



DIGITAL LEARNING NOW!

2012 STATE ANALYSIS

ARKANSAS



OVERALL GRADE: **F**

OVERALL PERCENTAGE: **47%**

10 Elements of High Quality Digital Learning

During the fall of 2010, the Digital Learning Council defined the elements and identified the actions that need to be taken by lawmakers and policymakers to foster a high quality, customized education for all students. This includes technology-enhanced learning in traditional schools, online and virtual learning, and blended learning that combines online and onsite learning. The 10 Elements of High Quality Digital Learning were released at the 2010 Excellence in Action National Summit on Education Reform.

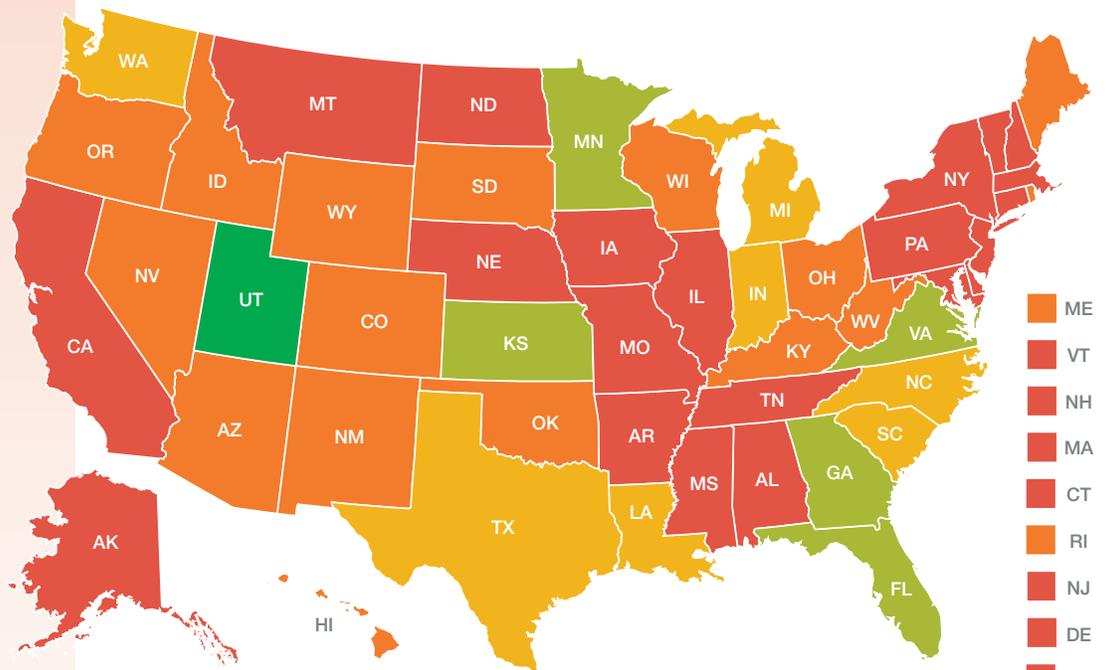
Learn more at www.DigitalLearningNow.com/10Elements

ARKANSAS HIGHLIGHTS

Arkansas allows alternative routes to teacher certification, reciprocity, and provisions for “teachers of record” that support online learning. School districts can join the statewide Arkansas Distance Learning (ARDL) Consortium with an annual membership fee that allows them to schedule courses with any state-funded providers in an efficient, streamlined manner.

Current Strengths and Reform Opportunities

Improvements to Arkansas's funding system, such as performance-based funding would greatly ensure success of the online learning innovations being offered. Arkansas's statewide infrastructure can be improved to address universal student and teacher access to the internet, beyond district-specific decisions.



A B C D F



For more detailed information about Arkansas, the 2012 Digital Learning Report Card, or for complete methodology, visit www.DigitalLearningNow.com/ReportCard

DIGITAL LEARNING 2012 STATE ANALYSIS: ARKANSAS

	Arkansas Grade & Percentage	National Average Grade & Percentage
1 STUDENT ELIGIBILITY: All students are digital learners.	F 13%	F 44%
1. All students must be provided opportunities to access online courses throughout their entire K-12 experience.	◐	
2. All students must complete at least one online course to earn a high school diploma.	○	
2 STUDENT ACCESS: All students have access to high-quality digital content and online courses.	F 25%	C 73%
3. Digital learning environments, including online and blended-learning schools, courses, and models, have flexibility with class-size restrictions and student-teacher ratios.	○	
4. No school district may restrict student enrollment in full-time online school or in an individual online course through enrollment caps or geographic boundaries.	◑	
5. All students can enroll in an unlimited number of individual online courses.	○	
3 PERSONALIZED LEARNING: All students can customize their education using digital content through an approved provider.	F 50%	D 65%
6. All students may enroll with more than one online course provider simultaneously.	◑	
7. All students may enroll in and begin an individual online course on a rolling basis anytime throughout the year.	◑	
4 ADVANCEMENT: Students progress based on demonstrated competency.	F 50%	D- 60%
8. All students must demonstrate mastery on standards-based competencies to earn credit for a course and to advance to the succeeding course.	●	
9. All students are provided multiple opportunities during the year to take end-of-course exams.	○	
10. All students earn credits based on competency and are not required to complete a defined amount of instructional time to earn credit.	○	
11. All districts and approved providers in the state accept credits from all other districts and state-approved providers.	●	
5 QUALITY CONTENT: Digital content, instructional materials, and online and blended learning courses are high quality.	D+ 67%	A- 93%
12. All digital content and instruction must be aligned with state standards or Common Core State Standards.	●	
13. No additional burdens are placed on the approval and procurement processes for digital content beyond those for print content.	○	
14. Instructional material funding may be used for purchasing digital content and systems.	●	
6 QUALITY INSTRUCTION: Digital instruction is high quality.	A- 92%	C+ 77%
15. State allows alternative routes for teacher certification.	●	
16. State allows reciprocity among other states for certification of teachers.	●	
17. There is a statewide definition for "teacher of record."	●	
18. Teachers are permitted to be "teacher of record" in multiple schools.	●	
19. Student-performance data is used to evaluate the effectiveness of teachers.	◑	
20. Professional development in digital learning is available to teachers teaching an online or blended learning course.	●	
7 QUALITY CHOICES: All students have access to multiple high-quality providers.	C- 71%	D 65%
21. Statewide digital-provider authorization includes: a. virtual charter schools. b. full-time online schools. c. part-time individual online courses.	◑	
22. The criteria, process, and timeframe for authorizing online providers are clearly defined.	◑	

	Arkansas Grade & Percentage	National Average Grade & Percentage
23. Online providers, including virtual charter schools, full-time online providers, and individual online course providers, are allowed to appeal decisions or revise and resubmit their applications after a denial.	●	
24. Multiple opportunities during the year are available for virtual charter schools, full-time online providers, and individual online course providers to apply for approval.	●	
25. Approval of digital providers lasts for three or more years.	●	
26. State maintains a website that provides information and links to all digital learning opportunities, including all approved virtual charter schools, full-time online schools, and individual online course providers.	○	
8 ASSESSMENT AND ACCOUNTABILITY: Student learning is the metric for evaluating the quality of content and instruction.	F 58%	D 66%
27. State-mandated assessments in core subjects, including annual assessments, end-of-course exams, and high school exit exams, must be administered digitally, either online or on a computer.	◐	
28. Outcomes-based student-performance data is used to evaluate the quality of virtual charter schools, full-time online providers, and individual online courses.	◑	
29. As determined by outcomes-based student-performance data, these poor performing schools and courses must be closed: a. virtual charter schools. b. full-time online schools. c. individual online course providers.	◑	
9 FUNDING: Funding creates incentives for performance, options, and innovation.	F 13%	F 44%
30. Public funds are available for online learning to: a. all district public school students. b. all charter public school students. c. all private school students. d. all home education students.	◐	
31. State funding for digital learning is provided through the public per-pupil school funding formula.	○	
32. Funding is provided on a fractional, per course basis to pay providers for individual online courses.	○	
33. Funding follows the student to the school or course of their choice.	○	
34. The same per-pupil funding with the same payment process is provided to all virtual charter schools, full-time online schools, and individual online course providers, regardless of whether the school is public, charter, not-for-profit, or for-profit.	○	
35. Providers receive final funding payment upon course completion based on student daily attendance, performance, and competency.	○	
10 DELIVERY: Infrastructure supports digital learning.	F 31%	F 51%
36. All schools have high-speed broadband Internet access.	◑	
37. All teachers are provided with Internet access devices.	○	
38. All students have access to Internet access devices.	○	
39. All of the Data Quality Campaign's 10 State Actions to Ensure an Effective Data Use are achieved.	◐	
<p>○ = 0 Points ◑ = 1 Point ◐ = 2 Points ◍ = 3 Points ● = 4 Points</p>		

Founded by former governor Jeb Bush in 2008, the mission of the Foundation for Excellence in Education (ExcellinEd) is to ignite a movement of reform state by state to transform education for the 21st century. ExcellinEd's unique contribution is working with decision makers on developing, adopting and implementing education reform policies.

Digital Learning Now! is a national campaign under ExcellinEd with the goal of advancing state policies that will create a high-quality digital learning environment to better equip all students with the knowledge and skills to succeed in this 21st-century economy. The policy framework stems from the belief that access to high-quality, customized learning experiences should be available to all students, unbounded by geography or artificial policy constraints.



This work is licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported License.



DIGITAL LEARNING NOW!

info@digitallearningnow.com
@DigLearningNow
Facebook.com/DigitalLearningNow
www.DigitalLearningNow.com