

# Arkansas



## Schools

Lincoln Consolidated  
Lincoln Elementary  
Lincoln Middle  
Lincoln High  
Cross County  
Cross Elementary  
Cross High

The National Institute for Excellence in Teaching (NIET) received a Teacher Incentive Fund grant from the U.S. Department of Education in Fall 2010 to implement TAP in two rural Arkansas school districts. These districts serve low-income rural populations at opposite ends of northern Arkansas.

## The Districts

### Lincoln Consolidated Schools

Lincoln has three schools participating in the grant, one elementary school, a middle school and one high school. In 2012–13, this district served 1,240 students, and 70 percent of these students were in the economically disadvantaged subgroup. Additionally, 15.6 percent of the student population had disabilities.

### Cross County

Cross County has two schools, an elementary school and a high school. In 2012-13 there were 619 students enrolled. More than three-fourths of students (77 percent) were in the economically disadvantaged subgroup and 13.2 percent were in the students with disabilities category.

## Key Evaluation Findings

### Interviews with TIF/TAP Personnel

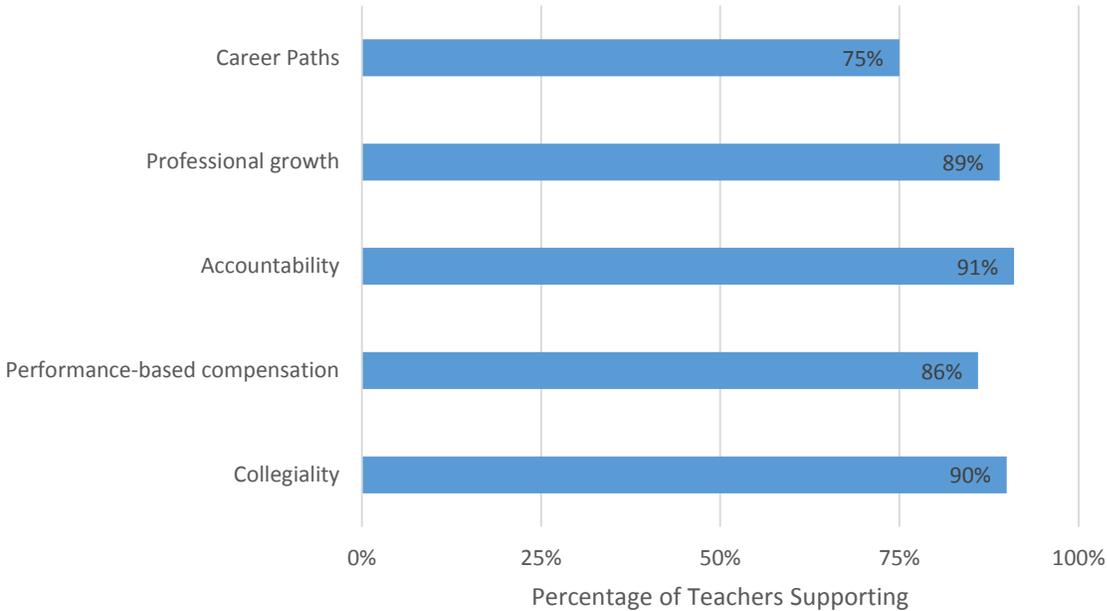
In October 2012 and March 2013, the evaluator visited both Cross and Lincoln schools to interview key TIF/TAP personnel and to observe implementation during leadership team and cluster meetings. All principals, the Executive Master Teacher (EMT), and all master teachers were each interviewed twice. These interviews were semi-structured in that the interviewer asked general questions about how TAP was being implemented, changes since the last visit, and strengths and challenges. Other personnel, including career teachers and supervisors, participated in focus group interviews at each site.

Overall, the teachers see the connections between the rubric, their standards, and the needs of the students. As expressed by one participant, “We’re working on the rubric, standards and objectives, and Presenting Instructional Content, because they all tie together.” The teacher went on to explain, “we’re getting better at analyzing teacher needs and making interconnections with the rubric rather than working on isolated pieces.” For example, “most kids [in math classes] get the computation, but the next steps ask for analysis or some other higher-order thinking and that’s where the kids break down. That’s why we’re working on summarization in both literacy and math.”

### Teacher Attitudes

The TAP Attitude Survey was administered to all of the participating teachers and administrators, and provides information about how the program is viewed from both groups in the schools.

As a snapshot, the teachers in Lincoln and Cross County reported 90 percent collegiality at their schools, which is a clear testament to the strength of the TAP System within these schools.



### Teacher Effectiveness

- 145 of 149 teachers met the SKR criteria for their respective career paths.
- Master and mentor teachers had higher SKR means than career teachers at all five schools, confirming the choice of the master and mentor teachers as school leaders.
- For all teachers in both districts, 90.5 percent of teachers were deemed effective.

### Student Achievement

The combined performance of the TAP schools in Arkansas continues to show improvement related to student achievement. Specifically, the Annual Measurable Objectives (AMO) for Performance and Growth were improved in Literacy last year, while the AMO for Math Growth showed improvement as well.