

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

**REPORT
JULY 1, 2013- JUNE 30, 2014**

***ARKANSAS DEPARTMENT OF EDUCATION
2014***

July 1, 2013 - June 30, 2014

ANNUAL REPORT

ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

**Marilyn Larson
Chairperson**

ARKANSAS DEPARTMENT OF EDUCATION

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Arkansas Department of Education**

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2013-2014
GOVERNOR'S ADVISORY COUNCIL FOR GIFTED/TALENTED
EDUCATION

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Governor's Advisory Council for Gifted and Talented Education

October 23, 2014

The Honorable Mike Beebe

Governor of the State of Arkansas
State Capitol
Little Rock, AR 72201

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 and 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-2015. Hendrix College, which has the current 3-year grant (2013 - 2015), hopes the 6-week program stabilizes through the AGS-2016-18 grant cycle.

The Advanced Placement Arkansas AIMS initiative: The State of Arkansas continues to be a national leader in the growth of Advanced Placement. The Council is pleased that Arkansas is the only state that pays the AP exam fees for any public school student to take an Advanced Placement exam if they complete the AP course, and that their AP teachers are trained at the College Board Summer Institute and that the teachers create the College Board approved AP syllabi.

On-line forms for monitoring public school GT programs have smoothly facilitated the 3-year process of program review. Also, ADE-GT implemented for the first time an on-line application process for Arkansas Governor's School for the AGS-2014 session, and it seeks further to streamline the on-line process for AGS-2015.

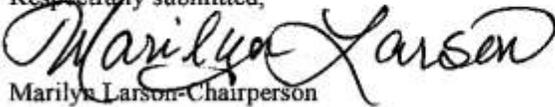
The Advisory Council requests your continued support of Gifted Education as you examine the following:

- (1.) That the Arkansas Governor's School budget continue to be increased to support a six-week program beyond 2013 and 2014, including AGS 2015, the 3rd year of the current granting cycle; and that it build for sustainability through a cost-of-living increase in the next granting cycle, 2016-2018.
- (2.) GT services in Open Enrollment State-Funded Charter Schools: The Council notes that only two of the charters have included Gifted Education services. Also, it is not publically known that these Charters have waived Gifted and Talented Program Approval Standards. As more students enroll in the Open-Enrollment State-Funded Charter Schools, the Council knows the importance of ADE-GT's involvement in the accountability process of gifted services to ensure that these charter-site gifted students' unique educational needs are met. The Council is alert to this as the 2014-2015 year progresses, with keen concern recommending that ADE-GT must be involved in the monitoring process at these Open Enrollment State-Funded Charter Schools.
- (3.) Summer Enrichment Programs: 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.

The Council notes with keen concern that ADE will not be filling the slot of a retired ADE-GT Program Adviser. This action has reduced ADE-GT office effectiveness by 1/3. Because of this staff reduction, on-site monitoring of district programs has been reduced from every third year to every sixth year. In all districts—but particularly small and rural districts where oft times GT coordinators change—on-site visit, program review, and support to the GT program, coordinator, and GT students are vital to ensure quality services to a district's gifted students. GT programs are reporting yearly on-line to ADE-GT, nevertheless on-site monitoring is imperative for correlation of on-line information with the actuality of what is truly occurring in a district gifted education program. District variables can impact the actuality of services not revealed in an on-line document. The Council recommends that ADE open for hire the third position in the ADE-GT office, so that the on-site monitoring procedure does resume its three-year cycle.

The Council expresses its gratitude that funds for Gifted Education were increased on behalf of Arkansas Governor's School continuing into AGS-2015. Thank you for supporting Gifted Education and for allowing the Council to provide you with recommendations for further enhancement of Gifted Education for the students of Arkansas.

Respectfully submitted,


Marilyn Larson-Chairperson

Overview and History of Gifted Education in Arkansas

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

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

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

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

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

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

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulated an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts of gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education – the previous year's average daily membership participating in gifted

and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

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

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

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

Advanced Placement (AP) and PreAdvanced Placement (PreAP) courses are often utilized to serve gifted students at the secondary level. The ***Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the***

Availability of Advanced Placement Courses in the Four Core Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses

http://www.arkansased.org/public/userfiles/Learning_Services/Gifted%20and%20Talented/AP_IB_Rules_August_2007.pdf

are in place to help ensure that high schools offer at least one AP course in each core content area, with PreAP courses in place to help prepare students for rigor inherent in AP courses. These rules also specify that teachers must receive specific training to teach AP or PreAP, and students must complete the entire course and exam to receive weighted credit. Details about funding available for teacher training and for materials and equipment grants for AP courses are also contained in these rules. Schools also receive incentive money for each score of three or higher obtained by their students on AP exams to utilize for improving their AP Program. Please see attachments for more information about the success Arkansas students are experiencing in AP.

The **Arkansas Governor's School**, a six-week residential program for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are 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 35th year during the 2014 summer session. Approximately 13,348 students have been a part of this unique learning experience. In 2014, 109 high schools from 46 counties submitted applications for students. From these numbers, 400 students, from 43 counties were in attendance.

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 may not be available past 2013. (See Section 33 of Act 269).

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

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

STATUS REPORT RECOMMENDATIONS FOR 2013-2014

Recommendations of the Arkansas Advisory Council for the Education of Gifted and Talented Children 2013-2014

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: 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: Not Fulfilled

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 2014-2015

1. **Arkansas Governor's School**

Recommendation: Arkansas Governor's School be sufficiently funded to maintain an effective six-week long summer program with an increase of 3% for each three (3) year cycle of a site selection.

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 Services in Charter Schools**

Recommendation: Monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the State School Board or the Charter Authorizing Board.

Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow, the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted & Talented and AP and IB to ensure students are being served.

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 and 2014, 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 2014 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.

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- Arkansas Governor's School, inaugurated in 1980, celebrated its 35th year during the 2014 summer session. Approximately 13,348, students have been a part of this unique learning experience. In 2014, 637 student applications were submitted by 109 high schools from 46 counties. From these numbers, 400 students, from 43 counties were in attendance. Only one student is attending from 44 high schools (up from 35 in 2013) and 18 high schools have only 2 students attending.

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 2015. (See Section 33 of Act 269).

Appendix B

Pre-AP and AP Teacher Training

Summer 2014 Advanced Placement Summer Institute Training

Pre-AP	AP	Total	
41	143	184	ASU
66	335	401	UAF
340	480	820	UALR
447	958	1405	

Summer 2014 Pre-AP Training at Education Service

Cooperatives: 568 teachers in 27 separate 2-day trainings in math, science, or social studies/English

Appendix C

Equipment and Materials Grants to AP Teachers

Awarded in 2013-14: Grants to 78 school districts in the amount of \$131,902.98

Appendix D

AP Incentive Money for Scores of 3, 4, or 5 to School Districts

\$664,800 in \$50 incentive money grants per qualifying score

Appendix E

ADVANCED PLACEMENT PROGRAM

2014 Arkansas Highlights Public Schools Advanced Placement Program®

AP® Participation and Performance

- The number of Arkansas students taking AP exams in 2014 was 25,547, representing a 4.9% increase from 2013 (24, 643). The national increase was 5.8% (an increase of 28/7% over 5 years).
- The number of AP exams taken in 2014 was 44,424 up 4.4% over the previous year (42,545) compared to 6.2% nationally (an increase of 33.1% over 5 years).
- A 6.4% growth in exams with scores of 3 or higher (14,146 scores) compared with the national growth of 6.6% (45.3% over 5 years).
- Performance on the number of exams scoring a 3 or higher increased for all groups except American Indians.
- The number of Black AP test takers in Arkansas public schools (3,520) increased by 7.2% over the last year (an increase of 24.9% over 5 years). The number of scores of 3 or higher (597) increased by 17.3% over the last year. The national percentage of scores earned by Black students of 3-5 increased 13%.
- The number of Hispanic test takers (2,248) increased by 10.8% over the last year (an increase of 86.5% over 5 years) compared to a 9.1% increase for the nation. The number of scores of 3 or higher (1801) increased by 20.2% over last year while the national percentage increased 12.5%.
- Asian students increased their number of scores of 3 or higher by 15.5%.
- Participation and performance by all ethnic groups increased nationally.
- The number of AP test takers who used fee waivers was 29% which is lower than the percent of Arkansas students who qualify for free and reduced lunch.
- The most popular AP exams in Arkansas were English language, English Literature, US History, and World History.

The Importance of AP for Arkansas Students

New research shows the benefits of AP for all students. AP students with an average AP Exam score of:

- 1 Are 2-6% points higher
- 2 Are 7-11% points higher
- 3 Are 12-16% points higher
- 4 Are 17-22% points higher
- 5 Are 23-27% points higher

in expected on-time college graduation rate, compared to academically matched peers who don't take an AP exam.

The typical student who receives a score of 3 or higher on two AP Exams has the potential to save, on average, more than \$1,400 at a public four-year college in Arkansas and \$3,900 at a private institution.

Advancing AP STEM Participation

According to the U.S. Department of Commerce, the growth in STEM jobs was three times as fast as growth in non-STEM jobs over the last 10 years. STEM jobs are expected to grow by 17% during the 2008–2018 period versus 9.8% growth for non-STEM jobs.

Research shows that students who took AP mathematics and science were more likely than non-AP students to earn degrees in physical science, engineering, and life science disciplines.

12.4% of Arkansas public high school 11th- and 12th-graders took an AP mathematics or science exam in 2014.

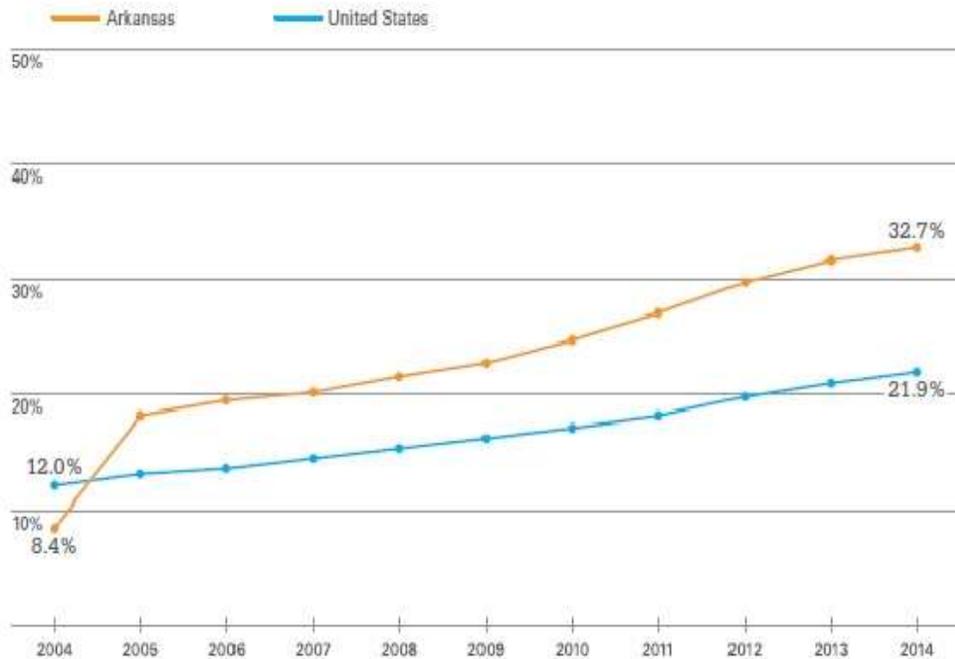
8.0% of underrepresented Arkansas public high school 11th- and 12th-graders took an AP mathematics or science exam in 2014.

AP Results: Arkansas

Participation and Performance

Arkansas has made a great commitment to expanding access to challenging course work for students across the state. As a result, students have made gains in participation and success.

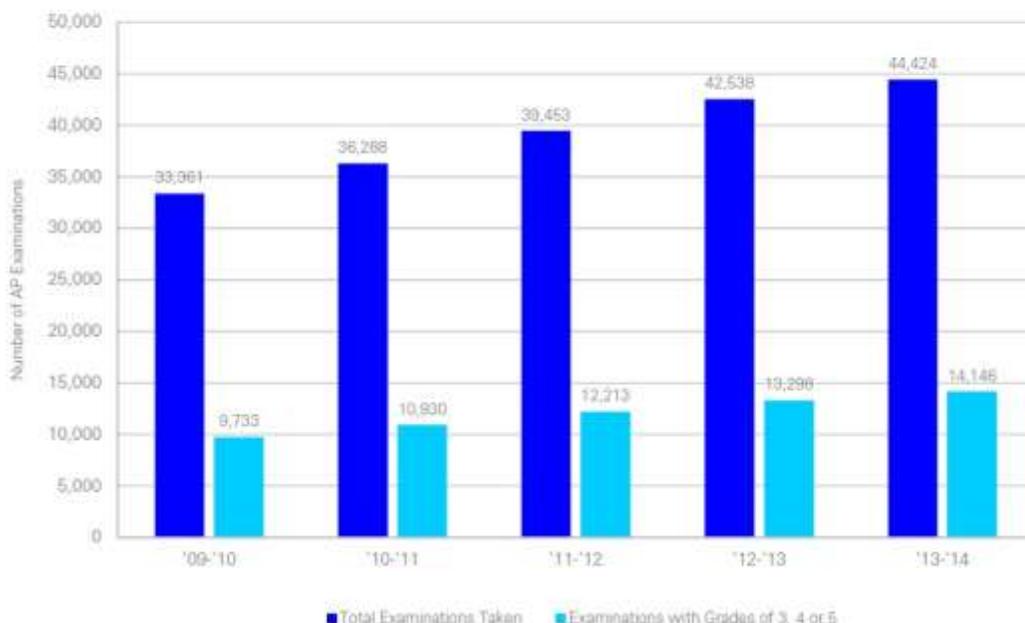
→ **32.7%** of Arkansas's public high school 11th- and 12th-graders took at least one AP Exam in 2014, up from **8.4%** in 2004.



→ **10.8%** of Arkansas's public high school 11th- and 12th-graders scored a 3 or higher on an AP Exam, up from **3.8%** in 2004.

→ **18.3%** of Arkansas's public high school 11th- and 12th-grade AP examinees who scored a 3 or higher were from low-income households, compared to **7.1%** in 2004.

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

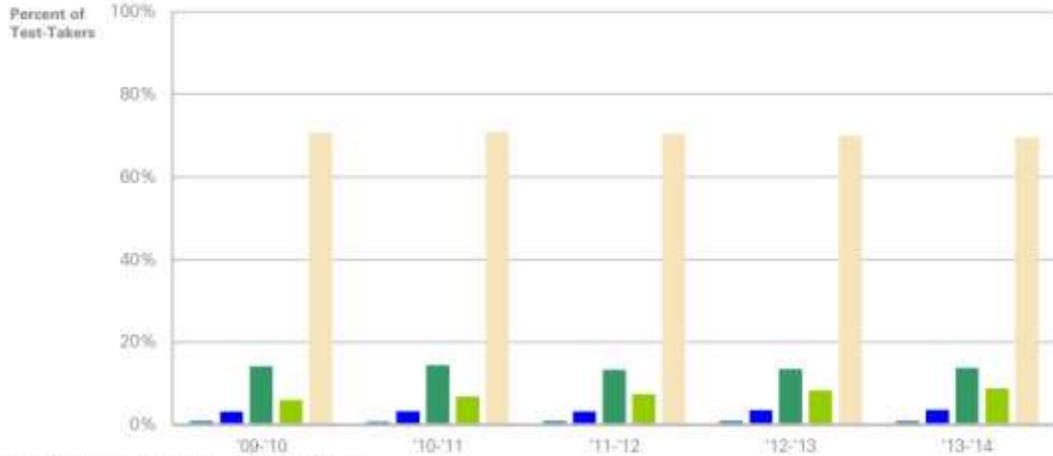


AP: Participation and Performance Overview

	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
All								
Total	25,547	100.0%	44,424	14,146	2,032,697	100.0%	3,595,705	2,063,000
Change from last year	+4.3%		+4.4%	+6.4%	+5.8%		+8.2%	+6.6%
Gender								
Female	15,004	58.7%	26,882	7,297	1,144,073	56.2%	1,976,888	1,072,246
Change from last year	+5.3%		+5.4%	+7.0%	+6.2%		+8.9%	+7.8%
Male	10,543	41.3%	18,762	6,749	887,664	43.7%	1,618,759	960,663
Change from last year	+4.3%		+3.2%	+5.7%	+8.4%		+5.5%	+5.2%
Ethnic Group								
American Indian	238	0.9%	394	118	11,620	0.6%	19,344	8,578
Change from last year	-7.0%		-10.7%	-7.2%	+7.6%		+9.2%	+9.2%
Asian	891	3.5%	2,345	1,172	253,243	12.5%	541,716	366,074
Change from last year	+6.4%		+14.4%	+15.5%	+5.7%		+6.2%	+7.1%
Black	3,520	13.8%	5,738	597	172,983	8.5%	309,969	77,990
Change from last year	+7.2%		+6.6%	+17.3%	+8.2%		+8.8%	+12.0%
Hispanic Overall	2,218	8.8%	3,802	1,061	389,389	19.7%	847,947	268,572
Change from last year	+10.8%		+7.6%	+20.2%	+9.1%		+10.0%	+12.3%
Mexican American	1,284	5.0%	2,195	813	188,079	9.1%	312,523	127,018
Change from last year	+8.4%		+2.2%	+15.2%	+8.2%		+8.1%	+12.4%
Puerto Rican	54	0.2%	60	36	21,691	1.1%	35,314	15,032
Change from last year	-1.8%		-11.5%	0.0%	+7.7%		+8.0%	+11.0%
Other Hispanic	910	3.6%	1,566	432	173,629	8.5%	294,110	126,024
Change from last year	+18.6%		+17.6%	+30.5%	+10.1%		+11.2%	+12.7%
White	17,751	69.5%	30,799	15,829	1,113,785	54.8%	1,954,232	1,238,701
Change from last year	+4.2%		+3.6%	+4.1%	+4.5%		+4.7%	+4.8%
Other	412	1.6%	727	236	67,225	3.3%	122,657	69,957
Change from last year	+13.5%		+7.4%	+7.3%	+3.5%		+4.1%	+5.2%
No Response	447	1.7%	608	124	33,560	1.7%	45,839	20,237
Change from last year	-13.5%		-15.2%	-8.8%	+9.7%		+11.6%	+15.2%

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

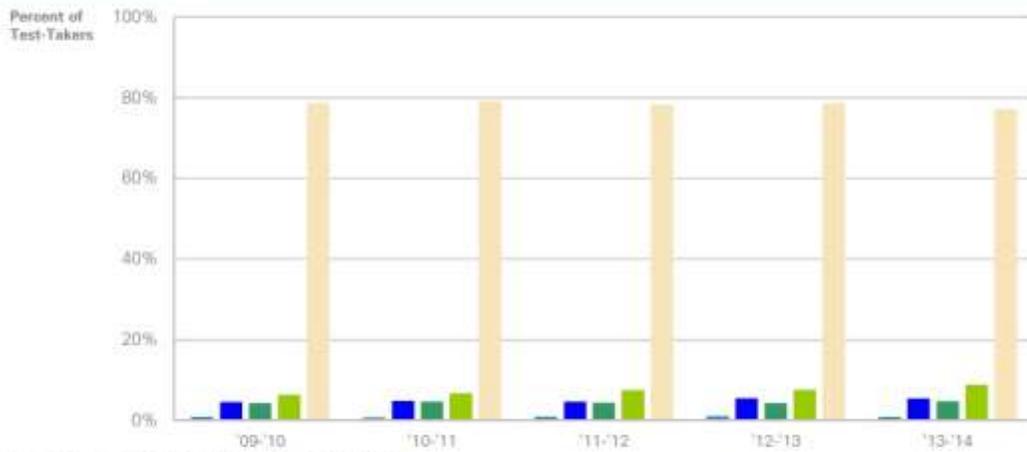
AP: Participation by Ethnic Groups Taking One or More Exam



Number of Students Taking One or More AP Exam:

	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
American Indian	182	176	226	256	238
Asian	635	707	737	875	931
Black	2,817	3,058	3,044	3,283	3,520
Hispanic	1,205	1,449	1,694	2,029	2,248
White	14,012	14,969	16,033	17,036	17,751
Other	317	330	293	363	412
No Response	669	460	735	517	447
Total	19,837	21,149	22,762	24,359	25,547

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

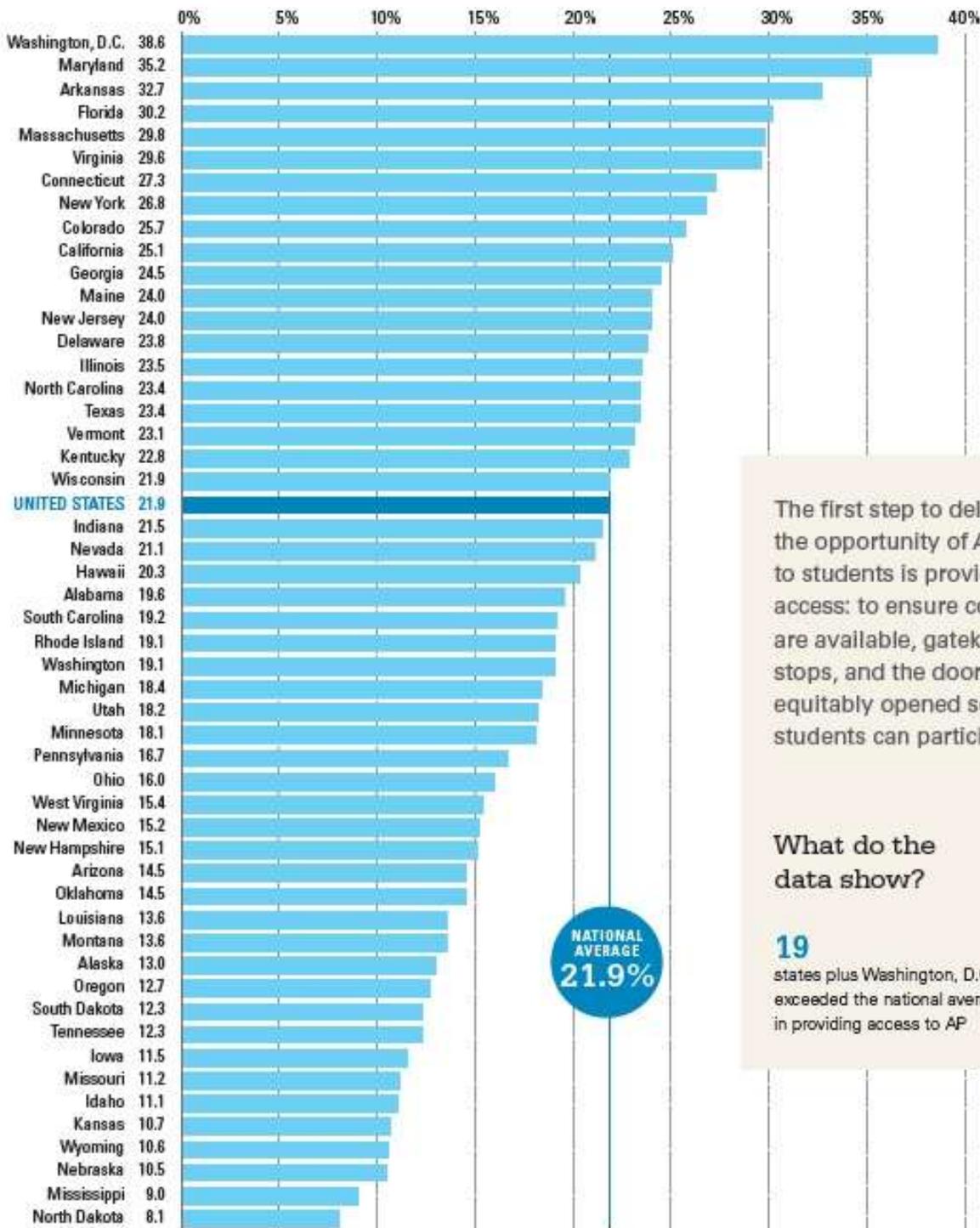


Number of Students With Grades 3, 4 or 5 on an AP Exam:

	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
American Indian	58	51	74	89	77
Asian	284	331	351	441	468
Black	265	321	330	341	412
Hispanic	398	462	560	607	766
White	4,870	5,389	5,857	6,262	6,627
Other	109	121	102	120	138
No Response	211	135	206	106	96
Total	6,195	6,810	7,480	7,966	8,584

State Rankings: AP Participation

% of Public High School 11th- and 12th-Graders Who Took an AP Exam in May 2014



The first step to delivering the opportunity of AP to students is providing access: to ensure courses are available, gatekeeping stops, and the doors are equitably opened so these students can participate.

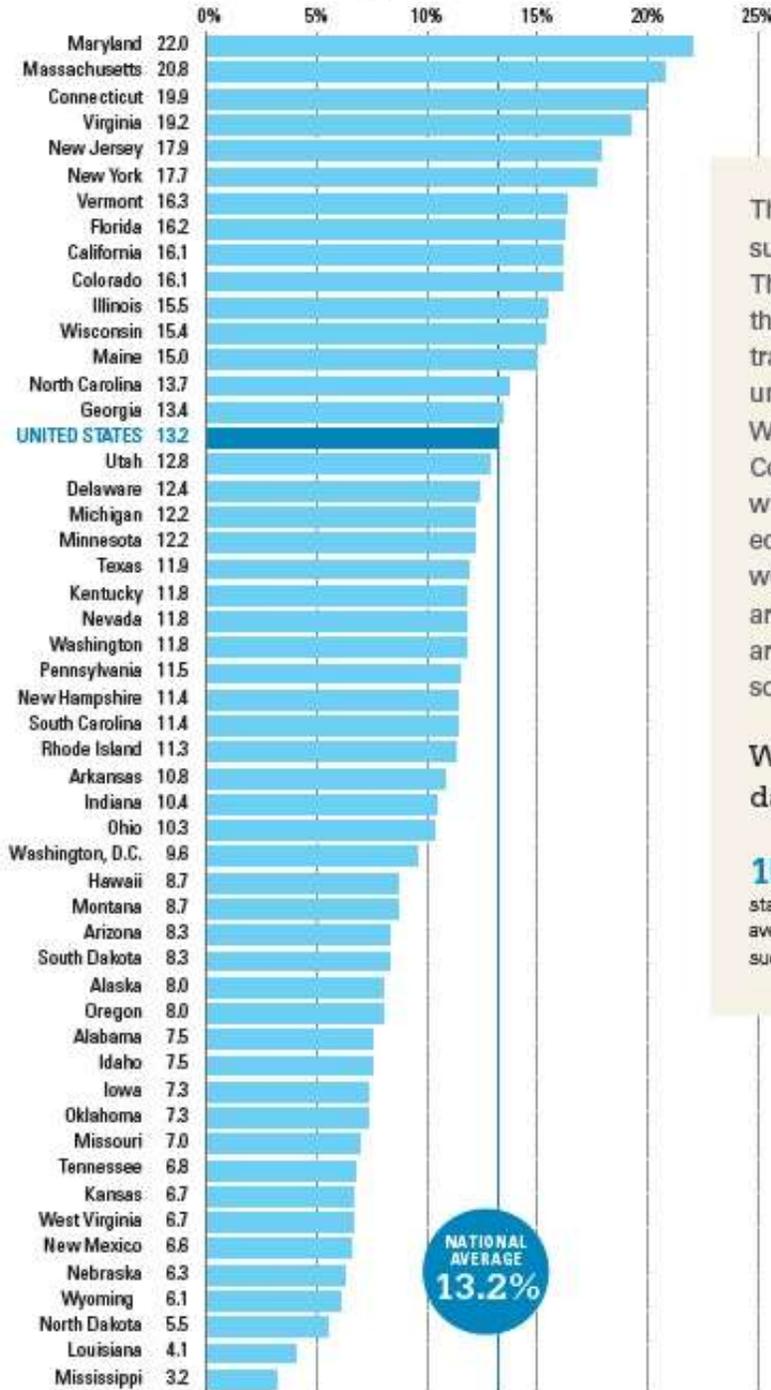
What do the data show?

19

states plus Washington, D.C. exceeded the national average in providing access to AP

State Rankings: AP Performance

% of Public High School 11th- and 12th-Graders Who Scored 3 or Higher



The second step is supporting success. The data highlight that performance trails, particularly for underrepresented students. We acknowledge that the College Board, together with policymakers and educators, needs to work to support students around performance. We are committed to finding solutions.

What do the data show?

15 states exceeded the national average in supporting student success in AP

		AP*							
		Arkansas - Public Schools				Total Group - Public Schools			
		Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5	Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5
Gender	Total	25,547	100%	44,424	14,146	2,032,637	100%	3,595,705	2,053,009
	Change from last year	+4.9%		+4.4%	+6.4%	+5.8%		+6.2%	+6.6%
	Female	15,004	58.7%	25,662	7,397	1,144,973	56.3%	1,976,955	1,072,346
Change from last year	+5.3%		+5.4%	+7.0%	+6.2%		+6.9%	+7.8%	
Male	10,543	41.3%	18,762	6,749	887,664	43.7%	1,618,750	980,663	
Change from last year	+4.3%		+3.2%	+5.7%	+5.4%		+5.5%	+5.3%	
Ethnic Group	American Indian	238	0.9%	394	116	11,826	0.6%	19,344	6,578
	Change from last year	-7.0%		-10.7%	-7.2%	+7.6%		+9.2%	+9.3%
	Asian	931	3.6%	2,345	1,172	253,243	12.5%	541,718	368,074
	Change from last year	+6.4%		+14.4%	+15.5%	+5.7%		+6.2%	+7.1%
	Black	3,520	13.6%	5,738	597	172,583	8.5%	269,968	77,890
	Change from last year	+7.2%		+6.5%	+17.3%	+8.2%		+8.8%	+12.0%
	Mexican American	1,284	5.0%	2,155	613	185,079	9.1%	312,523	127,016
	Change from last year	+6.4%		+2.2%	+15.2%	+8.2%		+9.1%	+12.4%
	Puerto Rican	54	0.2%	92	36	21,691	1.1%	35,314	15,632
	Change from last year	-1.8%		-11.5%	0.0%	+7.7%		+9.0%	+11.0%
	Other Hispanic	910	3.6%	1,556	432	173,629	8.5%	294,110	125,924
	Change from last year	+18.6%		+17.6%	+30.5%	+10.1%		+11.2%	+12.7%
	White	17,751	69.5%	30,799	10,820	1,113,785	54.8%	1,954,232	1,239,701
	Change from last year	+4.2%		+3.6%	+4.1%	+4.5%		+4.7%	+4.8%
	Other	412	1.6%	737	236	67,235	3.3%	122,657	69,957
Change from last year	+13.5%		+7.4%	+7.3%	+3.5%		+4.1%	+5.2%	
No Response	447	1.7%	608	124	33,566	1.7%	45,839	20,237	
Change from last year	-13.5%		-15.2%	-6.8%	+9.7%		+11.6%	+15.2%	

		AP*							
		Arkansas - All Schools				Total Group - All Schools			
		Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5	Number of Test-Takers	% of Total	Number of Exams Taken	Number of Scores 3-5
Gender	Total	26,265	100%	45,547	14,775	2,342,528	100%	4,176,200	2,466,811
	Change from last year	+4.5%		+4.1%	+6.0%	+5.6%		+6.0%	+6.3%
	Female	15,384	58.6%	26,237	7,724	1,306,459	55.8%	2,271,724	1,280,195
Change from last year	+5.1%		+5.2%	+6.8%	+6.0%		+6.7%	+7.5%	
Male	10,881	41.4%	19,310	7,051	1,036,069	44.2%	1,904,476	1,186,616	
Change from last year	+3.5%		+2.6%	+5.2%	+5.1%		+5.2%	+5.0%	
Ethnic Group	American Indian	243	0.9%	399	119	13,001	0.6%	21,343	9,819
	Change from last year	-6.2%		-10.3%	-7.0%	+6.8%		+8.6%	+8.8%
	Asian	980	3.7%	2,425	1,220	317,170	13.5%	679,582	471,236
	Change from last year	+5.8%		+12.5%	+13.6%	+5.9%		+6.6%	+7.5%
	Black	3,554	13.5%	5,791	618	185,924	7.9%	291,869	89,260
	Change from last year	+7.2%		+6.6%	+17.3%	+8.0%		+8.8%	+11.6%
	Mexican American	1,301	5.0%	2,176	629	195,230	8.3%	329,832	137,670
	Change from last year	+6.6%		+2.2%	+15.0%	+8.3%		+9.1%	+12.1%
	Puerto Rican	56	0.2%	94	37	24,746	1.1%	40,470	18,805
	Change from last year	+1.8%		-9.6%	+2.8%	+7.6%		+8.8%	+10.6%
	Other Hispanic	914	3.5%	1,561	436	191,114	8.2%	325,603	147,140
	Change from last year	+18.4%		+16.8%	+27.5%	+9.8%		+10.8%	+12.0%
	White	18,339	69.8%	31,721	11,328	1,294,567	55.3%	2,282,591	1,478,985
	Change from last year	+3.7%		+3.3%	+4.0%	+4.2%		+4.5%	+4.5%
	Other	428	1.6%	766	258	82,377	3.5%	151,797	90,870
Change from last year	+10.9%		+5.5%	+4.5%	+2.8%		+3.5%	+4.4%	
No Response	450	1.7%	614	130	38,399	1.6%	53,113	25,026	
Change from last year	-14.6%		-15.9%	-4.4%	+10.1%		+11.7%	+13.7%	

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

2013-14 AP Results Summary in Brief

- **We have added 8 new schools this fall, as we begin Cohort 6: Bryant; ESTEM Charter; Farmington; Fountain Lake; Lighthouse Charter; Pine Bluff; Rogers Arts Academy; and Lee County. We are now in 46 schools across the state.**
- **AR AIMS-6th in the Country—increases in Qualifying scores from 2008-2014—69% increase**
- **AR AIMS-2nd in the Country—increases in Qualifying scores in all MSE exams for Minority Students—216% increase**
- **In 2014, 17.4% of schools in the state are AAIMS schools**
- **AAIMS schools account for 44% of AP MSE exams taken, and 42% of AP MSE Qualifying scores.**
- **AAIMS schools account for 53% of AP MSE qualifying scores by African American and Hispanic students.**
- **In the Spring of 2014, AAIMS initiated a pilot of online tutoring sessions and served over 34,000 students.**
- **AR AIMS schools contribute greatly to the dramatic increase in the number of students taking AP math, science, and English classes.**
- **AR AIMS schools contribute greatly to the significant increase in the number of qualifying scores on AP math, science, and English exams.**
- **AR AIMS schools contribute greatly to the state's increase in minority students taking AP courses and achieving qualifying scores.**
- **AR AIMS is a STEM model that produces results!**
- **AR AIMS is making a difference in the state by changing expectations and achievement!**

Appendix F

TALENT IDENTIFICATION PROGRAM (TIP)

The 34th Annual 7th Grade Talent Search sponsored by Duke University at Durham, North Carolina recognized students with high mathematical, verbal, or general intellectual ability from a 16-state geographic region. Seventh graders take the Scholastic Assessment Test (SAT) and the ACT assessment. Arkansas students meeting at least one of the following criteria are invited to a State Recognition Ceremony:

ACT	ACT English	≥ 21
	ACT Math	≥ 21
	ACT Reading	≥ 21
	ACT Science	≥ 21
	*Or with three of the four following scores: English = 20, Math = 20, Reading = 20, Science = 20	
SAT	SAT Math	≥ 530
	SAT Critical Reading	≥ 510
	SAT Math = 510 and SAT Critical Reading = 500	
	*Or with two of the three following scores: Math = 520, Critical Reading = 500, Writing = 490	

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

ACT	ACT English	≥ 29
	ACT Math	≥ 28
	ACT Reading	≥ 30
	ACT Science Reasoning	≥ 27
	ACT Composite	≥ 28
SAT	SAT Math	≥ 680
	SAT Critical Reading	≥ 650
	SAT Writing	≥ 650
	SAT Critical Reading + Math + Writing ≥ 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 2014 7th Grade Talent Search, a total of 21,775 students from Duke TIP's 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 39% of the students who actually tested. Nationally, 64,896 7th graders from 6030 schools took the ACT or the SAT to qualify as a DUKE Tipster. In Arkansas, 458 students out of the 961 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 G

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 2013-2014 school year were Cotter School District for districts less than 1,000. Carlisle School District received a Certificate of Merit in this category. Harrison School District was selected from districts between 1,000 and 3,000. Star City School District received a Certificate of Merit in this category. Cabot School District was selected from districts larger than 3,000. Rogers 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.