

**ARKANSAS ADVISORY COUNCIL  
FOR THE  
EDUCATION OF  
GIFTED AND TALENTED CHILDREN**

**REPORT  
JULY 1, 2012- JUNE 30, 2013**

***ARKANSAS DEPARTMENT OF EDUCATION  
2013***

**July 1, 2012 - June 30, 2013**

## **ANNUAL REPORT**

### **ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN**

**Marilyn Larson  
Chairperson**

### **ARKANSAS DEPARTMENT OF EDUCATION**

**Dr. Tom Kimbrell, Commissioner  
Arkansas Department of Education**

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**Dr. Laura Bednar, Assistant Commissioner  
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**2013**  
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## Arkansas Advisory Council for the Education of Gifted and Talented Children

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Dear Governor Beebe:

Nationally, Arkansas ranks high among state leaders in Gifted Education. The Council is pleased to share good news about Arkansas's strides in Gifted Education, and offer our recommendations & thoughts to ensure continued growth in this area.

Arkansas Governor's School-2013 returned to its original 6-week curriculum program. Comments from the AGS administrators suggest that this return to 6 weeks has fulfilled the initial intent of curriculum and interaction. The Council understands that funding for the 6-week program is allotted through AGS-2014. Hendrix College, receiving the current 3-year grant (2013 - 2015), hopes the 6-week program stabilizes through AGS-2015 grant cycle.

The Advanced Placement Arkansas AIMS initiative has received legislative approval and funding along with corporate grants to continue the AP program development and teacher training into the next several years. Positive strides in AP participation along with scores of 3-5 on AP exams continues along with exceptional growth and participation of additional school districts in 2014. Former ADE-Director, Dr. Ken James coming to the helm is a fine plus.

On-line forms for monitoring public school GT programs have smoothly facilitated this 3-year process. Also, ADE-GT is seeking ways to bring the application process for Arkansas Governor's School on-line.

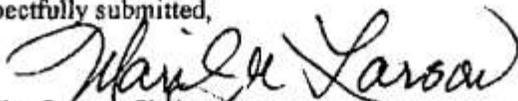
The Advisory Council requests your continued support of Gifted Education as you examine the following:

- (1.) That the Arkansas Governor's School budget continue to be increased to support a six-week program beyond 2013 and 2014 to include the 3<sup>rd</sup> year of the current granting cycle, and building for sustainability through a cost-of-living increase to the next granting cycle;
- (2.) Ensure that Gifted and Talented teachers and coordinators have sufficient time to plan for and deliver GT services to students;
- (3.) That there be an exploration of public and private partnerships to support enrichment summer programs especially to serve under-identified populations.

The Council notes that only one of the state Charter Schools has included gifted education services, and that it is generally not publically known that other Charters have waived these services. As more students enroll in Open-Enrollment State Funded Charter Schools, the Council thinks it is important for ADE-GT's involvement in the accountability process of gifted services to ensure that charter-site gifted students' unique educational needs are met. We are alert to this as the 2013-2014 year progresses.

The Council expresses its gratitude that funds for Gifted Education were increased on behalf of Arkansas Governor's School. Thank you for supporting Gifted Education and allowing the Council to provide you with recommendations for further enhancement of Gifted Education for the students of Arkansas.

Respectfully submitted,

  
Marilyn Larson, Chairperson

# STATUS REPORT RECOMMENDATIONS FOR 2012-2013

## Recommendations of the Arkansas Advisory Council for the Education of Gifted and Talented Children 2012-2013

### 1. Arkansas Governor's School

Recommendation: Arkansas Governor's School be sufficiently funded to maintain an effective six-week long summer program.

Rationale: As AGS is currently funded, finances are not keeping up with the increased costs of maintaining the AGS program.

The AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013 AGS session was increased by \$250,000 to accommodate a six-week long program. Funding for 2014 will also include the additional \$250,000. The increase in funds will have to be requested again in 2014 during the biennial legislative session.

**Status: Partially Fulfilled**

### 2. Grants for Gifted and Talented Specialists

Recommendation: Increase the grant funding provided to educational service cooperatives so that the gifted and talented specialist positions may be restored to full time positions.

Rationale: Full-time gifted and talented specialists will be able to assist in strengthening gifted programming and supporting general education in the transition to CCSS. Two educational service cooperatives in two parts of the state are now sharing specialists, and the majority of specialists are working half-time at another job which diminishes the effort they can give to strengthening gifted programs and supporting small school districts dependent on the educational service cooperative's services. One specialist's position at an educational service cooperative has not been filled for the 2012-13 year.

**Status: Unfulfilled**

### 3. Summer Enrichment Programs

Recommendation: Exploration of public and private partnerships to support enrichment summer programs especially to serve under identified populations.

Rationale: Arkansas had very strong summer enrichment programs for almost two decades but lost funding for these programs in 2001. Recognizing the budgetary constraints that currently exist, the Council recommends exploration of both public and private partnerships to fund summer enrichment programs. These partnerships could be with companies, colleges, and individuals with an interest in quality programs that would prepare young minds for higher education and careers in Arkansas.

**Status: Partially Fulfilled**

## RECOMMENDATIONS FOR 2013-2014

### 1. **Arkansas Governor's School**

Recommendation: Arkansas Governor's School be sufficiently funded to maintain an effective six-week long summer program on a continual basis.

Rationale: As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013 and 2014 AGS sessions were increased by \$250,000 to accommodate a six-week long program, but the funding must be requested at each biennial legislative session.

### 2. **Gifted and Talented Teacher Time**

Recommendation: Ensure that Gifted and Talented teachers and coordinators have sufficient time to plan for and deliver services to students.

Rationale: Because gifted and talented standards for services to gifted students are written to accommodate a variety of school districts, the requirements for gifted and talented teacher schedules may allow districts to require gifted and talented teachers to perform additional duties beyond providing gifted services to the detriment of their ability to serve gifted students. While school district administrators have the difficult task of serving all students with limited resources to meet state standards, services to gifted students should not be neglected.

### **3. Summer Enrichment Programs**

Recommendation: Exploration of public and private partnerships to support enrichment summer programs especially to serve under identified populations.

Rationale: The Council commends AGATE (Arkansas for Gifted and Talented Education) for funding some enrichment programs in 2013, but more programs are needed. The Council recommends the continued exploration of both public and private partnerships to fund summer enrichment programs. These partnerships could be with companies, colleges, and individuals with an interest in quality programs that would help prepare young minds for higher education and careers in Arkansas.

# APPENDICES

## ARKANSAS GOVERNOR'S SCHOOL

The Arkansas Governor's School, a six-week residential program in 2013 for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are led to explore the cutting edge of knowledge acquisition, theories of knowledge integration, and the twentieth century worldviews, which integrate newly acquired facts into new theories. They are challenged to expand their abilities to conceptualize, to theorize and to discuss issues in various fields of the arts and sciences.

Students are nominated for the Arkansas Governor's School (AGS) through their public, private, or home schools and are selected by a committee appointed by the Arkansas Department of Education. Selection is based on merit, measured by high intellectual potential, outstanding ability in an academic or artistic area, creativity, task commitment and social/emotional maturity. Efforts are made to insure a representative distribution from all school districts in the state, balanced proportions of male and female students, and an ethnic composition reflective of the state's demographic patterns. Members of the Governor's Advisory Council participate in the student and faculty selection processes.

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

Arkansas Governor's School, inaugurated in 1980, celebrated its 34th year during the 2013 summer session. Approximately 13,000 students have been a part of this unique learning experience. In 2013, 615 student applications were submitted by 105 high schools from 45 counties. From these numbers, 400 students, representing 87 high schools in 38 counties were in attendance. Only one student is attending from 35 high schools.

Hendrix College's proposal to host AGS for 2013-2015 was selected by the Arkansas State School Board during their meeting on July 9, 2012. Act 269 of 2012 increased the annual appropriation for Arkansas Governor's School by \$250,000 and extended the duration of the program from four weeks to six weeks. The appropriation for the additional funding for a six-week long program will be available in 2014. (See Section 33 of Act 269).

## Appendix B

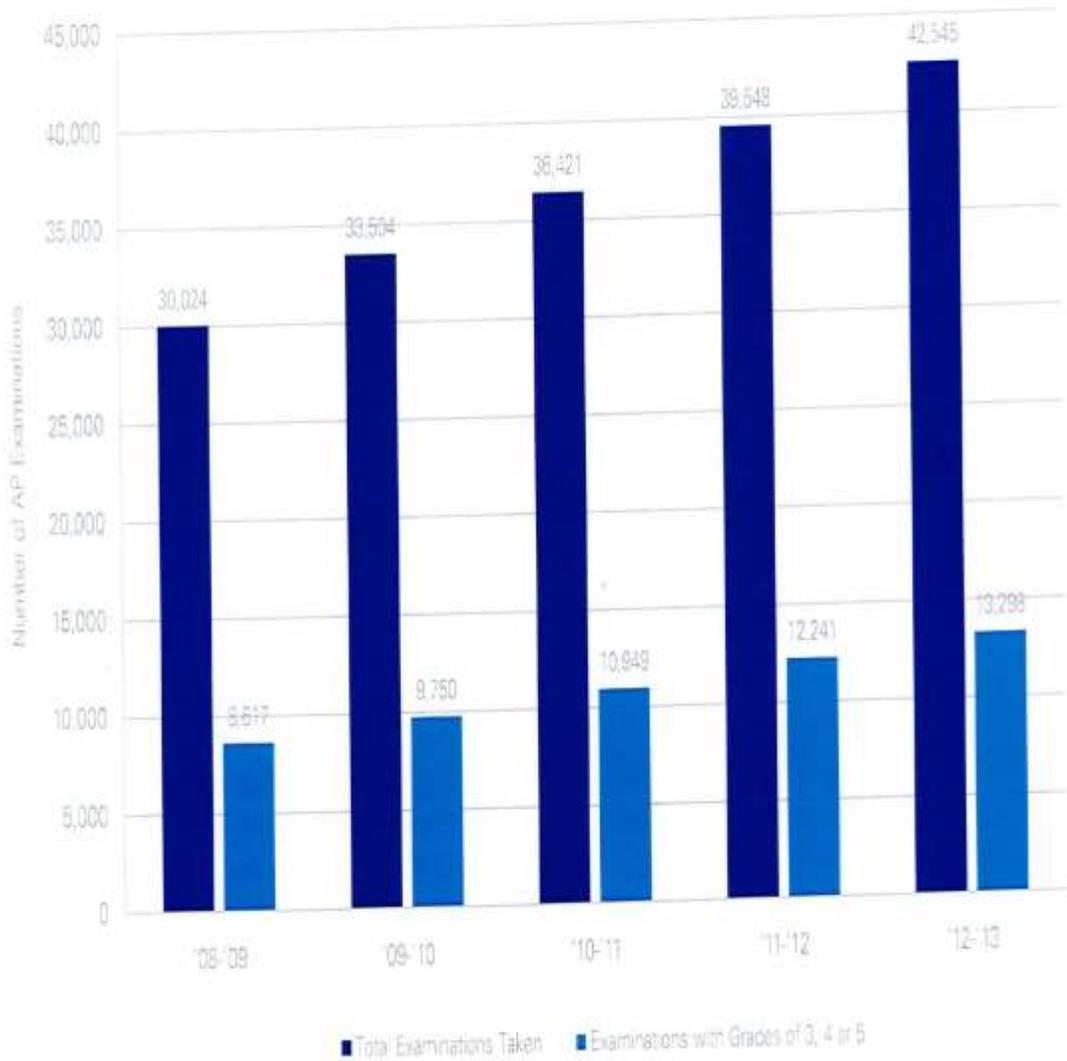
# ADVANCED PLACEMENT INCENTIVE PROGRAM

### 2013 Arkansas Highlights Public Schools Advanced Placement Program®

#### AP® Participation and Performance

- The number of Arkansas students taking AP exams in 2013 was 24,364, representing a 6.6% increase from 2012 (22,875). The national increase was 5.7% and the increase over 5 years is 32.5%
- The number of AP exams taken in 2013 was 42,545 up 7.6% over the previous year (39,548) compared to 6.6% nationally (41% over 5 years).
- An 8.6 % growth in exams with scores of 3 or higher (13,298 exams) outpaced the national growth of 6.1%. The state has increased the number of scores of 3 or higher by 54% over the last five years.
- The number of black AP test takers in Arkansas public schools (3,283) increased by 7% over the last year. The number of scores of 3 or higher (509) increased by 8.5% over the last year.
- The number of Hispanic test takers (2,029) increased by 22.3% over the last year compared to and 13.6% increase for the nation. The number of scores of 3 or higher (899) increased by 19.3% over last year.
- Participation by all ethnic groups has increased, with participation among black students increasing by 7% and Hispanic students increasing by 19.6% (30% and 119% respectively over 5 years).
- Performance (scores of 3 or higher) increased for all groups, with performance among black students increasing by 8.5% and Hispanic students increasing 10.6% (50% and 87% respectively over 5 years).
- The number of AP test takers who used fee waivers was 28% which is lower than the percent of Arkansas students who qualify for free and reduced lunch.

**AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5**



# State Integrated Summary 2012-2013

## Arkansas - Public Schools

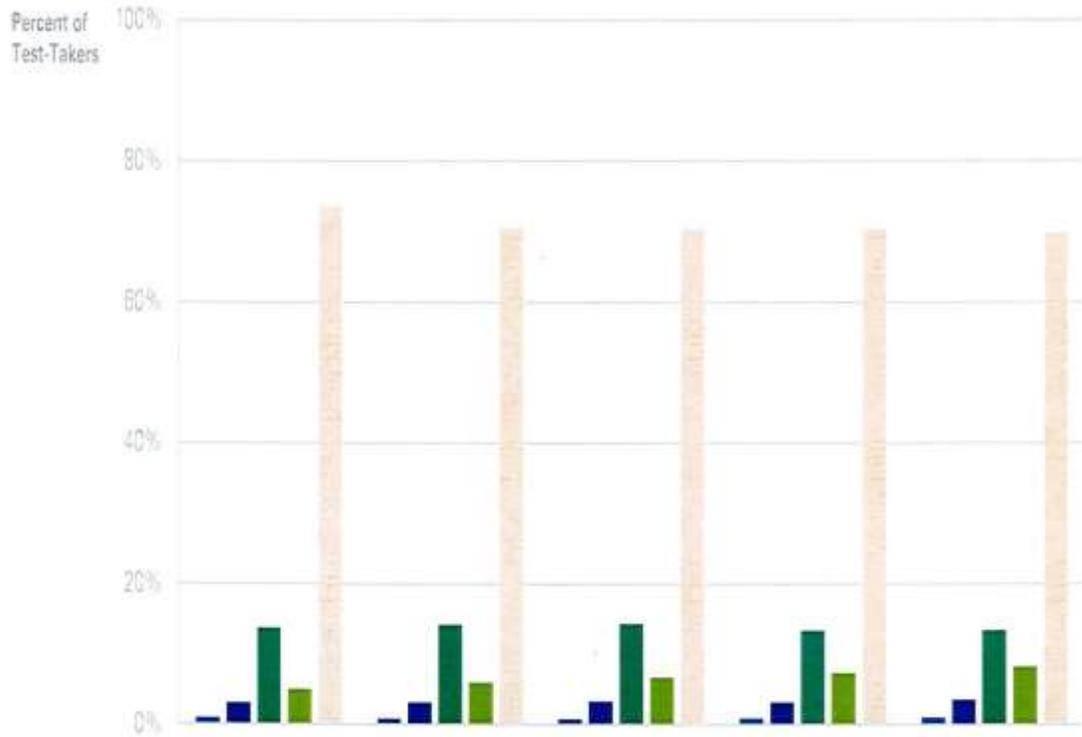


### AP: Participation and Performance Overview

	Arkansas - Public Schools				Total Group - Public Schools			
	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5
<b>All</b>								
Total	24,364	100.0%	42,545	13,298	1,917,514	100.0%	3,379,482	1,923,520
Change from last year	+6.6%		+7.6%	+8.6%	+5.7%		+6.6%	+6.1%
<b>Gender</b>								
Female	14,251	58.5%	24,354	6,913	1,076,416	56.1%	1,847,209	993,348
Change from last year	+6.6%		+7.3%	+8.1%	+5.2%		+6.9%	+5.6%
Male	10,113	41.5%	18,191	6,385	841,098	43.9%	1,532,273	930,172
Change from last year	+6.7%		+8.0%	+9.2%	+6.4%		+7.6%	+6.7%
<b>Ethnic Group</b>								
American Indian	268	1.1%	441	125	10,983	0.6%	17,711	7,841
Change from last year	+13.3%		+19.2%	+15.7%	+19.4%		+20.1%	+21.7%
Asian	876	3.6%	2,050	1,015	238,297	12.5%	509,178	342,902
Change from last year	+18.5%		+18.6%	+23.9%	+10.3%		+11.0%	+10.4%
Black	3,263	13.5%	5,389	909	159,448	8.3%	247,301	89,483
Change from last year	+7.0%		+6.6%	+6.6%	+8.4%		+9.1%	+11.1%
Hispanic Overall	2,029	8.3%	3,635	899	347,294	18.1%	581,270	238,098
Change from last year	+19.6%		+20.0%	+10.6%	+12.9%		+14.1%	+13.2%
Mexican American	1,207	5.0%	2,108	532	170,049	8.9%	285,232	112,462
Change from last year	+15.6%		+17.2%	+9.2%	+9.0%		+10.6%	+9.6%
Puerto Rican	55	0.2%	104	36	20,118	1.0%	32,374	14,057
Change from last year	+25.0%		+31.6%	+38.5%	+14.6%		+15.6%	+15.9%
Other Hispanic	767	3.1%	1,523	331	157,127	8.2%	263,664	111,499
Change from last year	+26.2%		+23.9%	+10.3%	+17.3%		+18.1%	+17.9%
White	17,038	69.9%	29,723	10,397	1,065,074	55.5%	1,884,803	1,181,245
Change from last year	+5.9%		+6.9%	+9.4%	+6.1%		+6.8%	+6.7%
Other	383	1.5%	686	220	64,885	3.4%	117,639	66,419
Change from last year	+22.6%		+24.1%	+10.0%	+17.6%		+19.0%	+20.1%
No Response	519	2.1%	721	130	30,523	1.6%	40,980	17,532
Change from last year	-28.6%		-38.9%	-59.7%	-56.7%		-64.9%	-71.2%

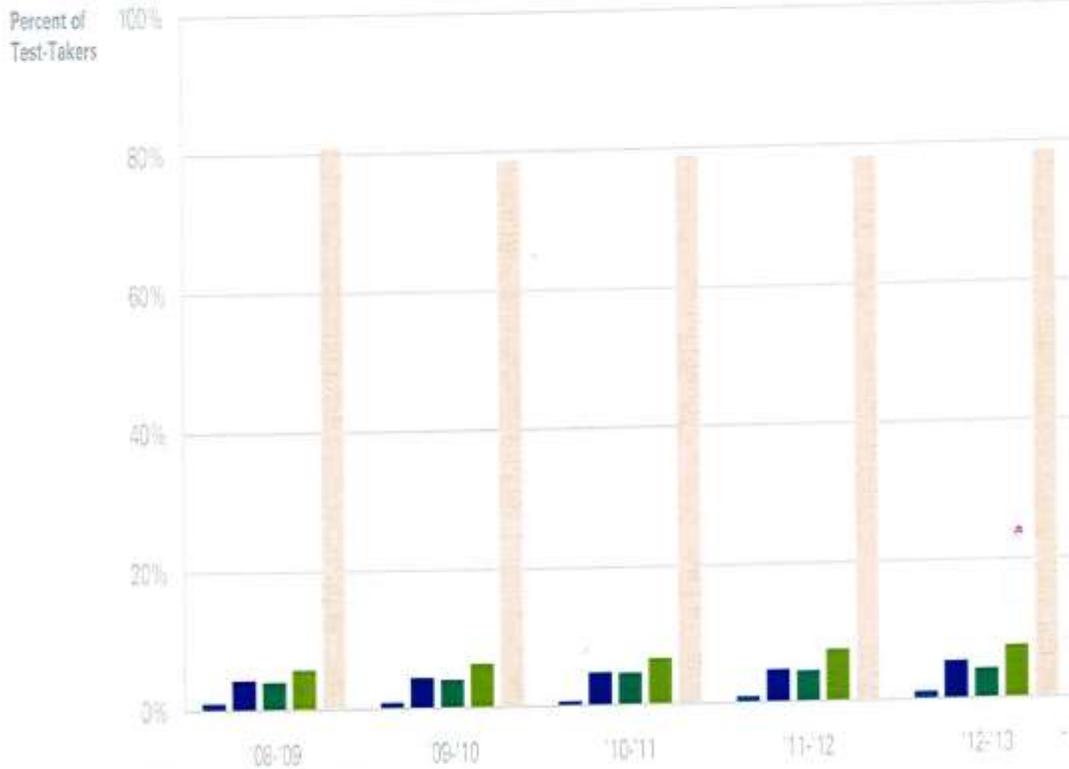
Note: Scores are reported when there are five or more exams taken by five or more test-takers.

**AP: Participation by Ethnic Groups Taking One or More Exam**



	08-'09	'09-'10	'10-'11	'11-'12	'12-'13
<b>Number of Students Taking One or More AP Exam:</b>					
American Indian	177	182	177	226	256
Asian	570	637	709	739	876
Black	2,532	2,852	3,064	3,069	3,283
Hispanic	828	1,209	1,450	1,696	2,029
White	13,506	14,104	14,982	16,094	17,038
Other	313	319	331	296	363
No Response	351	669	567	737	519
<b>Total</b>	<b>18,377</b>	<b>19,972</b>	<b>21,280</b>	<b>22,857</b>	<b>24,364</b>

**AP: Participation by Ethnic Groups with Grades 3, 4 or 5**

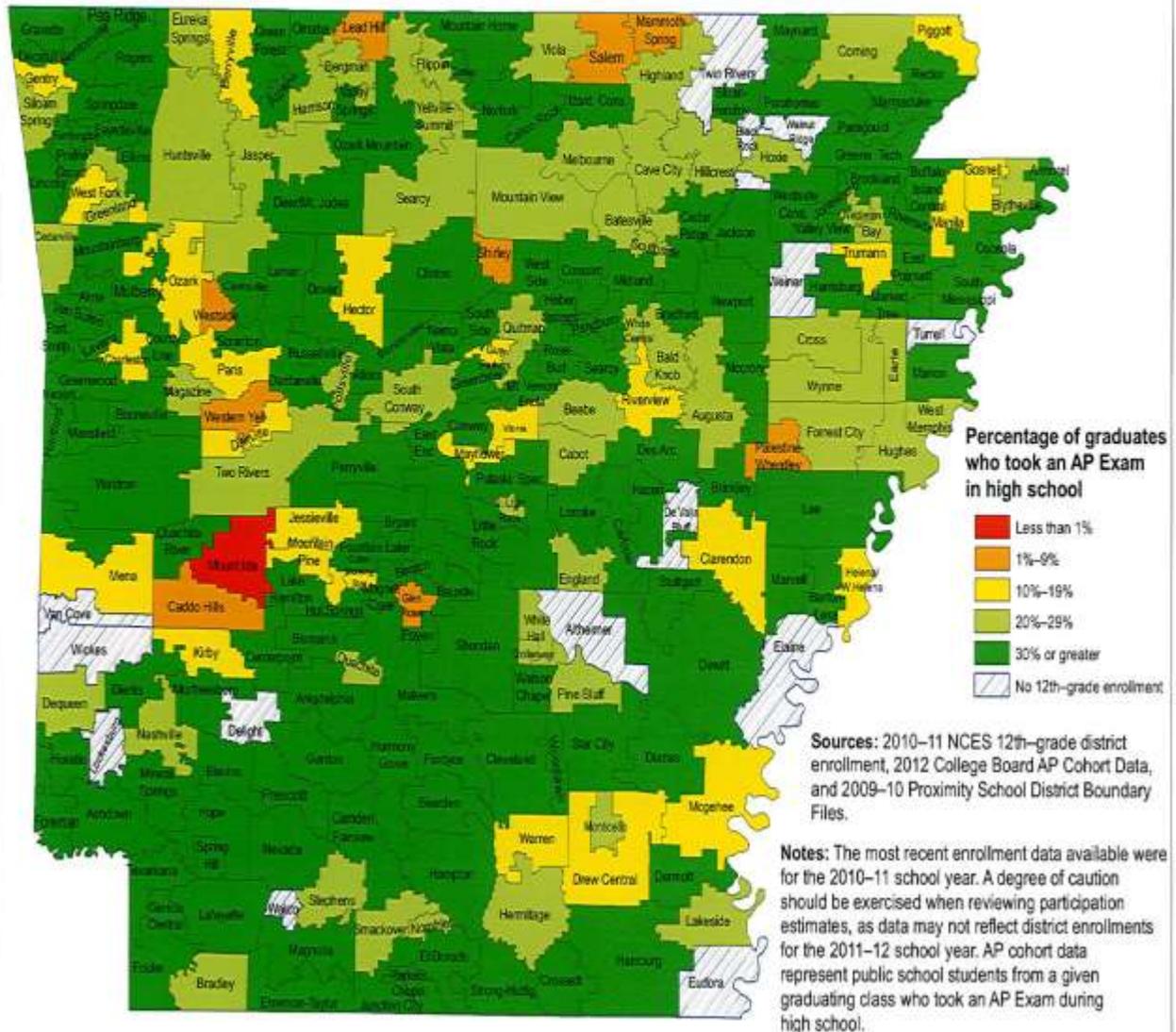


Number of Students With Grades 3, 4 or 5 on an AP Exam:

American Indian	80	58	52	74	89
Asian	248	284	331	352	441
Black	228	265	321	335	341
Hispanic	324	398	462	561	607
White	4,498	4,886	5,392	5,878	6,262
Other	111	109	121	102	120
No Response	98	211	150	206	106
<b>Total</b>	<b>5,563</b>	<b>6,211</b>	<b>6,829</b>	<b>7,508</b>	<b>7,966</b>

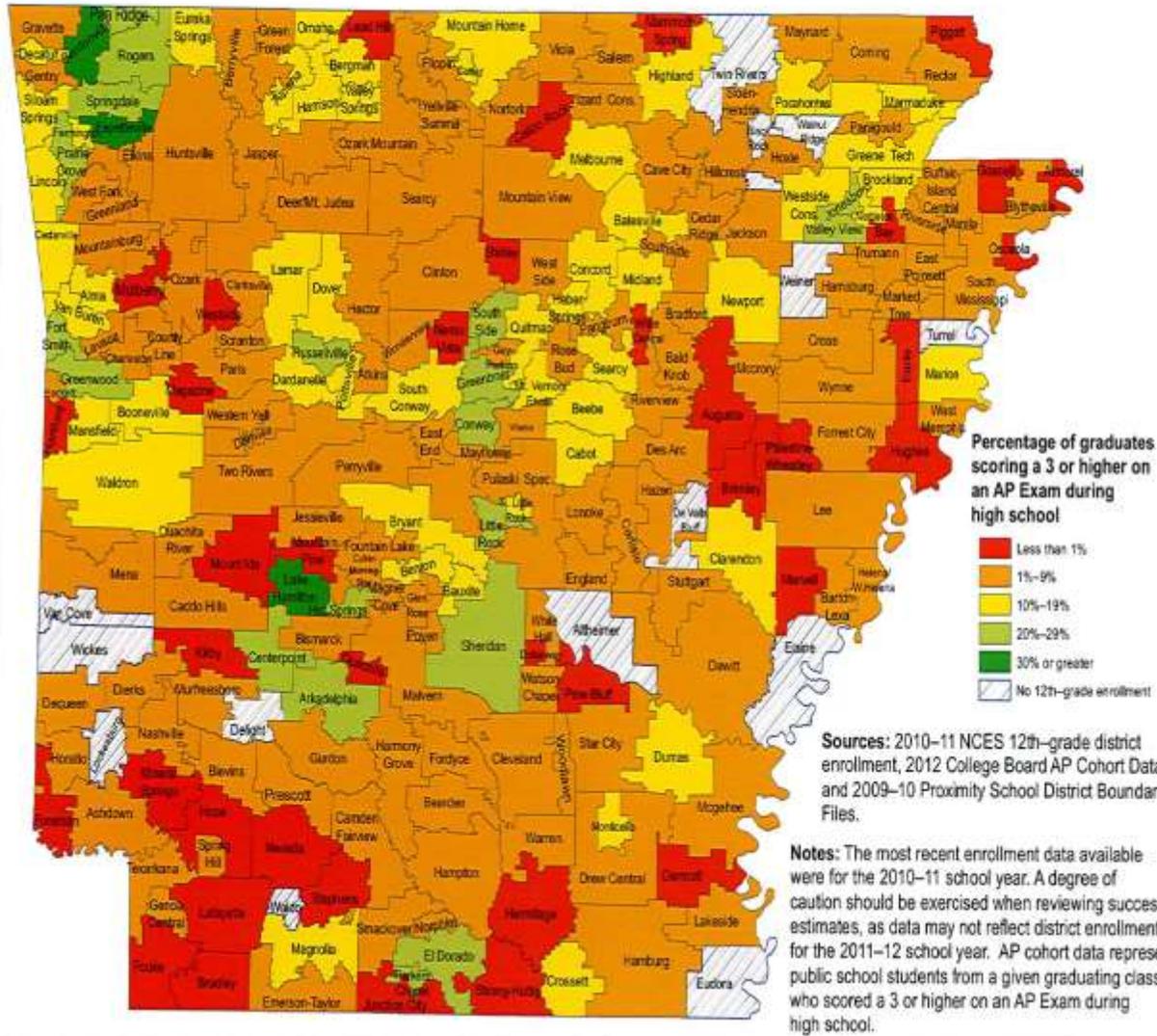
# Arkansas Public Schools

AP<sup>®</sup> Participation by District: Class of 2012



# Arkansas Public Schools

## AP<sup>®</sup> Success by District: Class of 2012



# ARKANSAS ADVANCED INITIATIVE for MATH and SCIENCE AP Training and Incentive Program

### *2012-13 AP Results Summary in Brief*

#### Arkansas AIMS AP Participation and Performance- AP Math, Science, and English (MSE)

**Arkansas AIMS served 38 Program high schools. While the schools represent only 14.4% of all public high schools in Arkansas, yet in 2012-13 AIMS schools:**

- Accounted for 41% of the state's AP math, science, or English exams taken in 2012-13 (10,485 out of 25, 741)
- Accounted for 43% of all students receiving a qualifying score of 3 or higher (3,398 out of 7,887)
- Accounted for 42% of the state's AP math and science exams taken (4564 out of 10,804)
- Accounted for 48% of the state's AP math and science scores of 3 or higher (1734 out of 3641)
- Accounted for 49% of the state's AP math, science, or English exams taken by African American and Hispanic students (2,535 out of 5,203)
- Accounted for 56% of the states AP math, science, and English scores of 3 or higher by African American and Hispanic students (395 out of 702 qualifying scores)
- Accounted for 48% of the math and science exams taken by African American and Hispanic students (939 out of 1944).
- Accounted for 62% of the state's scores of 3 or higher on AP math and science exams by African American and Hispanic students (192 out of 309).

Because of Arkansas AIMS' success from 200-2013:

Arkansas ranks number one in the nation in the increase in scores of 3 or higher on all AP exams by African American and Hispanic students (200%).

Arkansas ranks number one in the nation in the increase in scores of 3 or higher in math, science, and English by African American and Hispanic students (200%).

Arkansas ranks number one in the increases in AP math and science scores of 3 or higher by African American and Hispanic students (368%).

## Appendix D

### TALENT IDENTIFICATION PROGRAM (TIP)

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

ACT	ACT English	$\geq 20$
	ACT Math	$\geq 20$
	ACT Reading	$\geq 21$
	ACT Science	$\geq 21$
	*Or with three of the four following scores: English = 19, Math = 19, Reading = 20, Science = 20	
SAT	SAT Math	$\geq 520$
	SAT Critical Reading	$\geq 510$
	SAT Math = 510 and SAT Critical Reading = 500	
	*Or with two of the three following scores: Math = 510, Critical Reading = 500, Writing = 490	

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

ACT	ACT English	$\geq 29$
	ACT Math	$\geq 28$
	ACT Reading	$\geq 30$
	ACT Science Reasoning	$\geq 27$
	ACT Composite	$\geq 27$
SAT	SAT Math	$\geq 680$
	SAT Critical Reading	$\geq 660$
	SAT Writing	$\geq 650$
	SAT Critical Reading + Math + Writing $\geq 1850$	

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

In the 2013 7<sup>th</sup> Grade Talent Search, a total of 23,379 students from Duke TIP's 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 36% of the students who actually tested. Nationally, 64,097 7<sup>th</sup> graders took the ACT or the SAT to qualify as a DUKE Tipster. In Arkansas, 626 students out of the 1,250 who tested, qualified for the State Recognition Ceremony which was hosted by The Center for Gifted Education at the University of Arkansas at Little Rock.

## Appendix E

### ACT 56 AWARDS

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

The award recipients for the 2012-2013 school year were Atkins School District for districts less than 1,000. Marmaduke School District received a Certificate of Merit in this category. Pocahontas School District was selected from districts between 1,000 and 3,000. Prairie Grove School District received a Certificate of Merit in this category. Fayetteville School District was selected from districts larger than 3,000. Mountain Home School District received a Certificate of Merit in this category.

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

Blind screening is used and districts are judged against those of similar size.