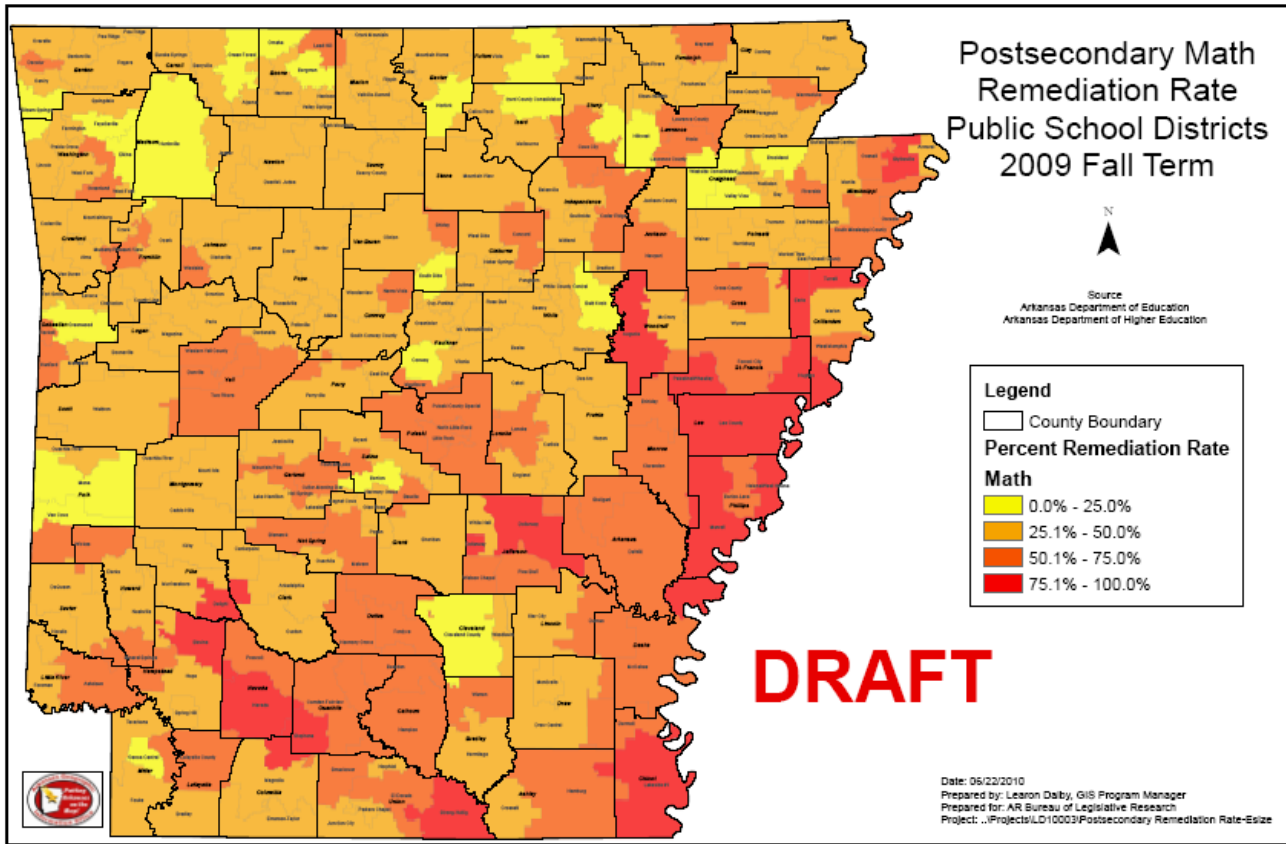
Highest: \$406.98-UAFS, \$181.85-SEARK, \$189.75-PTC

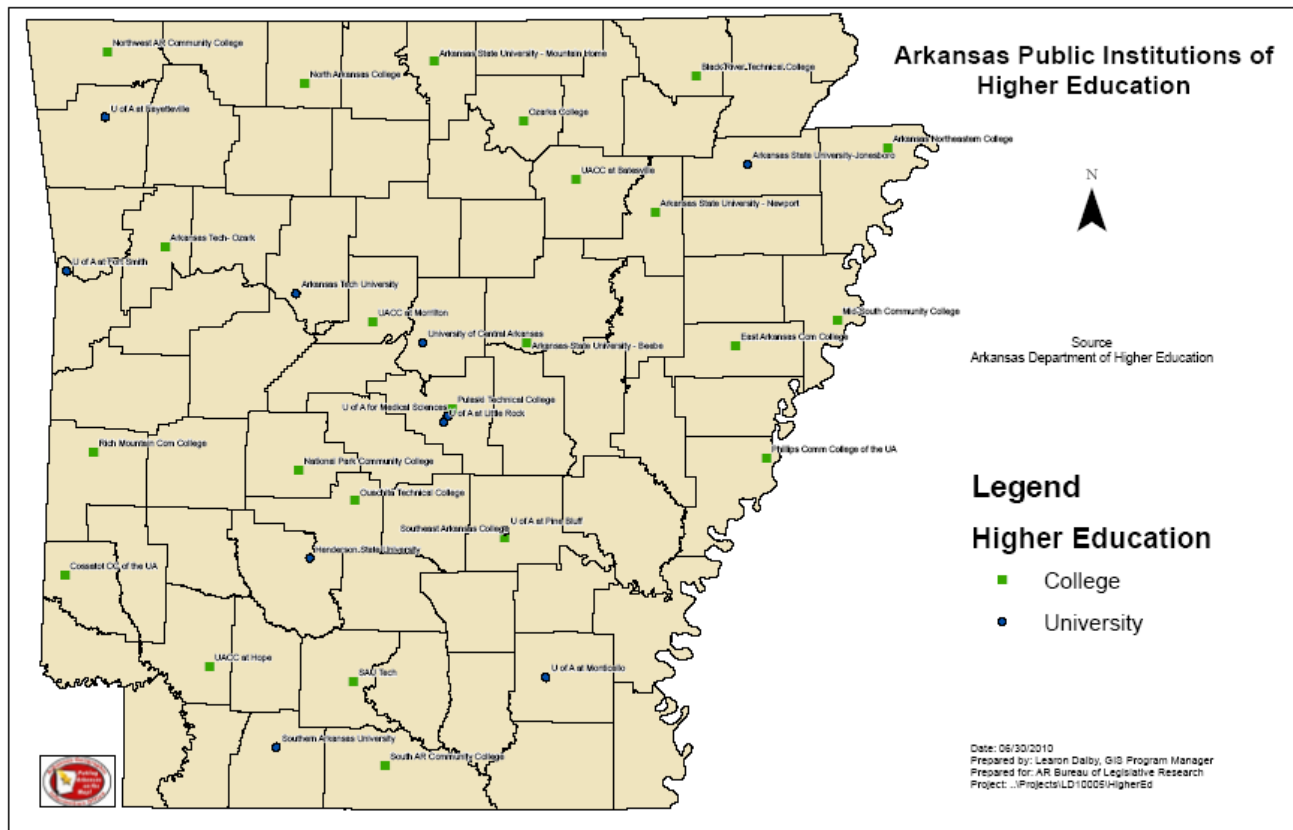
We also asked the campus to list the books utilized for these remedial courses and found that there was no common or consistent answer.

4. What was the total income to your campus from remedial courses by subject area during the 09-10 academic year?

	In-State	Out-of-State
Math	\$13,372,850.19	\$1,419,688.86
English/Lit	\$4,820,414.67	\$747,331.79
Reading	\$3,295,409.19	\$942,676.42
TOTAL	\$21,488,674.05	\$3,109,697.07







CURRENT LAW AND POLICY REGARDING POSTSECONDARY REMEDIATION

The 1988 report issued by the Arkansas Business Council titled "In Pursuit of Excellence" shined a spotlight on remediation issues in Arkansas. The report called for increased support for students and highlighted the disturbing trend of high school graduates needing remediation upon entering college. Attempts have been made historically to curb the remediation problem. Act 475 of 1989 established an intensive postsecondary preparatory program for high school students, however it was voluntary (§6-16-702). The idea was to cure learning deficits before a student graduates high school and enters a postsecondary institution. Beginning in 1991, school districts began tracking information on student remediation. That same year, all institutions of higher education were required to test incoming freshmen for placement purposes (§6-61-110). Though the law requires that all incoming first-time full-time freshmen be tested for college readiness, it allows the Higher Education Coordinating Board to set the remediation cutoff scores, which they have set at 19 on the ACT. Act 1141 of 1993 required universities to reduce spending on remediation, capping the expenditures at the 1996-1997 expenditure level (§6-62-107).

Relevant Statutes:

6-16-702. Authority — Fees.

(a)(1) Public schools are hereby authorized to operate optional school programs during the summer or at other times when the regular school classes are not in session and to charge fees to students for participating in the programs.

(2) If credit is given for the courses taken in the optional programs:

(A) The teachers shall meet certification requirements for the courses taught;
and

(B) The number of hours that classes are in session shall meet the same requirements as are in effect for the same courses taught in the regular term.

(b)(1) In school districts that operate optional school programs during the summer and in districts where space is available, no fee shall be charged a student who qualifies for free or reduced-price meals and whose enrollment in an academic course is made for the purpose of remediating a deficiency in grades when the student has made a D or an F in an academic course.

(2) Other courses offered in summer school for academic credit may be taken without fees being charged, as space is available, by students who qualify for free or reduced-price meals.

6-61-110. Testing of entering freshmen for remedial courses.

(a) A first-time entering freshman at a state-supported institution of higher education who is admitted to enroll in an associate or a bachelor's degree program shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics.

(b) Remedial courses shall not provide credit toward a degree.

(c)(1) The Arkansas Higher Education Coordinating Board shall determine the:

(A) Test to be used;

(B) Testing procedures and exemptions; and

(C) Minimum scores below which students at all state-supported institutions of higher education must take remedial courses.

(2) The board shall base these decisions on:

(A) Consultation with representatives of the state-supported institutions of higher education;

(B) Analysis of the placement procedures presently used by institutions in the state;

(C) Statewide placement testing programs in other states; and

(D) Pilot projects involving testing of entering freshmen at selected institutions in the state.

(3) The board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable

to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010.

(d)(1) The board shall work with state-supported institutions of higher education to:

(A) Develop innovative alternatives to traditional instruction and delivery methods for remedial courses; and

(B) Provide professional development opportunities to help remedial education faculty gain knowledge in best practices and trends in the instruction and delivery of remedial education.

(2) The board shall report to the House Committee on Education and the Senate Committee on Education by February 1, 2010, on the progress made in addressing the requirements in subdivision (d)(1) of this section.

6-62-107. Reduction of state funds expended on remediation.

(a) As a condition for receiving state funds, all public two-year and four-year institutions of higher education shall report the following information by October 1 of each year to the Department of Higher Education in a format developed by the department in consultation with the institutions:

(1) The total direct and indirect costs of remediation for the previous academic year; and

(2) All sources of revenue, by amount and source, used to fund direct and indirect costs of all remedial courses and programs.

(b) The department shall develop a system to calculate the total amount of state funds spent on remediation of first-time entering freshmen students.

(c) The amount spent on remediation at public four-year educational institutions shall not exceed the amount spent as of the 1996-1997 school year.

ARKANSAS K-12 ASSESSMENT

As Dr. Beran, Chancellor of the University of Arkansas at Fort Smith, summed up the assessment issue, "exit exams in high school must correspond to college entrance standards. Currently a lot of testing is happening in both camps, but no statewide attempt is successfully moving the two sets of standards being measured toward each other so the exit of high school and the entrance of college are measuring the same thing."

Arkansas law permits two different systems of testing at the secondary and post secondary levels. There is no coordination of requirements between the two systems. The secondary system requires end-of-course exams (as well as the Literacy Exam.) The post secondary system requires the ACT as the determinant for college admission into credit-bearing courses. The use of the ACT as the determinant is established by the Arkansas Higher Education Coordinating Board in accordance with A.C.A. §6-61-110.

Under the law, students who do not score proficient on the general end-of-course examinations must be remediated in order to receive course credit. This means that any student who scores basic or below

basic on the Geometry or Biology End-of-Course Exams must complete an academic improvement plan (AIP). These general end-of-course examinations do not require the administration of subsequent tests.

While the Grade 11 Literacy Exam is not an end-of-course exam, students who do not score proficient must be remediated. This means that any student who scores basic or below basic on the Grade 11 Literacy Exam also must complete an AIP. The Grade 11 Literacy Examination also does not require the administration of subsequent tests.

Under the law, students who are administered a high stakes end-of-course examination must obtain the requisite pass scale score in order to receive course credit. Students who do not meet the requisite pass scale score on the high stakes end-of-course examinations must be remediated through an Individualized Academic Improvement Plan (IAIP) and retest until the requisite pass scale score is met in order to receive course credit. Additionally, students who do not score proficient on a high stakes end-of-course examination must be remediated through an AIP. (Algebra I is a required high school mathematics assessment under the federal Elementary and Secondary Education Act.)

At the post secondary level A.C.A. §6-61-110 establishes the policy for the testing of first-time entering freshmen for placement in remedial courses.

(c)(1) The Arkansas Higher Education Coordinating Board shall determine the:

- (A) Test to be used;
- (B) Testing procedures and exemptions; and
- (C) Minimum scores below which students at all state-supported institutions of higher education must take remedial courses.

End-of-Course Exams

ADE reported that results from the state's 2010 End-of-Course exams showed gains over last year in Algebra I and Geometry achievement levels for public school students, but they reveal a decline in Biology scores. All scores for this and previous years are included in the attached charts.

The Algebra I scores from the 2009-2010 winter and spring administrations of the exams for ninth-graders and younger are the first to fall under the state's "high stakes" testing for graduation requirements.

Of the 353 seventh-, eighth- and ninth-graders who took the exam in January, 91.5 percent passed, while 93 percent of the 33,093 students in those grades taking the April administration of the exam passed. Those who failed their first try will have two opportunities to undergo remediation and then retake the exam. If they still fail after three attempts, an alternative form of remediation will be made available to them and then they will take an alternative, computer-based exam.

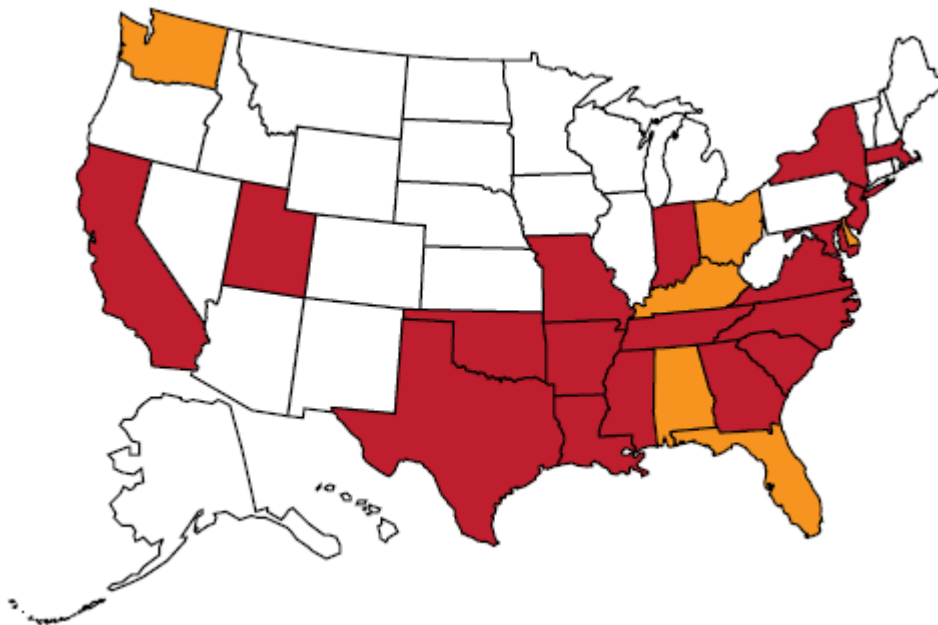
The Algebra I and Geometry End-of-Course exams are used in the calculations to identify schools in need of improvement under the federal Elementary and Secondary Education Act (No Child Left Behind). A score of "proficient" – which is higher than a score of "pass" -- must be attained under the federal requirements.

- On the Algebra I End-of-Course Exam, 73 percent scored proficient or higher in January and 76 percent did so in April.
- On geometry, 76 percent scored proficient or higher in January and 69 percent did in April
- On biology, 40 percent scored proficient or higher in January and 36 percent did in April.

Further discussion of ADE practices can be found in their responses to the questions proposed in ISP 2009- 233 at Appendix F.

According to the Education Commission of the States (ECS), 18 states were administering one or more EOC exams as of the 2009-10 school year (states in red). This figure does not include:

(1) states that do not have a state-developed EOC but are participating in the Achieve Algebra I and Algebra II end-of-course exam programs, and (2) states that have made state-developed EOCs available to schools or districts for diagnostic, exit or other purposes, but do not require such tests to be administered statewide to all students who take a specified course (i.e., “Algebra I”) for which an EOC has been adopted. At least six other states — Alabama, Delaware, Florida, Kentucky, Ohio and Washington state — have adopted policies or plans to administer EOCs statewide, but have yet to implement the proposed assessment program (orange states in map).



Student Academic Improvement Plans

There is a difference in the requirement for an Individualized Academic Improvement Plan (IAIP) and an Academic Improvement Plan (AIP). An IAIP is a plan that is required for students who do not meet the pass score for a high-stakes EOC exam. An AIP is required when students are not proficient or above on a high-stakes EOC exam. The plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high stakes EOC assessments. The IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course exam assessment, the desired levels of performance necessary for the student to meet the satisfactory pass levels, and the instructional and support services to be provided to meet the desired levels of performance.

An Academic Improvement Plan (AIP) is required for any student who scores basic or below basic on the Grade 11 Literacy, Geometry, or Biology End-of-Course Exams. The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan.

Detailed responses by ADE to a series of questions in ISP 2009-233 are presented in Appendix F.

ACT

In 2010 Arkansas had an increase in the percent of high school graduates who took the ACT — 81 percent in 2010 compared with 73 percent in 2009. The average composite score for the 24,578 graduates in 2010 dropped by .3 points to 20.3. Nationally 47 percent of high school graduates took the ACT in 2009. The national score was 21, down by .1. (Source: ADE 8-18-10)

Arkansas established the Voluntary Universal ACT Assessment Program to expand access. In 2009 6,0221 students at 62 schools districts participated in the program, which allows students to take the ACT for free at their local schools. Those scores are included with the scores of the 2010 graduates. (Source: ADE 8-18-10) In 2010, 16,000 juniors in 161 districts participated through the Voluntary Universal ACT Assessment Program.

Sixty percent of students made a 19 on English and 53 percent did in math. The number of students scoring on the high end of the scoring spectrum have increased. In 2005, 240 students scored a 32 or higher on the ACT. In 2010, 392 students scored at that level. (Source: ADE 8-18-10)

The 2010 tests scores indicate that fewer than 1 in 5 Arkansas students scored a 19 or better in all 4 tested areas. (Source: Arkansas Democrat Gazette 8-18-2010)

	2010 Arkansas	2010 National	2009 Arkansas	2009 National
English	20.1	20.5	20.6	20.6
Math	19.9	21.0	20.1	21.0
Reading	20.6	21.3	21.0	21.4
Science	20.2	20.9	20.2	20.9
Composite	20.3	21.0	20.6	21.1

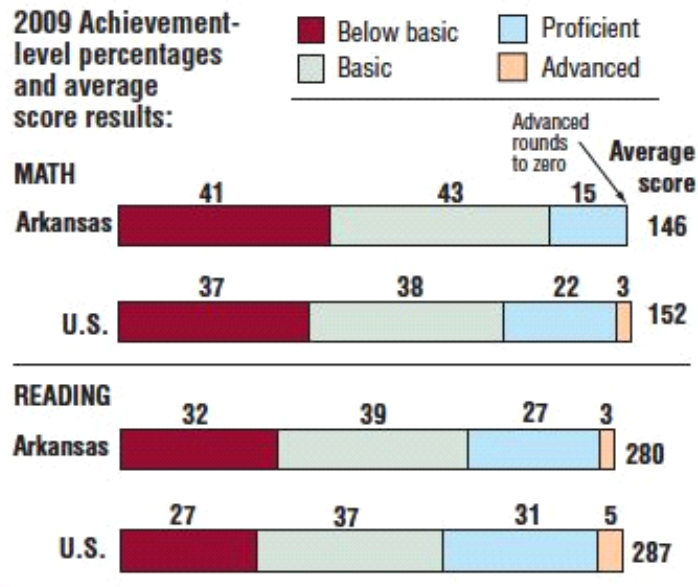
Source: Arkansas Department of Education

National Assessment of Educational Progress

The 2009 National Assessment of Educational Progress (NAEP) results for Arkansas high school seniors were below the national average in both math and reading. In reading, the national proficient or advanced was at 36 percent, and the Arkansas proficient or advanced was 30 percent. In math, the proficient or advanced level nationally was 25 percent and in Arkansas it was only 15 percent. The NAEP results align with ACT results indicating that more than half of Arkansas's first-time college and university students weren't ready for college-level work. The NAEP results (and ACT results) are at odds with the achievement level presented by the state's end-of-course exam results that reflected approximately three quarters of the state's students as proficient or advanced.

Nation's Report Card, 12th grade

Thirty percent of Arkansas 12th graders in the 2008-09 school year scored at proficient or advanced levels on the National Assessment of Educational Progress reading test, as did 15 percent of test-takers on the math test that year. A proficient score indicates competency over challenging material. A basic score indicates partial mastery of fundamental skills. State and national results from the testing program — dubbed the Nation's Report Card — were released Thursday. Arkansas students scored below the national average in both subjects.



SOURCE: National Center for Educational Statistics Arkansas Democrat-Gazette

Source: Arkansas Democrat Gazette, 11-19-10

COLLEGE READINESS MEASURES

Arkansas Department of Education

ADE reports that five initiatives are underway to help Arkansas reach a higher level of postsecondary preparedness

1. America Diploma Project
2. Arkansas College and Career Ready Policy Institute
3. The Arkansas System of School Accountability linked to student performance on end-of-course exams
4. Measures that Matter- Status and Growth: The Arkansas Reward and Recognition Program
5. Arkansas Smart Core Program

Arguably one of the most significant steps is Arkansas's participation in the Partnership for the Assessment of Readiness for College and Careers (PARCC). Arkansas, along with 25 other states, has received a grant from the U.S. Department of Education to develop common standardized tests to be used in the 2014-15 school year. Arkansas has already adopted the Common Core Standards. Arkansas is one of 12 states designated as a governing state for the program. Dr. Tom Kimbrell, the

Education Commissioner stated, “Aligning kindergarten through 12th grade curriculum with college expectations should help students avoid noncredit remedial classes. As a member of PARCC the state will be able to benchmark their progress against that of other states and similar schools across the country. “

Florida – Postsecondary Education Readiness Test

The Postsecondary Education Readiness Test (PERT) is the first college readiness and placement assessment using the Common Core State Standards. The assessment will be used to identify students for possible placement in remedial education. High school students will be able to use the test to address academic deficiencies while still in high school. There are plans to include a diagnostic component with the test in the future that will allow more precise identification of student academic deficiencies.

ACT Research

ACT in a document entitled, *The Relative Predictive Validity of ACT Scores and High School Grades in Making College Admission Decisions*, addresses the value of the ACT exam in predicting college readiness.

Postsecondary institutions often consider students’ high school grades and ACT scores when making admission decisions. Historically, these two measures have been used because they are believed to predict students’ eventual success in college. An important question for institutions is which indicators of college success they should use to confirm the predictive validity of these two measures.

The answer will vary depending on the institution’s educational mission and its admission goals. Despite such differing goals and missions, however, most institutions would view academic performance and college persistence as important indicators of success. This brief summarizes ACT research on the relative weights of ACT scores and high school grades for predicting college persistence as well as selected indicators of academic success in college. The results of these analyses are summarized in the table below.

Table 1: Predominance of ACT Scores or High School Grades in Predicting College Success, by Indicator

Predictor	College Success Indicator				
	First-year College GPA	Enrollment/Retention Status	Collegiate Academic Proficiency	Final College GPA	Degree-Attainment Level
ACT Scores	X	X	X		X
High School Grades	X	X		X	

ACT has compiled a number of studies that suggest if an institution wants its admission criteria to reflect collegiate academic proficiency or ultimate level of degree attainment, ACT scores should carry *greater* weight than high school grades. If an institution wants its admission criteria to reflect first-year college GPA or persistence to the second year, ACT scores and high school grades should carry approximately the *same* weight. And if an institution wants its admission criteria to reflect final college GPA, ACT scores should carry *lesser* weight than high school grades.

Source: ACT, 2008

SAT Research

According to the College Board, “the College Board Standards for College Success (CBSCS) define the knowledge and skills students need to develop and master in English language arts, mathematics and statistics, and science in order to be college and career ready”.

The College Board published these standards as a model that may be used to vertically align curriculum, instruction, and assessment to college readiness. “These rigorous standards:

- provide a model set of comprehensive standards for middle school and high school courses that lead to college and workplace readiness;
- reflect 21st-century skills such as problem solving, critical and creative thinking, collaboration, and media and technological literacy;
- articulate clear standards and objectives with supporting, in-depth performance expectations to guide instruction and curriculum development;
- provide teachers, districts and states with tools for increasing the rigor and alignment of courses across grades 6-12 to college and workplace readiness; and
- assist teachers in designing lessons and classroom assessments.”

To guide the standards development process, the College Board convened national committees of middle school and high school teachers, college faculty, subject matter experts, assessment specialists, teacher education faculty and curriculum experts who had experience in developing content standards for states and national professional organizations.

The College Board established standards advisory committees to collect college-readiness evidence gathered from a wide array of sources to design and develop the CBSCS. These sources include international frameworks such as National Assessment of Educational Progress (NAEP), Programme for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS).

The committees first defined the academic demands students will face in AP or first-year college courses in English, mathematics and statistics, and science. After identifying these demands, the committees then backmapped to the start of middle school to outline a vertical progression, or road map, of critical thinking skills and knowledge students need to be prepared for college-level work.

Source: <http://professionals.collegeboard.com/k-12/standards>

BEST PRACTICES

K-12

Rising remediation rates among college students are leading to increased time for completion of degrees, additional costs for students and colleges, and financial aid being used on courses that do not count towards a degree. Support systems for students requiring remediation may include:

- Supplemental Services
- Tutoring
- Before/After School Programs
- Double Blocked Scheduling
- Blocked Scheduling
- Co-Teaching Models
- Data Disaggregation
- Extended School Year/Summer School
- Saturday School

The following schools and institutions shared their practices with the study group.

Oakdale Middle School – Rogers

Oakdale Middle School, Rogers School District shared strategies to help students from diverse ethnic and economic backgrounds achieve academic success. Oakdale Middle School has a student population that is approximately 50% minority and has Free and Reduced Lunch eligibility rate of 70%. Among the topics covered in the presentation were:

- Creation of a classroom environment that fosters respect and rapport among students and teachers
- Creation of a classroom environment that fosters student self confidence
- Creation of classroom environment that values each student
- Creation of classroom environment that encourages and provides multiple opportunities for student participation and learning, referred to as “Preventive Maintenance,” rather than remediation
- Use of peer mentoring to facilitate student learning
- Focus on all facets of learning rather than just one discreet subject
- Multiple opportunities for students to succeed
- Active and visible involvement of the principal as an instructional leader who works directly with students to foster learning and academic success

Arkadelphia

Arkadelphia High School used 2008 EXPLORE data to identify students needing more support in English, Math, and Reading. Overall, 78 students planned to attend 4+ years of college but did not meet the benchmark score in one or more areas. The program designed to meet the needs of these students is the Arkadelphia College Preparatory Academy. Partners in the effort include:

Henderson State University
Ouachita Baptist University
Arkadelphia Public Schools
Centerpoint Public Schools
Gurdon Public Schools
Arkansas Department of Education
Ouachita Technical College
Dawson Education Service Cooperative
South Arkansas Math and Science Center
HSU/OBU ROTC
Ross Foundation, Arkadelphia
Cabe Foundation, Gurdon
Olds Foundation, Amity
Southern Bancorp, Arkadelphia
Clark County Strategic Plan
State Representative Johnnie J. Roebuck

Classes are co-taught by a K-12 teacher and a university faculty member. Students receive a handbook with program rules that address attendance, tardiness, unacceptable behavior and dress. Student data was analyzed from pre-test and post-test EXPLORE administrations.

El Dorado

El Dorado has two significant assets working for their students: the El Dorado Promise scholarship program and the El Dorado Education Foundation that funds teacher awards and projects. A few of their programs are described below.

Bridge to College Algebra: Consists of a 5 week summer program for Algebra II and Intermediate Algebra skills. Students are expected to take and pass college algebra by concurrent credit.

90/90/90 Study: A study was conducted of high minority, economically disadvantage schools with high achievement levels. The common strategies were: a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing, and collaborative scoring of student work.

Accelerated Academy: The academy is a two-year extended day program in which “below basic” students have access to their best teachers. Students are expected to be proficient or advanced by the end of the fourth grade.

El Dorado also identified some areas of need in their schools. They stated that they have no system in place to make use of or remediate for the EXPLORE, PLAN, or ACT exams. The district proposed changing secondary testing to the ACT both to reduce testing days and to focus efforts on the test used to determine remediation in college.

Sheridan

A mathematics teacher at Sheridan High School also serves as a faculty member at Ouachita Technical College. She reported these observations based on her unique view of remediation at both the secondary and postsecondary levels.

Main topics covered:

- Public schools, colleges, and universities are all in serious trouble regarding education
- Expectations and rigor need to be raised at the high school level and at the college level
- Students need preparation to be successful no matter what they do after high school. The current goal in the K-12 system is to get students graduated and nothing beyond.
- Maintaining high expectations as a public high school teacher is difficult because of pressure to lower standards to pass students; lessening expectations to help sad kids in sad situations pass
- Students’ low expectations of themselves wears on teachers and seeps into culture of school
- Need to tell students that that if it isn’t done right, it has to be done over
- Must hold students accountable and encourage them to give full effort; teaching responsibility
- Difficulty of getting work ethic back if it hasn’t been expected of students all along
- Parental complaints about “hard” teachers, preferring easy teachers with lower standards
- Upholding the rigor in lower level classes, especially in math because it’s sequential
- Lack of time to go back and re-teach because of courses needing completion within a limited amount of time
- The use of calculators for simple math is eroding students’ skills
- The Algebra I End-Of-Course exam must be too easy because students can’t do the simplest Algebra I tasks
- Leery about grade inflation

- Released items are in line with the frameworks. One of the issues is that multiple choice mathematics questions are easy to get right many times when you don't know why you got it right.
- Transportation for late afternoon/early morning tutoring for students and/or parents without cars or adequate bus system derails student interest in tutoring
- Standards should be raised for getting into college
- Parents need to uphold Smart Core and not opt out
- Teachers need to adapt strategies to instruct today's students, but not make it easier or to compromise on expectations

Higher Education

In-state 2 Year Institutions

Arkansas State University-Mountain Home

Research on the use of Technology-based interventions to increase college completion was presented by Arkansas State University-Mountain Home (ASUM). Applying technology decreases time to completion for developmental courses; provides accelerated pathways to degree completion, and leverages technology to increase rural student access to higher education. Research indicates increased access through distance learning, cost-effectiveness through course redesign, and student persistence through reallocations from instructional savings to student services for low-income populations. On-line learning is an effective way to increase access for non-traditional students. About 70 percent of the students in higher education now have at least one non-traditional characteristic. These characteristics include part-time enrollment, caring for dependents, and working full-time. Tennessee's developmental studies redesign was cited in the ASUM research. Online learning can be an integral part of even a traditional course offering.

Arkansas Association of Two-Year Colleges

The Arkansas Association of Two-Year Colleges (AATYC) reported on their Student Success Program. Some of the initiatives that two-year colleges have participated in include, Career Pathways, Achieving the Dream, Center for Community College Student Engagement and Foundations of Excellence. AATYC is establishing a Center for Student Success to spread and scale the programs that are working in two-year colleges. They will also pilot new practices and develop and promote supportive policy change. An faculty/administrator advisory committee will be put in place to assist with the research and advise the Center. Programs in other states will be visited and reviewed. The Center has already worked with the UCA Mashburn Center to help identify best practices.

Cossatot Community College-University of Arkansas.

Cossatot Community College-University of Arkansas (CCCUA) shared information on their Academic Mastery Project. At CCCUA, 74 percent of students are remedial in one area. Most of those students, 65 percent, are remedial in all areas. The chance of students who are remedial in all areas graduating is almost zero. Elements of the Academic Mastery Project are 1) total redesign of the remedial progression, 2) mastery-based learning (80 percent proficiency or better), 3) modules similar to the adult education format, 4) customized to student needs, 5) two new classes take the place of six remedial classes, 6) students are placed based on their entrance exam and then the curriculum is tailored to their results on a diagnostic exam, 7) the student may move through as many levels as

possible in one semester or re-enroll for an additional semester if necessary, 8) all instruction is by full-time faculty, and 9) the computer-based lab components are accessible from anywhere.

Pulaski Technical College.

Pulaski Technical College presented their academic success strategies. The placement of students based on ACT or COMPASS math scores was revised. Starting at the lower level increased the student's chance of success. The developmental program and the traditional college mathematics program leaders worked together to identify improvements needed. The college is researching best practices including supplemental instruction, hybrid courses (additional support in credit classes), learning communities, and the Network for Student Success program. The Network for Student Success supports marginalized, high-risk students through case management, advising, and building staff-to-student relationships. The program also provides various incentives to students.

Learning communities, in their most basic form, begin with co-registration or block scheduling that enables students to take courses together, rather than apart. In some cases, learning communities will link students by tying two courses together, typically a course in writing with a course in selected literature or current social problems (Linked Courses). In other cases, it may mean sharing the entire first-semester curriculum so that students in the learning community study the same material throughout the semester.

Northwest Arkansas Community College.

Northwest Arkansas Community College (NWACC) has developed a program called Partnership for Achieving Student Success (PASS). NWACC's office of high school relations is working on a model "Toolbox" for Pre K-12 partners. The PASS toolbox includes programs for teachers, counselors, parents, and students. The programs include professional development for secondary teachers on using PLAN, PSAT, and COMPASS diagnostic scores to work with students. They will also provide information to parents about these test results. They will provide students with access to tools to develop academic skills. The Arkansas Department of Career Education is utilizing KeyTrains and the Career Readiness Certificate for student training. NWACC plans to develop web-based tools for college preparation and career exploration. They plan to develop a Benton County and Washington County Student Success Academy that would target underperforming 9th graders. It would be modeled after the Arkadelphia program.

4 Year Institutions

University of Arkansas at Monticello

The University of Arkansas at Monticello (UAM) is offering the summer SIP (Summer Incentive Program). A student who must have Introduction to Algebra or Intermediate Algebra can enroll in a section of the course dedicated to first-timers (not repeaters) in the Summer II, 2010 session. Textbooks were provided for each student. The student must pay tuition and fees for the course; however, if the student is successful (grade of C or better in the course), he or she enrolls in the fall semester at UAM, and maintains a 2.0 GPA for the fall semester, his/her tuition for that SIP course will be credited to his/her account in the spring, 2011 semester.

University of Arkansas at Pine Bluff

Based on David Conley's model, best practices learned in existing pre-college and college retention programs along with related literature, UAPB, in collaboration with three Jefferson County school

Districts will extend the opportunities for students of these districts to receive the benefits of pre-college enrichment programs while at the same time working collaboratively to align the junior/senior high school curricula to state and national standards, believing that this will help to reduce the number of their graduates who will need remediation. The curricula alone are not conceived as sufficient to address college and career readiness. Rather, the curricula component will be supported by an external mentoring program provided by the University of Arkansas at Pine Bluff, involving strategies drawn from the Upward Bound, LIONS, TRIO and STEM Academy Programs and by mobilizing on-campus clubs, organizations and faculty/staff as mentors. Parents and business/industry leaders will be involved in the mentoring. This mentoring component is designed to help create opportunities for the junior high school students to better understand the societal context and the behavior, along with the skills that they need to be successful in college and in their careers.

The Delta Circle for Student Success incorporates a set of varied but integrated strategies to provide a CIRCLE of support for these Arkansas Delta students. The CIRCLE includes the university, the school districts and the mentors drawing from the university and community.

Pre-College. [Adaptation of best practices gleaned for successful UAPB pre-college and college enrichment initiatives (Upward Bound, Student Support Services, Learning Institute and Opportunities for New Students Program and Science, Technology, Engineering, Mathematics (STEM) Academy)]

Integrating community service component of UAPB Clubs, organizations in an organized mentoring program for junior/senior high school students

Involving the junior/senior high school students in university activities (e.g. science fair, concerts)

Offering guest lecture series for interaction with business/industry, protective services, health and wellness, personal/social development representatives

Arranging college application , career development, and financial aid workshops for students

Arranging field trips

Providing one-to-one and small group mentoring

Involving parents in mentoring

Involving business/industry and community leaders in mentoring

Involving UAPB faculty/staff /administrators in mentoring

College (Retention)

Utilize Student Support Services, STEM Academy and other enrichment initiatives for eligible students

Track and provide service to students through University College and focus on the first year experience

Orient students to academic support resources

Register students with Office for Career Planning and Placement (including co-ops and internships)

Organize Delta Circle for Student Success Support group at UAPB (with advisor who was active as mentor in Pre-College Program)

Maintain university-school district CIRCLE as student persists at UAPB

Collaborative Recommendations (University of Arkansas at Pine Bluff; Arkansas River Education Service Cooperative; Dollarway, Pine Bluff, and Watson Chapel School Districts)

Establish incentives for Higher Education institutions to motivate and reward collaboration with P-12 schools to decrease remediation and develop more college and career ready graduates. Assist P-12 schools in aligning core academic programs with college expectation and readiness by the end of twelfth grade.

Recognize and create incentives for institution to carry out their missions and performance related to remediation, retention and graduation.

Creates forums to allow programs/collaboratives to share their best practices related to remediation/retention.

Encourage and promote programs to develop college-going cultures within P-12 schools.

UA-Fayetteville

The Improving Graduation Rate Task Force of the University of Arkansas (UA) at Fayetteville completed a report entitled, *Destination Graduation: A Path to Enhancing Student Success*. That report reviewed numerous reasons listed by students leaving the UA. Students identified financial problems, academic problems, and personal problems. Problems with academics are often the result of inadequate college readiness.

(Source: Destination Graduation: A Path to Enhancing Student Success, 2010, Improving Graduation Rate Task Force of the University of Arkansas.)

Other States

Tennessee

Tennessee worked with the National Center for Academic Transformation (NCAT), to adopt the NCAT approach to delivering instruction by taking advantage of technology and measuring student learning, serving more students better and at less costs. Much of the action concerning developmental education is occurring at the community college level, as states work to shift these courses out of four-year institutions. (CROSS Talk May 2010, Kay Mills)

Source: Education Commission of the States, *The Progress of Education Reform*, April 2010, Vol. 11, no.2.

Tennessee Board of Regents: Developmental Studies Redesign Initiative (2006–2009)

With support from the Fund for the Improvement of Postsecondary Education (FIPSE), the Tennessee Board of Regents (TBR) has established a new system-wide initiative to redesign its developmental math and English curriculum using technology-supported, active-learning strategies. The goal is to achieve improvements in learning outcomes as well as reductions in instructional costs. This effort has been undertaken in collaboration with the Education Commission of the States and the National Center for Academic Transformation (**NCAT**), building on the successful models and lessons learned from NCAT's **Program in Course Redesign** and **Roadmap to Redesign**. The initiative has awarded a total of \$240,000 in grants to six TBR institutions to support its redesign efforts.

In addition, the project is examining current state and system policy to identify barriers that facilitate or impede innovation in the delivery of developmental studies and examining how developmental studies can be incorporated into state P-20 efforts.

Source: ECS <http://www.ecs.org/html/ProjectbySubject.asp?issueID=88>

"Getting Past Go": Using Policy to Improve Developmental Education and Increase College Success www.gettingpastgo.org

Project Overview

The Education Commission of the States (ECS), in collaboration with the Project on Education Policy, Access and Remedial Education (PREPARE), seeks to leverage developmental education at postsecondary institutions as a critical component of state efforts to increase college attainment rates through Getting Past Go. The national initiative will help education policy leaders align state and system policy to increase the college success of the large percentage of students enrolled in postsecondary education who require remedial and developmental education.

To be recognized as a viable component of state strategies to increase college attainment, developmental studies programs must be able to address a variety of challenges:

An increasingly diverse population of students to include adults, low-skilled workers and low-income students

The overrepresentation of students of color, particularly African American and Latino students

An increasing the number of students who complete their developmental studies courses, immediately enroll in college-level coursework and persist to a degree or credential

State P-20 efforts that often view developmental studies programs as a symptom of system failure and not an integral strategy for increasing college attainment

Completing all of the above in a more cost-effective manner.

To meet these challenges, postsecondary institutions need to examine institutional practice and its relationship to state policy to determine the most viable approaches states can take to ensure all of their residents receive the support they need to access and succeed in higher education.

Project Objectives

Getting Past Go will have a significant impact on the formation of state and system policy related to developmental studies through the following set of objectives, outcomes, activities and products:

Create a network of state, postsecondary system and institutional leaders committed to improving developmental studies policy and practice to increase college attainment rates in their states.

Develop model policies and practices that states can consider and adopt that are consistent with their goals and philosophy for increasing college attainment rates for developmental studies students.

Collect and analyze state and system policies and data on developmental studies to provide a clearer picture of state and system approaches to developmental studies.

Integrate developmental studies policies and practices into state P-20 efforts to better align college preparation standards with high school reform efforts.

Partner with state leaders to promote innovative policies and practices for developmental studies.

Source: ECS <http://www.ecs.org/html/ProjectbySubject.asp?issueID=88>

Texas

Texas makes grants available to districts, regional education service centers, nonprofit organizations, and institutions of higher education to provide technical assistance and professional development activities for public school teachers and administrators on the college readiness standards and expectations (including those embedded in end-of-course assessments).

Identify grade inflation and misalignment between instruction and EOCs:

Align with “career-ready” measures:

Texas requires that student performance on end-of-course exams be used to evaluate Jobs Corps diploma programs in the state.²²

Provide remediation for students who do not meet college-ready benchmarks:

Texas legislation directs the commissioner of education and commissioner of higher education to jointly develop standards (“essential knowledge and skills”) for remedial “college preparatory” courses for high school seniors who did not meet college readiness standards on the end-of-course assessments. Courses must be designed to prepare students for success in entry-level college classes, and must be supplemented by state board-adopted instructional materials that include technology resources that enhance the effectiveness of the course and draw on established best practices. The state education agency, in consultation with the higher education coordinating board, must adopt an end-of-course assessment for each college preparatory course to ensure course rigor. Just as with the “regular” end-of-course assessments, EOCs for college preparatory courses must include items that indicate college readiness. The state board must approve standards for each college readiness course by September 2010, and the courses must be made available by the 2014-15 school year.²³

In April 2008, the Texas Higher Education Coordinating Board (THECB) released its funding

formula recommendations for the 2010-2011 biennium. Included in those recommendations was a request that \$30 million dollars be trusteeed to the THECB to invest in innovative projects to dramatically improve developmental education in Texas. The THECB was successful in receiving \$5 million dollars toward this request. In addition to the \$5 million dollars appropriated by the 81st Texas Legislature, an additional \$4.1 million (\$1.1m-FY09 and \$3m-FY10) from the College Readiness Initiative strategy will be available to fund systemically-driven developmental education strategies.

The plan proposes six goals for developmental education for the 2010-2011 biennium.

Goal 1: Identify and fund innovative projects to improve the access, acceleration, and success of students who need developmental education to achieve college readiness, with a specific emphasis on non-course based remediation efforts.

Goal 2: Improve the availability and quality of academic advising and counseling services for developmental education students.

Goal 3: Increase the preparedness of developmental educators.

Goal 4: Improve the quality and effectiveness of developmental education programs in the state of Texas.

Goal 5: Improve the assessment and placement of first-time-in-college (FTIC) students into developmental education.

Goal 6: Improve alignment of adult basic education with community colleges and career technical education.

Beginning in Fall 2010 institutions may seek reimbursement for non-semester length developmental education activities, specifically non-course based remediation. The Academic Course Guide Manual was updated in August 2009 to include these activities. Instructions for reporting have been added to the Coordinating Board reporting manuals including guidelines for calculating semester credit hour equivalents for these interventions.

Institutions currently offer non-semester length developmental education courses year-round. Rider 59 poses a great opportunity for institutions to expand their non-course based remediation programs. According to the Developmental Education Program survey administered in Fall 2009, only 50% of institutions statewide provide non-course based remediation activity.

Source: Texas Higher Education Coordinating Board

<http://www.thecb.state.tx.us/index.cfm?objectid=18555FEC-AF44-3B38-21A9F804FDBD3516>

Best Practices

Make available classroom resources to keep students, instruction on path to success on EOCs:

Indiana

Indiana makes available a variety of online resources to help teachers incorporate into day-to-day instruction the skills and knowledge students will need to demonstrate to pass the EOCs. These tools include item samplers and standards-based classroom assessments and activities. A “High Achiever” online tool allows teachers to develop Algebra I tests and exercises aligned with state standards.

Provide professional development and technical assistance to help teachers embed standards in EOC courses:

Virginia

Virginia stipulates that all candidates for teacher licensure and licensure renewal receive professional development in instructional methods that promote student academic progress and effective preparation for the state end-of-course assessments.

RESEARCH REVIEWED

Building Foundations for Student Readiness – NCPR

This research reviews four different types of interventions for remedial education at the postsecondary level. These strategies are 1) help students avoid developmental education and move directly into college-level work; 2) accelerate students’ progress through developmental education; 3) instructional models that connect students with workforce training and college-level courses; and 4) supplemental supports to improve student success. Placement tests, adjunct faculty, and inadequate professional development were identified as barriers to improving remedial education.

Source: National Center for Postsecondary Research, Zachry, Elizabeth and Schneider, Emily, 2010

Conley

The college readiness model conceptualized by Dr. David Conley in 2007 is composed of four dimensions.

1.KEY COGNITIVE STRATEGIES describe the ways of thinking that are necessary for college-level work. They include: problem solving, inquisitiveness, precision/accuracy, interpretation, reasoning, research, and intellectual openness

2.KEY CONTENT KNOWLEDGE refers to the need for students to master writing skills, algebraic concepts, key foundational content, and “big ideas” from core subjects in order to be college ready

3.ACADEMIC BEHAVIORS consist largely of study skills and self-monitoring. Examples include time management, awareness of one’s current level of mastery, and the selection of the learning strategies

4.CONTEXTUAL SKILLS AND AWARENESS, or “college knowledge,” refers to the understanding of college admissions processes, college culture, tuition and financial aid, and college-level academic expectations

Source: Redefining College Readiness www.epiconline.org/publications

SREB – No Time to Waste

In a SREB report entitled *No Time to Waste*, that is targeted to college completion needs in the region, Dr. David Spence, calls for states to focus on low-income and minority populations that heretofore have been underrepresented, both in enrollments and especially in completion of postsecondary education. This emphasis includes ensuring that they graduate from high school ready for college, drawing more of these students into postsecondary education, providing them with additional academic preparation when needed, and providing the academic and personal support they need throughout college. Much of this work involves community colleges, which enroll disproportionately more individuals from low-income families and traditionally less-prepared students.

The report establishes readiness as one of the primary steps necessary to improve college completion. It suggests that state policy should:

- ensure that students take a quality college-preparatory curriculum.
- ensure that all public K-12 and postsecondary institutions adopt a common set of specific college-readiness standards (i.e., Common Core State Standards) with rigorous performance expectations in reading, writing and mathematics that are emphasized in high school courses and for which students are assessed no later than their junior year.
- develop and provide supplemental, transitional courses for 12th-graders who, based on the 11th-grade assessments, are not college-ready.

Approval of Institutional Plans in Compliance with Act 971 of 2009

Act 971 of 2009 requires the Arkansas Higher Education Coordinating Board (AHECB), in collaboration with state-supported institutions of higher education, to develop by institution uniform measurable exit standards for developmental courses that are comparable to the AHECB's college-readiness standard (equivalent to an ACT of 19 in English, mathematics, and reading). Developmental course exit standards are to be implemented no later than Fall 2010. In addition, the law requires the AHECB to work with state-supported institutions of higher education to develop innovative alternatives to traditional developmental courses and provide professional development for developmental education faculty. Arkansas Department of Higher Education staff has worked on the AHECB's behalf in meeting the requirements of the law.

To ensure compliance with Act 971 of 2009, all Arkansas public colleges and universities were asked to respond to a survey regarding progress in implementing the law. Survey questions included the following:

- Describe how your institution will meet the requirements of Act 971 of 2009
- What pre-test will be used?
- What post-test will be used?
- What process has been used to determine the pre- and post-tests?
- College Placement/Pre-Tests

The college placement tests and post-tests for Arkansas institutions can be found in Appendix E.

AHECB policy allows for the use of the ACT and other tests that are correlated with the ACT for course placement. Students scoring below an ACT of 19, or comparable score, are placed in a developmental program/course designed to help the student become "college-ready." All responding institutions named the ACT or an ADHE endorsed placement/pre-test for full-time students or those seeking to enroll in a college-level math or English course. Test selection was determined by institutional faculty, staff, and/or administrators.

Act 971 Implementation

Discussions concerning ACT 971 of 2009 have occurred over several months between ADHE staff, campus leaders, faculty, and concerned legislators. These conversations have resulted in agreement that all students enrolled in developmental courses that immediately lead to college-level courses must be tested in Fall 2010 using an examination comparable to the ACT. Students that do not attain a score comparable to an ACT of 19 will not be required by ADHE to undergo further developmental instruction—that decision will be at the discretion of the institution awarding the developmental course credit. As Act 971 is implemented, there may come a time when the academic community is comfortable with utilizing an exit assessment to determine course progression. However, this decision should be based upon research over the next few years relating to modifications of our remedial education courses and subsequent student success.

ADHE staff will continue to work with institutions to engage in instructional modifications and interventions. Furthermore, student success data will be analyzed on an annual basis to determine the success rate of developmental students in college-level courses. It is anticipated that institutional pre- and post-testing in developmental education will lead to better prepared students and higher retention and graduation rates.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating

Board approve the following resolutions:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the developmental education pre- and post-tests proposed by each institution and that post-testing of developmental students will begin in Fall 2010.

FURTHER RESOLVED, That each institution will use the developmental exit assessment as a means to determine the success of its developmental education program.

FURTHER RESOLVED, That each institution will determine if developmental students who do not attain a post-test score comparable to the ACT threshold have the academic skills necessary for success in college-level coursework.

FURTHER RESOLVED, That ADHE staff will analyze developmental student success based on developmental course grades and post-test scores to determine the effectiveness of developmental courses in improving college preparation.

FURTHER RESOLVED, That results from the analysis of developmental student success based on developmental course grades and post-test scores will be included in the annual ADHE Remediation Report to the AHECB.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the resolution to each president and chancellor.

REMEDIATION AND END-OF-COURSE/ACT ISP IDEAS

A. Secondary Level

1. Curriculum Alignment/Testing/Graduation

(Policy)

- A.1.1. Reduce the amount of testing due to costs and the time it takes from classroom instruction. (For example, consider substituting the ACT test as it demonstrates college readiness through its benchmark scores).
- A.1.2. Eliminate exams not necessary to meet the requirements of No Child Left Behind (NCLB).
- A.1.3. Use an assessment that is aligned to the Common Core Standards (CCS). Postpone the English II exam scheduled for 2013-14 until the new CCS exams are implemented.
- A.1.4. Establish more formal system for using the PLAN and EXPLORE scores that are now required for all public school students under Act 730. This system should require public schools to use the PLAN and EXPLORE scores to identify those students in need of remediation, and require public schools to provide structured remedial opportunities for those students in need.
- A.1.5. Require a minimum score on a nationally normed exam to be able to graduate. For example, to graduate a student must make between 14 and 16 on the ACT or comparable score on the SAT.
- A.1.6. Because data indicate the End of Course tests are unreliable as indicators of college success, change high-stakes testing from End of Course tests to the ACT series of tests.
- A.1.7. Partnering by secondary and postsecondary educators to establish college readiness standards and align curriculum to meet them. Include a "college ready" endorsement on high school diplomas as defined and measured by ADE/ADHE/state legislature and allow a weight for percentage in the state accountability system. Designation will be based on the students' completion of Smart Core, attaining a certain score on required assessments, and completing other required "readiness" activities and or courses.

- A.1.8. Redefine the need for college remediation using readiness standards as approved by the State Board of Education. A student's ability to demonstrate mastery of these standards would be determined by a combination of multiple factors to include, but not limited to, overall GPA, EOC exams, courses taken, AP exams and concurrent college course assessments (to be developed). (Note: Arkansas teachers are required to provide instruction and teaching on the college and career readiness content standards. These are assessed with EOC exams. Schools, teachers and districts are held accountable for meeting these instructional content standards. The ability of a student to enter higher education should not be dependent upon an assessment that is not aligned to the standards taught).
- A.1.9. Design and launch advertising campaign to encourage students to conclude their remedial courses prior to beginning the first college semester enrollment period.

(Legislation)

- A.1.10. Mandate administration of the ACT or SAT during the junior year accompanied with both notifications to students failing short of Arkansas College Readiness Benchmarks and opportunities for senior-year interventions (such interventions to include specific use of ACT solutions, such as EXPLORE, PLAN, ACT, and COMPASS). Students who score below ACT 19 or SAT equivalent must take transitional remediation courses their senior year of high school in order to allow deficiencies detected by college entrance examinations to be addressed while students are still in high school.

(Further Study)

- A.1.11 Research and determine which Arkansas assessments are not aligned with the Common Core Standards and eliminate those that are not aligned and do not effectively assess college or career readiness.

2. Best Practices/Delivery Strategies

(Policy)

- A.2.1 Define and utilize the early college program, whereby students are able to earn college credit through concurrent credit with a community college or university under uniform standards.
- A.2.2. Modify the CPEP (College Preparatory Enrichment Program) to require enhanced partnerships in remedial curriculum design and delivery between high schools and higher education institutions at 9-12 level with inclusion of a summer bridge program to be offered so students can refresh reading, writing, and math before taking the Compass or other tests to determine placement.

(Legislation)

- A.2.3. Reimburse students cost of tuition for remedial courses if completed prior to entrance into higher education if they are successful.
- A2.4. Fund the expansion and/or replication of the Southwest Arkansas Preparatory Academy and/or a Student Success Academy targeting under-performing students in the 9th grade throughout the state via Education Renewal Zones over a five-year period, beginning in the fall of 2012 with first priority to those areas of the state where graduation rates are lowest and remediation of students the highest. Priority is given to curriculum design and delivery between high schools and higher education institutions at the 9-12 levels and includes a summer bridge program in order for students to refresh reading, writing, and math skills prior to taking the COMPASS for placement.

3. Improving Instruction/Teacher Training

(Policy)

- A.3.1. Significantly increase teachers' content knowledge in the areas covered by the standards over current licensure requirements.
- A.3.2. Require intensive, well planned professional opportunities for teachers, especially those in school districts with high remediation rates , in order to enhance potential and create college-ready students.
- A.3.3. Require seniors in high school to complete course work that requires expository reading and writing.
- A.3.4. Require high school students to complete four years of math and science courses that are of progressive sophistication.
- A.3.5. Provide professional Development for K-12 teachers, counselors and administrators on interpreting and using PLAN, PSAT and COMPASS diagnostic scores to work with students and their parents of students needing remediation.
- A.3.6. Provide workshops and printed information for parents regarding college readiness (example: California brochure).
- A.3.7. Provide student access to tools to develop academic skills including KeyTrains and the Career Readiness Certificate.
- A.3.8. Develop easily accessible web-based tools for college preparation and career exploration.
- A.3.9. Eliminate the Smart Core opt out provision for all students.
- A.3.10. Institute senior seminars in all high schools which will introduce students to the acing, level, pedagogy and critical thinking format of a college class (see David Conley, *College Knowledge* as example).

B. Post secondary Level

1. Preparation

(Policy)

- B.1.1. Eliminate the Smart Core opt out provision for all students.
- B.1.2. Increase the remediation trigger ACT /SAT score to nationally recognized levels that result in first year college success.
- B.1.3. Remove the assignment or designation of a student in need of remediation from the student enrollment process.
- B.1.4. Because data have indicated that the ACT/SAT score alone is not a valid indicator of college readiness, develop a system utilizing methodology that includes multiple measures of student performance. Colleges and universities would review multiple student indicators to determine entrance i.e., overall GPA, courses taken in high school, end of course scores, and ACT among others including on-campus interviews. Data have yet to be presented to indicate requiring remedial courses has provided a higher level of college completion rate.
- B.1.5. Change the ACT/SAT cutoff for remediation to allow flexibility for campuses allowing each campus to determine its method which would be submitted to ADHE for approval.
- B.1.6. Require participation in Adult Education rather than higher education remediation courses for a student with a ACT or placement score below a set level (such as 12 or so).
- B.1.7. Consideration of **core-coursework-only** GPA as possible criteria for any multiple-measure remediation definition

2. Accountability

(Policy)

- B.2.1. Initiate developmental course redesign in areas needed at each institution with more than 20% nonsuccess rate in remedial courses.
- B.2.2. Utilize the COMPASS, ASSET, ACT and other exams for placement or diagnostic tools, but not as post tests for accountability.
- B.2.3. Share remediation outcomes that are transparent with measureable and documentable with ADHE, other colleges, and students by utilizing common competency based final exams for developmental courses in order to ensure that students are ready for college level work.
- B.2.4. Set targets for improved remedial rate successes for each institution type/institution and include in each institution's remediation plan as required and monitored by ADHE.

3. Providers

(Legislation)

- B.3.1. Disallow state funding of remediation in 4-year institutions (numerous 4-year institutions use education funds for athletic expenditures which adds weight to this idea.); students requiring remediation should receive remedial instruction from adult education or Career Pathways Program at a 2-year institution, depending on scores.
- B.3.2. Place Adult education under the direction of ADHE with the funding 4-year institutions would have received for delivery of remedial coursework.
- B.3.3. Allow concurrent enrollment in Adult Education programs and community colleges. (For example: If a student has a low COMPASS math score and high writing score, he or she could be served by both programs).

4. Best Practices/Delivery Strategies

(Policy)

- B.4.1. Examine the structure and purpose of the developmental program. Consider if we are remediating skills that were forgotten in high school or are we preparing students for college-level course work?
- B.4.2. Utilize a variety of delivery methods in the developmental courses and then assess for effectiveness.
- B.4.3. Imbed remediation into the required college credit course as a blended laboratory experience. (For example, student requiring remediation could enroll in the 3-hour college course but required to complete additional developmental work for one or two additional hours per week which could be fast tracked and completed via computer. This could be accomplished by allowing English fast tracking for Introduction to Writing students. Students would enroll in a developmental writing course paired with the English I course. The developmental course provides support for the English I assignments and students must pass both courses to move to English II. An example of a schedule would be for students to take English I on Monday, Wednesday, and Friday and Introduction to Writing on Tuesday and Thursday. Students would be able to complete the developmental course and English I in one semester rather than two. .
- B.4.4. Utilize the Academic Early Alert system in regular credit courses to alert counselors/instructors at any point in the semester of potential academic problems.

- B.4.5. Differ between Adult and traditional student college readiness so that remediation approaches for each group reflect that difference.
- B.4.6. Amend Higher Education Coordinating Board policy to encourage innovative methods of meeting remediation requirements such as attaching remedial “workshops” to regular college-level classes.
- B.4.7. Redesign math curriculum and streamline to reduce the number of developmental math courses.
- B.4.8. Select beginning Algebra students early in the semester allowing them to participate in the fast tracking computer laboratory option using My Math Lab software with instructor support. Students will have the opportunity to complete Beginning Algebra and Intermediate Algebra in one semester. Students will be required to complete all course content and score a 75% or higher on the common departmental final at the end of each course. Benefits include: completion of the courses in one semester instead of two and the student completes six hours of credit for the cost of three hours. This has been piloted with success and will be expanded in Spring 2011.
- B.4.9. Implement an Extended College Algebra format for first-time, full-time students who place into College Algebra with an ACT score of 19, 20 or 21 and for students who earned a “C” in Intermediate Algebra. These sections include one additional class time for recitation.
- B.4.10. Increase student support by using software to reinforce concepts, such as My Reading Lab.
- B.4.11. Require instructors to offer conferencing and extra tutoring sessions for students who are struggling in the course.
- B.4.12. Utilize the New Student Orientation (NSO) program which has been developed and connects students with faculty in their major for course advisement.
- B.4.13. Continue the Major Fair and move to September with individual appointments for undeclared students to encourage students to declare a major earlier.
- B.4.14. Utilize the Target Success program which was designed and implemented for students who are repeating a developmental course to provide additional support and accountability. Failure to successfully complete the course and Target Success program could result in limitations to enrollment.
- B.4.15. Require the student success course for developmental students in all three disciplines (reading, writing, and math).
- B.4.16. Require students with placement scores for developmental courses to take these courses each and every semester until they successfully complete the courses. Students are not allowed to take upper level courses until all developmental courses have been completed.
- B.4.17. Allow students that require no remediation, or for only 1 subject the option to attend a 2-year or 4-year campus while those that require 2 or more subjects to attend a 2-year campus.

(Legislation)

- B.4.18. Provide \$1 million for research projects in order to encourage colleges and universities to experiment with new approaches to remedial instruction, requiring rigorous third party evaluation. These funds will establish a pool of financial support for institutions to write grants for remediation instruction needs for their campuses.
- B.4.19. Carefully examine the practical goal of present remediation requirements and clarify that the goal is to have students succeed and graduate. A short term solution would be to discontinue remediation (repeal A.C.A. 6-61-110) in its present form and replace it with a positively oriented system.
- B.4.20. Attach a surcharge (for example, \$100) for students who repeat a remedial class.
- B.4.21. Design a system to recalculate the “cost” of remediation in Arkansas using figures submitted by the universities themselves and confirmed by an independent office, an office such as NCHEMS or others.
- B.4.22. Provide appropriate financial resources and fund hiring of additional academic advisors to work closely with students beginning as freshmen to get their degree plans completed and help them keep on track. These advisors need to earn competitive salaries. (Note:

Currently, most staff and counselors earn less than public school counselors on a 9 or 10 month contract).

- B.4.23. Provide incentives for universities to do extensive research into the subject of remediation and retention.

5. Improving Instruction/Teacher Training

(Policy)

- B.5.1. Provide incentives for universities to do extensive research into the subject of remediation and retention.
- B.5.2. Require 20 hours per year of professional development for faculty in developmental education to acquire the needed skills, methods, etc.
- B.5.3. Appoint someone in charge of remedial education at all campuses and at ADHE to coordinate our efforts with the Arkansas Department of Education and with the campuses. This point person can assist with professional development opportunities, research what other campuses and states are doing, pull institutions together for best practices sharing, etc.
- B.5.4. Instruct ADHE to modify reporting functions to allow for students in these areas who are not succeeding to drop back into a lower division course, take an Incomplete until they can succeed, etc.
- B.5.5. Mandate higher education institutions be allowed to receive CPEP funds for preparation programs and for ACT testing.

(Further Study)

- B.5.6. Continue and expand research in the subject of *remediation*, due to the national urgency of addressing this topic.

For further comments by the ADHE on the study see Appendix C.

1 INTERIM STUDY PROPOSAL 2009-233

2
3 REQUESTING THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE
4 SENATE INTERIM COMMITTEE ON EDUCATION CONDUCT A STUDY OF
5 REMEDIATION AT BOTH THE HIGH SCHOOL LEVEL AND THE POSTSECONDARY
6 LEVEL, INCLUDING REMEDIATION REQUIRED AS A RESULT OF END-OF-
7 COURSE EXAMS, HIGH-STAKES END-OF-COURSE EXAMS, AND COLLEGE
8 READINESS EXAMS; POST-REMEDATION RETESTING AND EXIT EXAMS USED
9 TO MEASURE A STUDENT'S MASTERY OF THE SUBJECT HE OR SHE WAS
10 REMEDIATED IN; AND THE RIGOR, DESIGN, IMPLEMENTATION, AND
11 EFFECTIVENESS OF INDIVIDUALIZED ACADEMIC IMPROVEMENT PLANS
12 DEVELOPED BY PUBLIC SCHOOLS AND REMEDIAL COURSES DEVELOPED BY
13 INSTITUTIONS OF HIGHER EDUCATION.

14
15 WHEREAS, there is a high number of students requiring remediation at
16 both the high school and postsecondary level; and

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18 WHEREAS, to be effective, individualized academic improvement plans and
19 remedial courses must be designed in a manner that will allow a student to
20 gain the knowledge he or she needs to succeed; and

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22 WHEREAS, students who do not pass end-of-course exams and high-stakes
23 end-of-course exams are required to participate in remediation activities
24 included in the students individualized academic improvement plan; and

25
26 WHEREAS, students who do not meet a minimum score on a college
27 readiness exam must enroll and pass a remedial course in the subject he or
28 she failed before taking a college level course; and

29
30 WHEREAS, students who are required to take at least one remedial course
31 at a postsecondary institution are more likely to leave postsecondary
32 education without attaining a degree; and

33
34 WHEREAS, there is a concern that students in high school who fail to
35 pass an end-of-course exam or a high-stakes end-of-course exam may not have
36 time to receive remediation and retake the required exam before graduation,

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NOW THEREFORE,
BE IT PROPOSED BY THE HOUSE INTERIM COMMITTEE ON EDUCATION AND THE SENATE
INTRIM COMMITTEE ON EDUCATION OF THE EIGHTY-SEVENTH GENERAL ASSEMBLY OF THE
STATE OF ARKANSAS:

THAT the House Interim Committee On Education and the Senate Interim
Committee On Education study remediation issues that pertain to students in
high school and students at postsecondary institutions.

BE IT FURTHER PROPOSED, that the Committees' study include, at a
minimum:

(a) A written response and presentation by the Department of Education
on:

- (1) The remediation rate of students due to failure to pass end-of-course exams and high-stakes end-of-course exams;
- (2) The process for developing and implementing an individualized academic improvement plan for a student;
- (3) The process in place to allow a student to retest; and
- (4) The timeframe given for a student to complete remediation successfully; and

(b) A written response and presentation by the Department of Higher
Education on the remediation rate of students entering postsecondary
education, including:

- (1) The areas in which remediation is needed;
- (2) The rigor and design of remedial courses;
- (3) Exit standards utilized to determine whether or not a student has successfully been remediated and is prepared to move forward with postsecondary level courses; and
- (4) Support systems in place for students requiring remediation.

Respectfully submitted,

Representative Donna Hutchinson

1 District 98

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5 Representative Johnnie Roebuck

6 District 20

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36 Filed Date: 03/08/2010 By: SAG/sag

REVISED 03/24/2010;

INTERIM STUDY PROPOSAL 2009-234

REQUESTING THE ARKANSAS LEGISLATIVE COUNCIL TO DIRECT THE HOUSE INTERIM COMMITTEE ON EDUCATION TO CONDUCT A STUDY OF THE ALIGNMENT OF HIGH SCHOOL END-OF-COURSE EXAMS WITH THE ACT.

WHEREAS, students must learn, study, and prepare for end-of-course exams in basic subjects such as mathematics and English; and

WHEREAS, at the same time, students must learn, study, and prepare for the ACT or other college readiness exams for admission to institutions of higher education; and

WHEREAS, it can be extremely difficult for students to find time to learn, study, and prepare for both the end-of-course exams and the ACT or other college readiness exams when the exams are not aligned; and

WHEREAS, it may be possible for the end-of-course exams and the ACT or other college readiness exams to align in a manner that would allow the student to learn, study, and prepare for all exams in a more expedient and efficient manner while preserving the core principles of each subject,

NOW THEREFORE,

BE IT PROPOSED BY THE ARKANSAS LEGISLATIVE COUNCIL OF THE EIGHTY-SEVENTH GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

THAT the Arkansas Legislative Council direct the House Interim Committee on Education to study the alignment of end-of-course exams in high school and the ACT or other college readiness exams.

BE IT FURTHER PROPOSED, that the House Interim Committee on Education study include, at a minimum:

(a) Core learning principles included on end-of-course exams, with explanation and information from the Department of Education;

(b) Core learning principles included on the ACT or other college readiness exams, with explanation and information from the Department of

SAG013

1 Education and the Department of Higher Education; and
2 (c) Strategies for aligning core learning principles required for
3 success on end-of-course exams with those required for success on the ACT and
4 other college readiness exams.

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6 Respectfully submitted,

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10 Representative Johnnie Roebuck
11 District 20

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36 Filed Date: 03/08/2010 By: SAG/sag

APPENDIX C - ADHE RECOMMENDATION ANALYSIS

In recent years, many changes have been made in how higher education institutions address remediation. Recommendations from the Access to Success report have inspired legislation and AHECB activities related to remediation. The most significant of these are:

ACT 971: AN ACT TO REQUIRE CLEAR EXIT STANDARDS FOR ALL REMEDIAL COURSES TAKEN AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO IMPROVE THE TEACHING TECHNIQUES OF REMEDIAL COURSES; AND FOR OTHER PURPOSES.

All public institutions have identified an exit assessment comparable to the ACT that students will take upon completion of an institution's highest remediation course in each subject. The full implementation of this legislation began this semester, fall 2010. Institutions will assess all students exiting remediation and report the results to ADHE early next year. While it is at the discretion of the institution and the faculty to determine if students can move forward to a college level course based on their exit score in the specific subject, the data will allow for a comprehensive understanding of whether the various remediation methodologies utilized around the state are effective. From the data, institutions should be able to refine their local practices based upon best practices in the state.

Faculty and campus leaders have indicated that as a result of this act much work has been done to enhance the delivery of remediation on their campuses. The recent AATYC Remediation conference included many presentations on new remediation efforts at Arkansas community colleges.

Act 606: AN ACT TO CREATE THE ARKANSAS SCHOLARSHIP LOTTERY ACT; TO ESTABLISH, OPERATE, AND REGULATE STATE LOTTERIES AS AUTHORIZED BY THE ARKANSAS CONSTITUTION; TO SUPPLEMENT HIGHER EDUCATION SCHOLARSHIPS WITH NET PROCEEDS FROM THE STATE LOTTERY; TO PROVIDE FOR THE EXCHANGE OF DATA NEEDED TO EVALUATE STATE-SUPPORTED STUDENT FINANCIAL ASSISTANCE; AND FOR OTHER PURPOSES.

The lottery scholarship legislation further compels institutions to enhance developmental education effectiveness and encourages students to come to college more academically prepared because students must complete all their remediation sequence within the first 30 hours of enrollment.

COMPLETE COLLEGE AMERICA AND NCHEMS

The Complete College America (CCA) initiative recently selected Arkansas as one of only eight states to receive intense technical assistance from national experts to improve the number of degree holders in the state. As part of this initiative, CCA and others commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a comprehensive study of policies, procedures, legislation and practices related to student success. In keeping with many of your committee's discussions, the areas in which CCA and NCHEMS are most focused include formula funding, remediation, time-to-degree and program structure. CCA believes that these focal areas are highly interrelated, and we agree.

The NCHEMS study will be completed by mid-December and forwarded to the Governor, legislative leadership, the Coordinating Board and ADHE staff. The report will contain information and recommendations that will be critical to understanding corrective action that should be taken to strengthen all higher education programs, including developmental education. It would be ideal if the recommendations from CCA/NCHEMS could be incorporated/considered as a part of this ISP's report.

COMMENTARY ON THE HEARINGS:

The hearings have been very effective in bringing forth a variety of perspectives on the following topics:

The appropriateness of current developmental education cut scores
Assessments used for determining remediation
Various methods assessing when a person is remediated
The definition of career and college readiness
Appropriate curriculum and pedagogy
Best practices in developmental education

Overall, I think the discussions were useful and as we seek to improve remediation, we need to focus on activities and policy that help students build their skills for long-term success in college and their careers. It was reported in committee that HS GPA was found to be a better predictor of success in the first year than was ACT scores. I concur with this finding; however, if you track Arkansas students to college graduation, the ACT is the better predictor of overall college student success. Considering that in Arkansas much of the first year for many students is spent taking remediation classes (which do not count in GPA), I am concerned that first-year college GPA and retention are inflated because of the high participation in remediation courses. Thus, I would consider problematic the idea of replacing the ACT with local high school GPA for determining remediation placement and/or college readiness.

In addition, the idea of utilizing a sliding scale of multiple measures (ACT and HS GPA) is an area of concern. Clarity in determining a student's skill set and need for remediation is needed to help both the instructor teach and the student learn so that students become better prepared for specific college subjects. Admittedly, our cut scores have not been adjusted since they were adopted in 1989, but the current ACT of 19 for each of the subscores is a very tangible and attainable number for students. For example, students who are taught the standard Algebra II course content should do well on the ACT math subtest. I believe the clarity in providing one cut score based upon a nationally normed assessment reliability enables K-12 faculty and higher education developmental faculty to adapt their curriculum accordingly.

Contrary to what some proclaim, teaching to a standard and a test that measures progress in achieving that standard is what teaching should be about. We need more finite metrics, not less. When I taught, I determined what I wanted students to learn, developed the test, and taught in a manner that would ensure student success on the assessment. In developmental education, we should expect our students to be college ready, and in Arkansas that means an ACT of 19 in reading, writing and math. Our greatest effort should be in working with faculty and developmental education students to maximize student success at an agreed upon level. This cut score is achievable and appropriate. If we change the assessment, we muddy the conversation.

Finally, I firmly believe that all developmental education efforts should be focused on addressing students' college-readiness in reading, writing and math. Although a nationally-normed ACT of 19 is most preferred by ADHE in determining student readiness, we would consider using an end-of-course cut score for remediation purposes if the cut score has a high positive correlation with the ACT and is equivalent to an ACT of 19. I have actively participated in national meetings focused on national standards and testing for the past two years and have maintained this position throughout. The decision on determining the appropriate assessments and the appropriate cut score should be left to the AHECB as currently prescribed by law.

In recent years, many changes have been made in how higher education institutions address remediation. Recommendations from the Access to Success report have inspired legislation and AHECB activities related to remediation. The most significant of these are:

ACT 971: AN ACT TO REQUIRE CLEAR EXIT STANDARDS FOR ALL REMEDIAL COURSES TAKEN AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO IMPROVE THE TEACHING TECHNIQUES OF REMEDIAL COURSES; AND FOR OTHER PURPOSES.

All public institutions have identified an exit assessment comparable to the ACT that students will take upon completion of an institution's highest remediation course in each subject. The full implementation of this legislation began this semester, fall 2010. Institutions will assess all students exiting remediation and report the results to ADHE early next year. While it is at the discretion of the institution and the faculty to determine if students can move forward to a college level course based on their exit score in the specific subject, the data will allow for a comprehensive understanding of whether the various remediation methodologies utilized around the state are effective. From the data, institutions should be able to refine their local practices based upon best practices in the state.

Faculty and campus leaders have indicated that as a result of this act much work has been done to enhance the delivery of remediation on their campuses. The recent AATYC Remediation conference included many presentations on new remediation efforts at Arkansas community colleges.

Act 606: AN ACT TO CREATE THE ARKANSAS SCHOLARSHIP LOTTERY ACT; TO ESTABLISH, OPERATE, AND REGULATE STATE LOTTERIES AS AUTHORIZED BY THE ARKANSAS CONSTITUTION; TO SUPPLEMENT HIGHER EDUCATION SCHOLARSHIPS WITH NET PROCEEDS FROM THE STATE LOTTERY; TO PROVIDE FOR THE EXCHANGE OF DATA NEEDED TO EVALUATE STATE-SUPPORTED STUDENT FINANCIAL ASSISTANCE; AND FOR OTHER PURPOSES.

The lottery scholarship legislation further compels institutions to enhance developmental education effectiveness and encourages students to come to college more academically prepared because students must complete all their remediation sequence within the first 30 hours of enrollment.

COMPLETE COLLEGE AMERICA AND NCHEMS

The Complete College America (CCA) initiative recently selected Arkansas as one of only eight states to receive intense technical assistance from national experts to improve the number of degree holders in the state. As part of this initiative, CCA and others commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a comprehensive study of policies, procedures, legislation and practices related to student success. In keeping with many of your committee's discussions, the areas in which CCA and NCHEMS are most focused include formula funding, remediation, time-to-degree and program structure. CCA believes that these focal areas are highly interrelated, and we agree.

The NCHEMS study will be completed by mid-December and forwarded to the Governor, legislative leadership, the Coordinating Board and ADHE staff. The report will contain information and recommendations that will be critical to understanding corrective action that should be taken to strengthen all higher education programs, including developmental education. It would be ideal if the recommendations from CCA/NCHEMS could be incorporated/considered as a part of this ISP's report.

APPENDIX D - HIGHER ED ACT CUT-OFF SCORES

Cut-Off Scores for Enrollment in College Level Classes - 2010

ACT Comparable Scores

Institution	Type	College-Level English	College-Level Math	Reading
Arkansas State University-Jonesboro	University	19	19	19
Arkansas Tech University	University	19	19	19
Henderson State University	University	19	19	19
Southern Arkansas University	University	19	19	19
U of A at Fayetteville	University	19	19	19
U of A at Fort Smith	University	19	19	19
U of A at Little Rock	University	19	21	19
U of A at Monticello	University	19	19	19
U of A at Pine Bluff	University	19	19	19
University of Central Arkansas	University	19	19	19
Arkansas Northeastern College	College	19	21	19
Arkansas State University - Beebe	College	19	19	19
Arkansas State University - Mountain Home	College	19	19	19
Arkansas State University - Newport	College	19	19	19
Black River Technical College	College	19	21	19
Cossatot CC of the UA	College	19	19	19
East Arkansas Com College	College	19	19	19
Mid-South Community College	College	19	19	19
National Park Community College	College	19	20	19
North Arkansas College	College	19	21	19
Northwest AR Community College	College	19	21	19
Ouachita Technical College	College	19	21	19
Ozarka College	College	19	19	19
Phillips Comm College of the UA	College	19	19	19
Pulaski Technical College	College	19	21	19
Rich Mountain Com College	College	19	19	19
South AR Community College	College	19	19	19
Southeast Arkansas College	College	19	19	19
SAU Tech	College	19	19	19
UACC at Batesville	College	19	19	19
UACC at Hope	College	19	19	19
UACC at Morrilton	College	19	19	19

APPENDIX E - PLACEMENT/ PRE-TESTS AND POST-TESTS (ACT 971)

See Table 1 for a listing of college placement/pre-tests to be used by institutions.

TABLE 1. College Placement/Pre-tests

Institution	English	Math	Reading
4-Year			
ASUJ	Compass	Compass	Compass/Nelson-Denny
ATU	ACT/Compass	ACT/Compass	ACT/Compass
HSU	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SAUM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UAF	ACT and Essay	ACT and MyMathTest	ACT and Compass
UAFS	Compass	Compass	Compass
UALR	Compass	*	Compass
UAM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UAPB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
2-Year			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	ACT/Compass	ACT/Compass	ACT/Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	ACT/Compass	ACT/Compass	ACT/Compass
NPCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
NAC	ACT/Compass	ACT/Compass	ACT/Compass
NWACC	ACT/Compass	ACT/Compass	ACT/Compass
OTC	Compass E-Write	ACT/Compass	Nelson-Denny
OC	Compass	Compass	Compass
PCCUA	Compass/Asset	Compass/Asset	Compass/Asset/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
UACCH	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

* 19 ACT is required for Intermediate Algebra.

Developmental Course Post-Tests

Act 971 requires that state-supported institutions adopt a developmental exit examination that will provide a score comparable to ACT or SAT scores in order to determine if students are prepared for college-level course enrollment. This post-test is to be implemented for developmental education

students no later than the Fall semester of 2010. Test selection was determined by institutional faculty, staff, and/or administrators. See Table 2 for a complete listing of post-tests that will be adopted by institutions.

Table 2. Developmental Course Post-Tests

Institution	English	Math	Reading
4-Year			
ASUJ	Compass	Compass	Compass/Nelson-Denny
ATU	Compass	Compass	Compass
HSU	Compass	Compass	Compass
SAUM	Compass	Compass	Compass
UAF	Compass and Essay	MyMathTest	Compass
UAFS	Asset	Asset	Asset
UALR	Compass	*	Compass
UAM	Asset	Asset	Asset
UAPB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
2-Year			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	Compass	Compass	Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	Compass	Compass	Compass
NPCC	TABE	TABE	TABE
NAC	Compass	Compass	Compass
NWACC	Compass E-Write	Compass	Compass
OTC	Compass E-Write	Compass	Nelson-Denny
OC	Compass	Compass	Compass
PCCUA	Compass/Asset/ACT	Compass/Asset/ACT	Compass/Asset/ACT/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	Compass/Asset	Compass/Asset	Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	Compass/Asset	Compass/Asset	Compass/Asset
UACCH	Compass	Compass	Compass
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

* 19 ACT is required for Intermediate Algebra.

Institutions have indicated that post-testing will occur in one of the following ways:

- In-class at or near the end of the semester on a designated test day
- In-class as the final examination
- Outside of class in a lab setting at or near the end of the semester

**Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions**

1. The remediation rate of students due to failure to pass end-of-course exams and high-stakes end-of-course exams:

Under the law, students who do not score proficient on the general end-of-course examinations must be remediated in order to receive course credit. This means that any student who scores basic or below basic on the Geometry or Biology End-of-Course Exams must complete an academic improvement plan (AIP). These general end-of-course examinations do not require the administration of subsequent tests (See Chart A).

While the Grade 11 Literacy Exam is not an end-of-course exam, students who do not score proficient must be remediated. This means that any student who scores basic or below basic on the Grade 11 Literacy Exam also must complete an AIP. The Grade 11 Literacy Examination also does not require the administration of subsequent tests (See Chart B).

Under the law, students who are administered a high stakes end-of-course examination must obtain the requisite pass scale score in order to receive course credit. Students who do not meet the requisite pass scale score on the high stakes end-of-course examinations must be remediated through an Individualized Academic Improvement Plan (IAIP) and retest until the requisite pass scale score is met in order to receive course credit. Additionally, students who do not score proficient on a high stakes end-of-course examination must be remediated through an AIP. (Algebra I is a required high school mathematics assessment under the Federal Elementary and Secondary Education Act.) (See Chart C).

2. The process for developing and implementing an individualized academic improvement plan for a student:

The Individualized Academic Improvement Plan (IAIP) shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high stakes EOC assessments. The IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course exam assessment, the desired levels of performance necessary for the student to meet the satisfactory pass levels, and the instructional and support services to be provided to meet the desired levels of performance. A public school also shall provide frequent monitoring of the student's progress on the IAIP in meeting the desired levels of performance. Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation (See sample IAIP form).

The Academic Improvement Plan (AIP) shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the

Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions

student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The AIP shall be prepared using the format designed by the Department of Education (See sample AIP form). However, the local school may adjust the format as deemed necessary. The plan shall be signed by the appropriate school administrator and the parent/guardian. The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day, etc. The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments and shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies. A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP. The AIP should contain an implementation timeline that assures the maximum time for remedial instruction. AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction. In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

3. The process in place to allow a student to retest:

If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite passing scale score on the high-stakes end-of- course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the ADE before taking a third subsequent high-stakes end-of-course assessment.

Retest Opportunities (Paper-and-Pencil)

- Mid-Year EOC Administration
- Spring EOC Administration
- Fall EOC Administration (new for retest only)

Strand Analysis Remediation (Online)

- Students who do not score at the Pass level on three paper-and-pencil exams must participate in the online remediation

Interim Study Proposal # 2009-233
Arkansas Department of Education
Response to Legislative Questions

Alternative Test (Online)

- Fall window
- Spring window

4. The timeframe given for a student to complete remediation successfully:

An IAIP shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.

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 through an AIP until the expectations are met or the student is not subject to compulsory school attendance.

Attachments:

Chart A: Remediation Rates for General End-of-Course Examinations

Chart B: Remediation Rates for Grade 11 Literacy Examination

Chart C: Remediation Rates for High-Stakes Algebra I End-of-Course Examination

Sample IAIP Form: 2010-2011 Individualized Academic Improvement Plan—Algebra I

Sample AIP Form: 2010-2011 Academic Improvement Plan—Grades 3-8 Literacy

**Remediation Rates for General End-of-Course Exams
Percent Scoring Below Proficient
Combined Population
Chart A**

Geometry-Mid-Year	
Year	% Requiring Remediation
2010	24%
2009	37%
2008	31%
2007	40%
2006	49%
2005	56%
2004	74%
2003	78%
2002	81%
2001	83%

Geometry-Spring	
Year	% Requiring Remediation
2010	31%
2009	34%
2008	40%
2007	40%
2006	40%
2005	45%
2004	52%
2003	60%
2002	69%
2001	82%

Biology- Mid-Year	
Year	% Requiring Remediation
2010	61%
2009	64%
2008	75%

Biology- Spring	
Year	% Requiring Remediation
2010	64%
2009	59%
2008	70%

**Remediation Rates for Grade 11 Literacy
Percent Scoring Below Proficient
Combined Population
Chart B**

Grade 11 Literacy- Spring	
Year	% Requiring Remediation
2010	40%
2009	44%
2008	49%
2007	49%
2006	55%
2005	54%
2004	55%
2003	58%
2002	63%
2001	78%

The Grade 11 Literacy Exam meets the high school literacy requirements under the Federal Elementary and Secondary Education Act. Students not scoring at the Proficient level must remediate.

**Remediation Rates for High-Stakes Algebra I End-of-Course Exam
Combined Population
Chart C**

Algebra I End-of-Course Exam for the Federal Elementary and Secondary Education Act

Algebra I-Mid-Year	
Year	% Requiring Remediation
2010	26%
2009	28%
2008	48%
2007	45%
2006	49%
2005	52%
2004	68%
2003	70%
2002	91%
2001	97%

Algebra I-Spring	
Year	% Requiring Remediation
2010	23%
2009	30%
2008	34%
2007	39%
2006	36%
2005	40%
2004	47%
2003	56%
2002	63%
2001	79%

Students not scoring at the Proficient level must remediate

Algebra I End-of-Course Exam for Act 1307 of 2009

Algebra I-Mid-Year	
Year	% Requiring Remediation
2010	8.50%

Algebra I-Spring	
Year	% Requiring Remediation
2010	7%

Students not scoring at the Pass level must remediate and retest

2010-2011 Individualized Academic Improvement Plan for Mathematics (Grade: Algebra I)

School: TRAINING ACCOUNT SCHOOL

District: TEST DISTRICT

Principal:

First Name: FIRST NAME

Last Name: LAST NAME

ID: 4016240999

Grade: Algebra I

Current Teacher:

Parent/Guardian:

Criterion Referenced Test: Initial Alg. I

Performance Level: 2-Basic

Scaled Score: 157

Strand	MC	OR
Language of Algebra	5/12	0/8
Solve Equations and Inequalities	5/12	0/8
Linear Functions	5/12	0/8
Non-Linear Functions	5/12	0/8
Data Analysis and Probability	7/12	0/8

Date	Test	Results	Notes
9-27-2010	Accelerated Mathematics, Compass	htdfkytfgj k	

Archive.1

Support Services Provided	Sessions Per Week	Minutes Per Session	Date Planned to Progress Monitor
Tutorial	10	51-60	9-30-2010
Double Blocking Instruction test123			

Strand	Content Strand
Non-linear Functions	Students will compare the properties in the family of functions.
Linear Functions	Students will analyze functions by investigating rates of change, intercepts, and zeros.

Date Progress Monitored	Method	Result	Notes	Date Selected for Next Progress Monitoring.
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Archive.2

Support Services Provided	Sessions Per Week	Minutes Per Session	Date Planned to Progress Monitor
Tutorial	3	1-10	10-27-2010
Double Blocking Instruction			

Strand	Content Strand
Language of Algebra	Students will develop the language of algebra including specialized vocabulary, symbols, and operations.
Non-linear Functions	Students will compare the properties in the family of functions.
Language of Algebra	Students will develop the language of algebra including specialized vocabulary, symbols, and operations.

Date Progress Monitored	Method	Result	Notes	Date Selected for Next Progress Monitoring.
10-20-2010	Accelerated Mathematics, Compass, Formative Classroom Assessments	This is a test	test	10-27-2010

Signing this document affirms understanding of roles and responsibilities regarding this plan.

Parent/Guardian Signature _____ Began _____ Ended _____

Principal /Designee Signature _____ Began _____ Ended _____

Teacher Signature _____ Began _____ Ended _____

APPENDIX G - SCHOOL DISTRICT REMEDIATION RATES

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
Academics Plus School District	10	10	4	40%	1	10%	2	20%	2	20%	4	40.0%
Alma School District	143	138	49	36%	20	14%	29	21%	26	19%	57	41.3%
Alpena School District	23	15	5	33%	3	20%	2	13%	2	13%	6	40.0%
Ark School For Blind	2	2	2	100%	1	50%	1	50%	1	50%	2	100.0%
Ark School For Deaf	3	2	1	50%	1	50%	1	50%	1	50%	1	50.0%
Arkadelphia School District	92	84	36	43%	24	29%	20	24%	26	31%	38	45.2%
Armored School District	24	21	8	38%	4	19%	4	19%	4	19%	10	47.6%
Ashdown School District	30	26	14	54%	8	31%	7	27%	8	31%	16	61.5%
Atkins School District	45	42	18	43%	18	43%	16	38%	19	45%	24	57.1%
Augusta School District	26	21	17	81%	14	67%	14	67%	15	71%	19	90.5%
Bald Knob School District	45	40	10	25%	8	20%	6	15%	7	18%	14	35.0%
Barton-Lexa School District	35	29	16	55%	13	45%	11	38%	13	45%	19	65.5%
Batesville School District	119	107	39	36%	27	25%	25	23%	28	26%	46	43.0%
Bauxite School District	30	29	16	55%	9	31%	8	28%	10	34%	18	62.1%
Bay School District	27	21	6	29%	7	33%	5	24%	5	24%	12	57.1%
Bearden School District	32	31	23	74%	17	55%	18	58%	19	61%	24	77.4%
Beebe School District	112	107	38	36%	22	21%	16	15%	20	19%	44	41.1%
Benton School District	168	156	39	25%	28	18%	24	15%	24	15%	54	34.6%
Bentonville School District	333	308	80	26%	48	16%	39	13%	46	15%	106	34.4%
Bergman School District	40	32	8	25%	7	22%	10	31%	8	25%	14	43.8%
Berryville School District	40	31	8	26%	7	23%	4	13%	6	19%	11	35.5%
Bismarck School District	35	33	18	55%	12	36%	7	21%	12	36%	18	54.5%
Blevins School District	30	19	15	79%	7	37%	7	37%	7	37%	15	78.9%
Blytheville School District	116	106	89	84%	68	64%	66	62%	77	73%	97	91.5%
Booneville School District	66	62	25	40%	10	16%	15	24%	13	21%	30	48.4%
Bradford School District	31	25	11	44%	8	32%	6	24%	7	28%	13	52.0%
Bradley School District	6	6	2	33%	1	17%	1	17%	1	17%	2	33.3%
Brinkley School District	43	39	20	51%	20	51%	18	46%	18	46%	26	66.7%
Brookland School District	59	44	8	18%	8	18%	6	14%	5	11%	15	34.1%
Bryant School District	255	242	83	34%	56	23%	47	19%	61	25%	96	39.7%
Buffalo Is. Central School District	26	26	10	38%	7	27%	6	23%	7	27%	12	46.2%
Cabot School District	337	329	110	33%	59	18%	37	11%	56	17%	123	37.4%
Caddo Hills School District	28	24	8	33%	8	33%	6	25%	6	25%	11	45.8%
Calico Rock School District	19	16	8	50%	4	25%	1	6%	5	31%	8	50.0%
Camden Fairview School District	103	96	63	66%	46	48%	49	51%	54	56%	71	74.0%
Carlisle School District	47	46	20	43%	16	35%	17	37%	18	39%	23	50.0%
Cave City School District	54	42	24	57%	15	36%	15	36%	16	38%	27	64.3%
Cedar Ridge School District	12	11	7	64%	3	27%	1	9%	3	27%	7	63.6%
Cedarville School District	38	36	17	47%	4	11%	5	14%	6	17%	18	50.0%
Centerpoint School District	20	19	6	32%	5	26%	5	26%	4	21%	9	47.4%
Charleston School District	45	42	14	33%	14	33%	6	14%	12	29%	17	40.5%
Clarendon School District	32	30	20	67%	12	40%	16	53%	16	53%	21	70.0%
Clarksville School District	90	86	37	43%	27	31%	23	27%	28	33%	44	51.2%
Cleveland County School District	38	33	8	24%	10	30%	9	27%	8	24%	13	39.4%
Clinton School District	54	50	15	30%	11	22%	7	14%	9	18%	22	44.0%
Concord School District	19	16	9	56%	4	25%	5	31%	6	38%	11	68.8%
Conway School District	365	349	87	25%	55	16%	46	13%	53	15%	106	30.4%

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
Corning School District	39	33	12	36%	11	33%	9	27%	10	30%	17	51.5%
Cotter School District	28	20	9	45%	6	30%	8	40%	6	30%	12	60.0%
County Line School District	26	24	10	42%	7	29%	9	38%	9	38%	10	41.7%
Cross County School District	29	25	14	56%	10	40%	7	28%	12	48%	15	60.0%
Crossett School District	95	73	36	49%	27	37%	27	37%	28	38%	40	54.8%
Cushman School District	19	16	7	44%	5	31%	4	25%	5	31%	8	50.0%
Cutter-Morning Star School District	30	27	19	70%	12	44%	9	33%	13	48%	20	74.1%
Danville School District	27	27	14	52%	10	37%	9	33%	10	37%	16	59.3%
Dardanelle School District	68	67	23	34%	18	27%	15	22%	17	25%	31	46.3%
Decatur School District	13	12	9	75%	7	58%	5	42%	7	58%	11	91.7%
Deer/Mt. Judea School District	26	14	6	43%	3	21%	1	7%	2	14%	7	50.0%
Delight School District	20	17	14	82%	7	41%	9	53%	10	59%	14	82.4%
Dequeen School District	65	56	22	39%	17	30%	17	30%	17	30%	30	53.6%
Dermott School District	30	18	13	72%	13	72%	13	72%	13	72%	14	77.8%
Des Arc School District	32	28	11	39%	9	32%	8	29%	9	32%	15	53.6%
Dewitt School District	54	46	24	52%	16	35%	21	46%	21	46%	29	63.0%
Dierks School District	31	23	6	26%	6	26%	5	22%	6	26%	10	43.5%
Dollarway School District	60	49	39	80%	32	65%	28	57%	33	67%	40	81.6%
Dover School District	61	59	25	42%	16	27%	11	19%	17	29%	28	47.5%
Drew Central School District	41	37	18	49%	17	46%	17	46%	16	43%	22	59.5%
Dumas School District	70	57	36	63%	33	58%	26	46%	34	60%	39	68.4%
Earle School District	25	21	19	90%	20	95%	19	90%	20	95%	21	100.0%
East End School District	32	31	11	35%	11	35%	8	26%	10	32%	14	45.2%
East Poinsett Co. School District	36	27	10	37%	7	26%	8	30%	8	30%	14	51.9%
El Dorado School District	191	161	83	52%	74	46%	70	43%	79	49%	107	66.5%
Elkins School District	33	31	7	23%	6	19%	2	6%	4	13%	10	32.3%
Emerson-Taylor School District	26	25	10	40%	7	28%	5	20%	7	28%	10	40.0%
England School District	22	20	10	50%	8	40%	6	30%	8	40%	10	50.0%
Eureka Springs School District	29	22	8	36%	5	23%	5	23%	6	27%	11	50.0%
Farmington School District	80	73	26	36%	14	19%	9	12%	13	18%	28	38.4%
Fayetteville School District	296	280	53	19%	34	12%	34	12%	31	11%	78	27.9%
Flippin School District	25	18	6	33%	1	6%	2	11%	2	11%	6	33.3%
Fordyce School District	33	29	21	72%	13	45%	13	45%	13	45%	22	75.9%
Foreman School District	8	7	2	29%	-	-	1	14%	-	-	3	42.9%
Forrest City School District	156	144	102	71%	88	61%	93	65%	92	64%	121	84.0%
Fort Smith School District	466	455	141	31%	84	18%	61	13%	82	18%	164	36.0%
Fouke School District	12	11	4	36%	4	36%	3	27%	4	36%	6	54.5%
Fountain Lake School District	46	44	25	57%	17	39%	15	34%	20	45%	28	63.6%
Genoa Central School District	21	19	3	16%	4	21%	2	11%	3	16%	5	26.3%
Gentry School District	31	27	10	37%	8	30%	5	19%	8	30%	12	44.4%
Glen Rose School District	51	40	13	33%	7	18%	6	15%	8	20%	13	32.5%
Gosnell School District	48	44	23	52%	14	32%	11	25%	13	30%	27	61.4%
Gravette School District	36	30	10	33%	5	17%	3	10%	4	13%	12	40.0%
Green Forest School District	20	12	3	25%	2	17%	2	17%	2	17%	4	33.3%
Greenbrier School District	141	136	46	34%	44	32%	25	18%	35	26%	63	46.3%
Greene Co. Tech School District	126	111	37	33%	23	21%	26	23%	27	24%	47	42.3%
Greenland School District	28	27	14	52%	10	37%	8	30%	9	33%	15	55.6%
Greenwood School District	147	145	34	23%	18	12%	10	7%	19	13%	39	26.9%

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
Gurdon School District	38	30	13	43%	9	30%	11	37%	11	37%	15	50.0%
Guy-Perkins School District	20	19	7	37%	7	37%	9	47%	7	37%	11	57.9%
Haas Hall Academy	6	5	1	20%	-	-	-	-	-	-	1	20.0%
Hackett School District	19	19	14	74%	3	16%	4	21%	5	26%	15	78.9%
Hamburg School District	49	43	23	53%	15	35%	15	35%	19	44%	24	55.8%
Hampton School District	44	41	21	51%	20	49%	19	46%	20	49%	26	63.4%
Harmony Grove School District (Ouachita Co)	53	47	28	60%	25	53%	23	49%	25	53%	33	70.2%
Harmony Grove School District (Saline Co.)	33	28	10	36%	6	21%	5	18%	6	21%	11	39.3%
Harrisburg School District	46	39	18	46%	13	33%	10	26%	13	33%	21	53.8%
Harrison School District	150	122	45	37%	27	22%	18	15%	26	21%	54	44.3%
Hartford School District	15	14	8	57%	7	50%	2	14%	5	36%	10	71.4%
Hazen School District	28	27	13	48%	9	33%	9	33%	10	37%	16	59.3%
Heber Springs School District	79	72	27	38%	22	31%	23	32%	25	35%	32	44.4%
Hector School District	28	26	11	42%	5	19%	4	15%	7	27%	11	42.3%
Helena/ W.Helena School District	101	81	67	83%	49	60%	59	73%	57	70%	76	93.8%
Hermitage School District	26	16	7	44%	7	44%	4	25%	6	38%	9	56.3%
Highland School District	60	47	22	47%	19	40%	10	21%	15	32%	29	61.7%
Hillcrest School District	6	4	-	-	-	-	-	-	-	-	-	0.0%
Hope School District	119	67	31	46%	26	39%	28	42%	29	43%	39	58.2%
Horatio School District	28	21	7	33%	6	29%	4	19%	6	29%	9	42.9%
Hot Springs School District	101	95	60	63%	41	43%	44	46%	43	45%	72	75.8%
Hoxie School District	51	34	19	56%	14	41%	7	21%	14	41%	20	58.8%
Hughes School District	22	22	21	95%	17	77%	15	68%	18	82%	22	100.0%
Huntsville School District	75	67	15	22%	13	19%	13	19%	13	19%	24	35.8%
Izard Co. Cons. School District	13	11	2	18%	2	18%	-	-	1	9%	3	27.3%
Jackson Co. School District	42	32	15	47%	14	44%	11	34%	12	38%	21	65.6%
Jasper School District	22	14	6	43%	6	43%	5	36%	4	29%	10	71.4%
Jessieville School District	35	33	15	45%	5	15%	6	18%	7	21%	15	45.5%
Jonesboro School District	184	172	71	41%	49	28%	46	27%	52	30%	83	48.3%
Junction City School District	29	26	12	46%	11	42%	8	31%	10	38%	14	53.8%
Kirby School District	16	12	5	42%	5	42%	3	25%	5	42%	6	50.0%
Lafayette County School District	24	17	11	65%	10	59%	9	53%	11	65%	13	76.5%
Lake Hamilton School District	164	154	55	36%	30	19%	29	19%	32	21%	66	42.9%
Lakeside School District (Chicot Co.)	37	33	25	76%	23	70%	19	58%	23	70%	27	81.8%
Lakeside School District (Garland Co.)	131	127	49	39%	30	24%	23	18%	29	23%	57	44.9%
Lamar School District	55	52	15	29%	13	25%	9	17%	12	23%	20	38.5%
Lavaca School District	46	43	18	42%	10	23%	6	14%	11	26%	20	46.5%
Lawrence County School District	59	45	25	56%	17	38%	12	27%	17	38%	27	60.0%
Lead Hill School District	12	11	7	64%	4	36%	5	45%	4	36%	8	72.7%
Lee County School District	68	62	47	76%	48	77%	41	66%	46	74%	56	90.3%
Lincoln School District	31	28	9	32%	11	39%	7	25%	7	25%	15	53.6%
Lisa Academy	3	3	1	33%	1	33%	1	33%	1	33%	1	33.3%
Little Rock School District	733	701	465	66%	333	48%	312	45%	361	51%	495	70.6%
Lonoke School District	83	79	46	58%	32	41%	22	28%	33	42%	49	62.0%
Magazine School District	15	15	5	33%	4	27%	2	13%	3	20%	6	40.0%
Magnet Cove School District	35	32	12	38%	9	28%	6	19%	9	28%	16	50.0%
Magnolia School District	151	144	59	41%	58	40%	60	42%	58	40%	76	52.8%
Malvern School District	87	71	39	55%	26	37%	20	28%	25	35%	46	64.8%

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
Mammoth Spring School District	22	17	7	41%	3	18%	3	18%	3	18%	8	47.1%
Manila School District	49	46	21	46%	16	35%	12	26%	15	33%	26	56.5%
Mansfield School District	35	35	9	26%	3	9%	3	9%	4	11%	10	28.6%
Marion School District	142	133	60	45%	57	43%	47	35%	56	42%	76	57.1%
Marked Tree School District	47	35	12	34%	18	51%	14	40%	17	49%	21	60.0%
Marmaduke School District	26	21	11	52%	7	33%	2	10%	5	24%	13	61.9%
Marvell School District	29	26	22	85%	17	65%	22	85%	21	81%	24	92.3%
Mayflower School District	40	39	21	54%	12	31%	9	23%	13	33%	22	56.4%
Maynard School District	26	19	12	63%	8	42%	6	32%	9	47%	12	63.2%
Mccrory School District	26	20	6	30%	3	15%	6	30%	5	25%	8	40.0%
Mcgehee School District	55	43	23	53%	15	35%	17	40%	18	42%	26	60.5%
Melbourne School District (Izard Co.)	38	33	11	33%	7	21%	4	12%	7	21%	13	39.4%
Mena School District	86	77	15	19%	17	22%	16	21%	15	19%	21	27.3%
Midland School District	22	18	5	28%	6	33%	4	22%	6	33%	7	38.9%
Mineral Springs School District	23	18	11	61%	11	61%	9	50%	10	56%	12	66.7%
Monticello School District	96	83	39	47%	41	49%	36	43%	38	46%	49	59.0%
Mount Ida School District	25	24	7	29%	12	50%	6	25%	9	38%	13	54.2%
Mountain Home School District	147	100	38	38%	15	15%	13	13%	14	14%	45	45.0%
Mountain Pine School District	23	23	13	57%	10	43%	8	35%	10	43%	16	69.6%
Mountain View School District	75	71	23	32%	19	27%	7	10%	13	18%	31	43.7%
Mountainburg School District	28	24	12	50%	12	50%	4	17%	10	42%	14	58.3%
Mt. Vernon/Enola School District	16	16	7	44%	5	31%	2	13%	4	25%	8	50.0%
Mulberry School District	17	15	9	60%	2	13%	4	27%	4	27%	9	60.0%
Murfreesboro School District	18	13	5	38%	4	31%	2	15%	3	23%	7	53.8%
N. Little Rock School District	324	310	167	54%	113	36%	105	34%	114	37%	188	60.6%
Nashville School District	77	69	24	35%	22	32%	20	29%	23	33%	31	44.9%
Nemo Vista School District	23	19	10	53%	10	53%	8	42%	10	53%	14	73.7%
Nettleton School District	135	124	37	30%	23	19%	25	20%	26	21%	50	40.3%
Nevada School District	24	16	13	81%	9	56%	10	63%	10	63%	14	87.5%
Newport School District	63	54	30	56%	28	52%	26	48%	29	54%	38	70.4%
Norfolk School District	20	11	1	9%	3	27%	1	9%	1	9%	3	27.3%
Norphlet School District	18	16	7	44%	5	31%	7	44%	5	31%	10	62.5%
Omaha School District	11	8	1	13%	1	13%	1	13%	1	13%	2	25.0%
Osceola (OCABS) Comm Arts-Business Char	1	1	-	-	-	-	-	-	-	-	-	0.0%
Osceola School District	70	65	44	68%	44	68%	40	62%	41	63%	57	87.7%
Ouachita River School District	31	29	9	31%	8	28%	5	17%	7	24%	11	37.9%
Ouachita School District	20	18	5	28%	3	17%	4	22%	3	17%	7	38.9%
Ozark Mountain School District	45	24	11	46%	8	33%	10	42%	9	38%	14	58.3%
Ozark School District	90	84	30	36%	29	35%	13	15%	25	30%	38	45.2%
Palestine-Wheatley School District	22	19	17	89%	15	79%	14	74%	16	84%	18	94.7%
Pangburn School District	28	22	11	50%	5	23%	6	27%	7	32%	12	54.5%
Paragould School District	108	90	38	42%	25	28%	19	21%	25	28%	44	48.9%
Paris School District	47	40	20	50%	13	33%	9	23%	13	33%	23	57.5%
Parkers Chapel School District	28	24	9	38%	8	33%	6	25%	7	29%	12	50.0%
Pea Ridge School District	51	49	18	37%	14	29%	12	24%	13	27%	27	55.1%
Perryville School District	48	46	15	33%	10	22%	5	11%	9	20%	18	39.1%
Piggott School District	39	31	14	45%	8	26%	8	26%	8	26%	17	54.8%
Pine Bluff School District	181	150	109	73%	88	59%	82	55%	93	62%	118	78.7%

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
Pocahontas School District	97	73	25	34%	22	30%	16	22%	22	30%	31	42.5%
Pottsville School District	72	69	31	45%	24	35%	24	35%	25	36%	44	63.8%
Poyen School District	26	16	5	31%	4	25%	2	13%	4	25%	6	37.5%
Prairie Grove School District	56	48	15	31%	13	27%	9	19%	8	17%	24	50.0%
Prescott School District	59	39	22	56%	20	51%	18	46%	21	54%	26	66.7%
Pulaski County Special School District	508	476	284	60%	179	38%	172	36%	203	43%	305	64.1%
Quitman School District	13	12	4	33%	3	25%	5	42%	4	33%	6	50.0%
Rector School District	23	17	6	35%	7	41%	5	29%	7	41%	8	47.1%
Riverside School District	21	17	10	59%	6	35%	4	24%	6	35%	11	64.7%
Riverview School District	38	33	13	39%	6	18%	8	24%	8	24%	15	45.5%
Rogers School District	322	291	91	31%	79	27%	60	21%	71	24%	125	43.0%
Rose Bud School District	45	42	16	38%	14	33%	11	26%	13	31%	23	54.8%
Russellville School District	231	223	70	31%	44	20%	46	21%	50	22%	84	37.7%
Salem School District	40	34	8	24%	7	21%	4	12%	7	21%	10	29.4%
Scranton School District	16	16	7	44%	4	25%	3	19%	4	25%	7	43.8%
Searcy County School District	38	31	11	35%	6	19%	5	16%	6	19%	14	45.2%
Searcy School District	125	112	34	30%	23	21%	14	13%	22	20%	40	35.7%
Sheridan School District	254	216	78	36%	50	23%	34	16%	48	22%	84	38.9%
Shirley School District	22	20	13	65%	9	45%	7	35%	8	40%	17	85.0%
Siloam Springs School District	75	69	17	25%	15	22%	16	23%	12	17%	31	44.9%
Sloan-Hendrix School District	30	25	11	44%	9	36%	5	20%	5	20%	16	64.0%
Smackover School District	36	29	19	66%	18	62%	15	52%	18	62%	22	75.9%
So. Conway Co. School District	120	112	48	43%	40	36%	38	34%	41	37%	57	50.9%
So. Miss. County School District	55	53	31	58%	25	47%	21	40%	25	47%	35	66.0%
South Side School District	12	11	2	18%	3	27%	1	9%	2	18%	3	27.3%
Southside School District	57	43	17	40%	18	42%	12	28%	16	37%	23	53.5%
Spring Hill School District	18	12	5	42%	5	42%	7	58%	7	58%	9	75.0%
Springdale School District	387	365	111	30%	105	29%	83	23%	86	24%	166	45.5%
Star City School District	80	64	22	34%	17	27%	22	34%	18	28%	33	51.6%
Stephens School District	27	23	19	83%	18	78%	17	74%	18	78%	20	87.0%
Strong School District	22	19	15	79%	13	68%	14	74%	14	74%	16	84.2%
Stuttgart School District	85	79	46	58%	31	39%	27	34%	35	44%	49	62.0%
Texarkana School District	45	41	16	39%	13	32%	10	24%	11	27%	21	51.2%
Trumann School District	64	50	21	42%	13	26%	15	30%	13	26%	26	52.0%
Turrell School District	16	13	13	100%	9	69%	9	69%	10	77%	13	100.0%
Twin Rivers School District	30	25	12	48%	13	52%	4	16%	10	40%	16	64.0%
Two Rivers School District	37	35	19	54%	12	34%	10	29%	12	34%	23	65.7%
Valley Springs School District	58	45	16	36%	9	20%	9	20%	9	20%	20	44.4%
Valley View School District	89	84	15	18%	15	18%	12	14%	10	12%	28	33.3%
Van Buren School District	211	205	56	27%	48	23%	33	16%	42	20%	77	37.6%
Van Cove School District	19	17	4	24%	3	18%	4	24%	4	24%	5	29.4%
Vilonia School District	130	127	41	32%	20	16%	17	13%	20	16%	48	37.8%
Viola School District	14	10	3	30%	3	30%	3	30%	3	30%	3	30.0%
Waldron School District	62	57	25	44%	12	21%	10	18%	13	23%	26	45.6%
Warren School District	69	61	38	62%	33	54%	30	49%	33	54%	42	68.9%
Watson Chapel School District	143	119	70	59%	42	35%	46	39%	52	44%	74	62.2%
Weiner School District	19	16	7	44%	3	19%	4	25%	3	19%	8	50.0%
West Fork School District	44	41	19	46%	5	12%	4	10%	6	15%	20	48.8%

School District Remediation Rates Total and by Subject for the 2009 Fall Term

High School District	1st Time Entering		Math		English		Reading		Two or More		Total Remediation	
	Students	Tested	Remed	%	Remed	%	Remed	%	Remed	%	Remed	%
West Memphis School District	201	191	116	61%	118	62%	118	62%	120	63%	146	76.4%
West Side School District	21	19	9	47%	7	37%	4	21%	6	32%	11	57.9%
Western Yell Co. School District	21	18	12	67%	5	28%	7	39%	8	44%	13	72.2%
Westside Cons. School District	71	52	12	23%	10	19%	7	13%	9	17%	15	28.8%
Westside School District	28	25	13	52%	12	48%	7	28%	12	48%	16	64.0%
White Co. Central School District	26	21	8	38%	5	24%	1	5%	3	14%	10	47.6%
White Hall School District	119	103	27	26%	16	16%	17	17%	16	16%	35	34.0%
Wickes School District	22	19	12	63%	6	32%	7	37%	7	37%	14	73.7%
Wonderview School District	10	10	4	40%	4	40%	3	30%	4	40%	7	70.0%
Woodlawn School District	36	32	11	34%	10	31%	6	19%	9	28%	14	43.8%
Wynne School District	109	97	34	35%	30	31%	32	33%	32	33%	48	49.5%
Yellville-Summit School District	36	26	12	46%	12	46%	10	38%	11	42%	16	61.5%
Total:		<u>15,216</u>									<u>7,854</u>	<u>51.6%</u>

~~Denotes charter schools~~

Report by Department of Higher Education modified by Bureau of Legislative Research, June 2010