

# State and Federal Accountability

Division of Elementary and Secondary Education  
Arkansas Department of Education

## **Vision**

**The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.**

## **Mission**

**The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.**

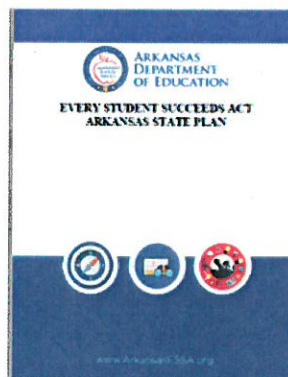
In meetings across the state, stakeholders requested a comprehensive accountability system.



Arkansas's ESSA plan

Approved January 16, 2018

Amended, approved March 11, 2019



Every Student Succeeds Act	No Child Left Behind
Individualized plans developed by each state	One-size fits all plan developed by USED for all states
No labels for lowest performing schools, but various levels of support offered	Mandated labels for the lowest performing schools (Priority and Focus)
School performance measured by achievement, growth, English learner progress, graduation rate, and school quality and student success	School performance primarily measured by math and English language arts test scores
State provides support to districts, which provide support to schools	State provided support directly to schools
Requires meaningful stakeholder engagement	Stakeholder engagement not required
4-year graduation rate AND 5-year graduation rate used to determine school success	4-year graduation rate used to determine school success
Focuses on achievement and growth for all students	Focused on achieving proficiency

Act 930 of 2017 established the Arkansas Educational Support and Accountability Act (AESAA)



Arkansas Department of Education Rules Governing the Arkansas Educational Support and Accountability Act (AESAA), effective September 1, 2018

Act 1082 of 2019 requires support for districts with 40% or more students in need of improvement in reading

## Arkansas Educational Support & Accountability Act

### NEW


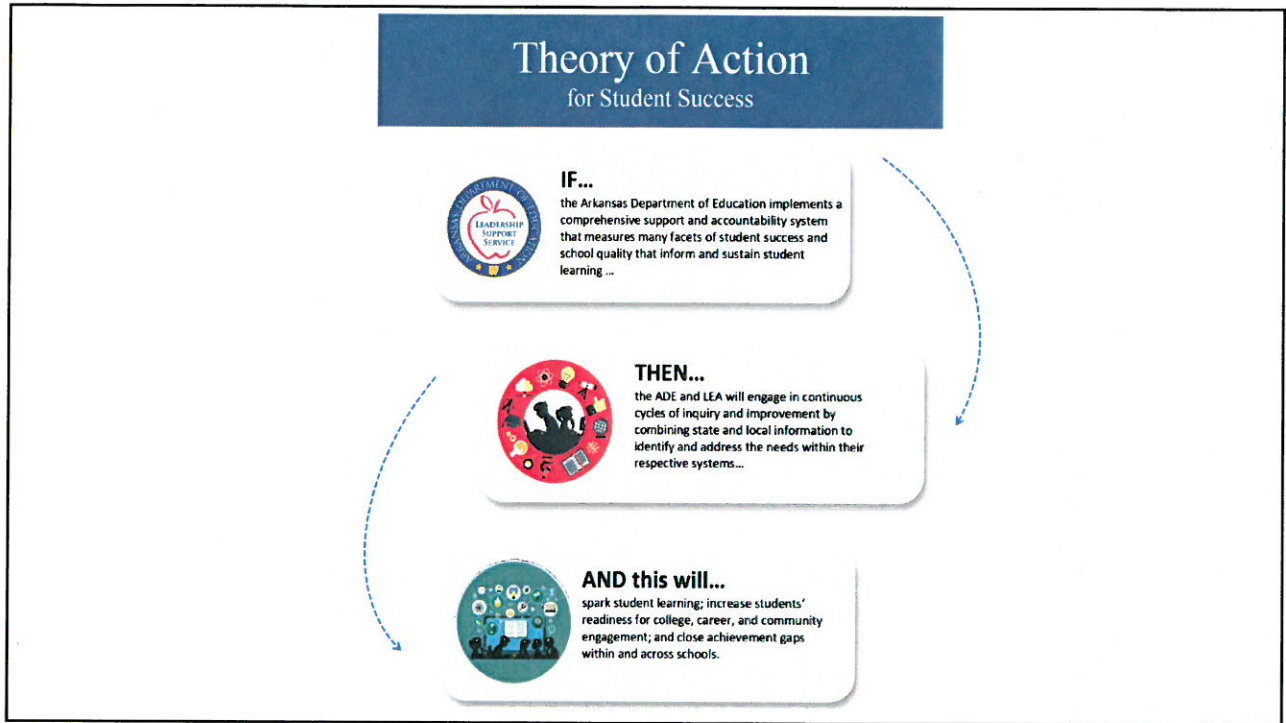
- Student-focused Learning Systems
- Student Success Plans
- Support for Educator Excellence
- Five Levels of Support to Districts
- District Support Plans

### WON'T SEE

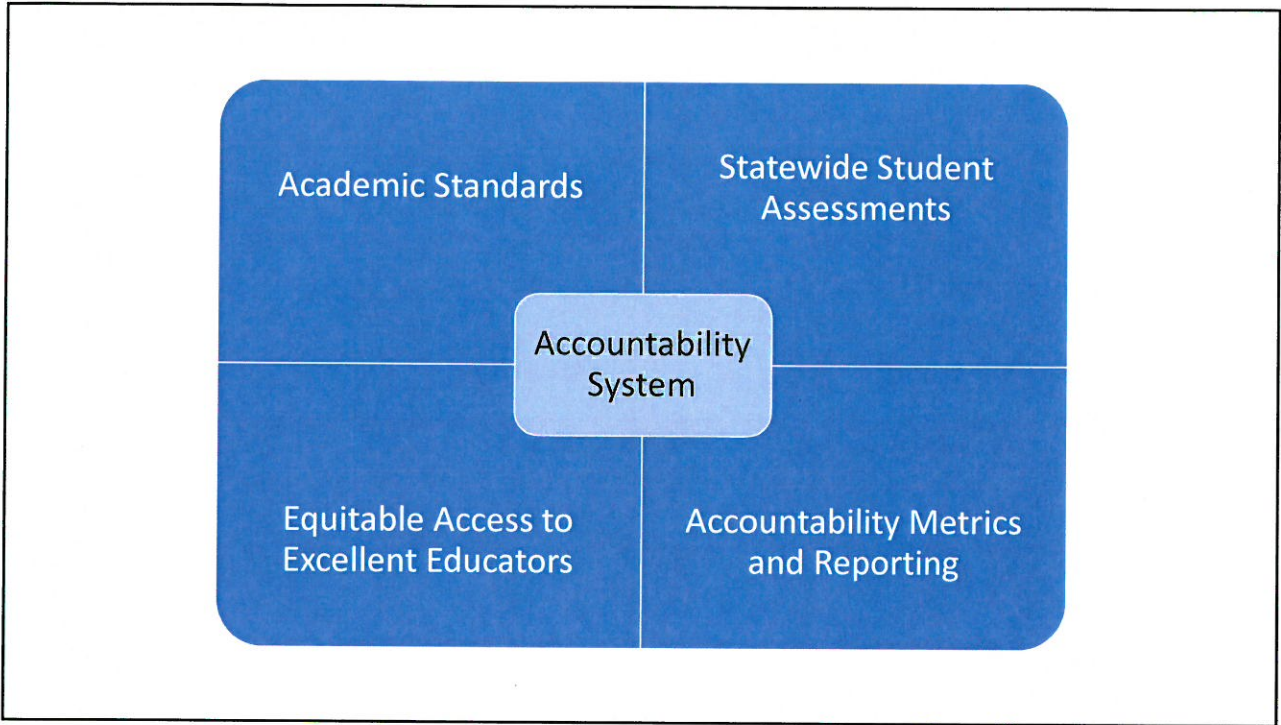
- Remediation
- Academic Improvement Plans
- School Improvement Status
- Labels & Academic Distress
- Adequate Yearly Progress

## Goals of the comprehensive accountability system

- Identify underperforming schools and subgroups of students within schools and notify leaders when schools within their systems are most in need of support to achieve immediate and sustained improvement.
- Provide support that will empower LEAs to uncover the needs of their underperforming schools and/or student subgroups and enable LEAs to implement evidence-based strategies to address those needs.
- Inform educators and stakeholders about school quality and student success as well as the progress and outcomes of schools' and districts' continuous improvement efforts.



**IF...**  
the Arkansas Department of Education implements a comprehensive support and accountability system that measures many facets of student success and school quality that inform and sustain student learning ...



## Academic Standards

**State**

- Rigorous academic standards

Computer Science	English Language Arts	Fine Arts
Foreign Language	Library Media Services	Math
Physical Education & Health	Science	Social Studies
English Language Proficiency	Personal Finance	

## Statewide Student Assessment

### State

- Grades K-2 reading and mathematics
- Grades 3-12 statewide assessments in English language arts, mathematics, and science
- Arkansas Alternate Assessment (as applicable)
- Grades 10-12 College and career readiness assessment
- Grades K-12 English language proficiency exams for English Learners
- NAEP

### Federal (approved ESSA plan)

- Weighted Achievement Indicator is based on statewide assessment in English language arts and mathematics
- Value Added Growth indicator is based on student growth on statewide assessment
- School Quality Student Success Indicator includes reading on grade level, science achievement, science growth, ACT composite, and ACT readiness benchmarks.

## Equitable Access to Excellent Educators

### Effective Teacher –

- Consistently plans and prepares to meet the needs of all students;
- Establishes an environment most conducive for learning;
- Uses highly effective instructional practices;
- Communicates and collaborates effectively with all stakeholders;  
and
- Seeks continual professional growth and ethical professional practice.

## Equitable Access to Excellent Educators

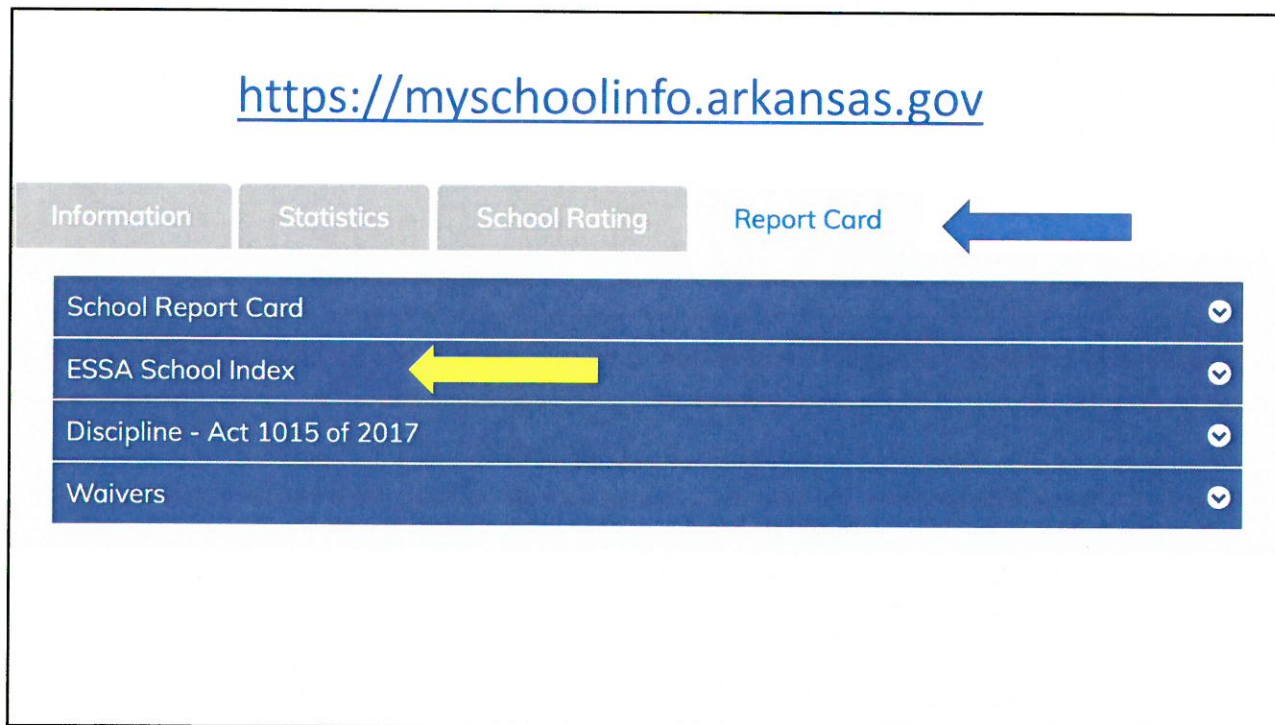
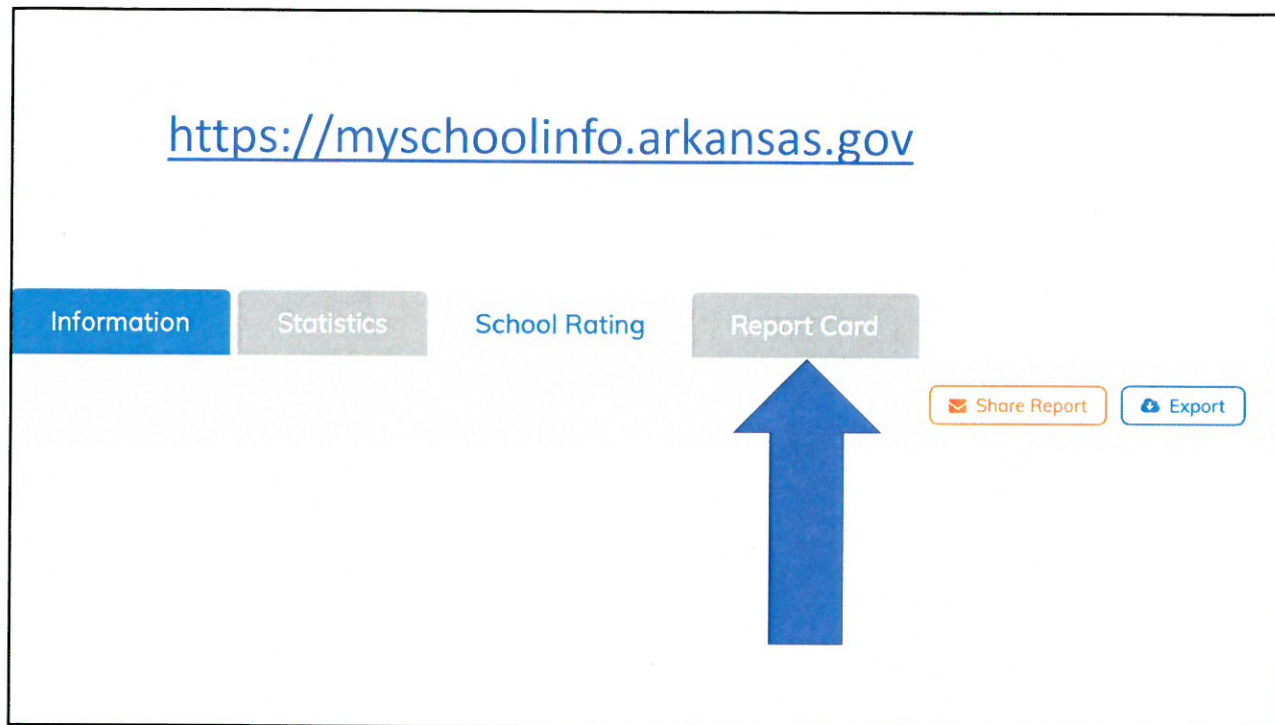
### Effective School Leader

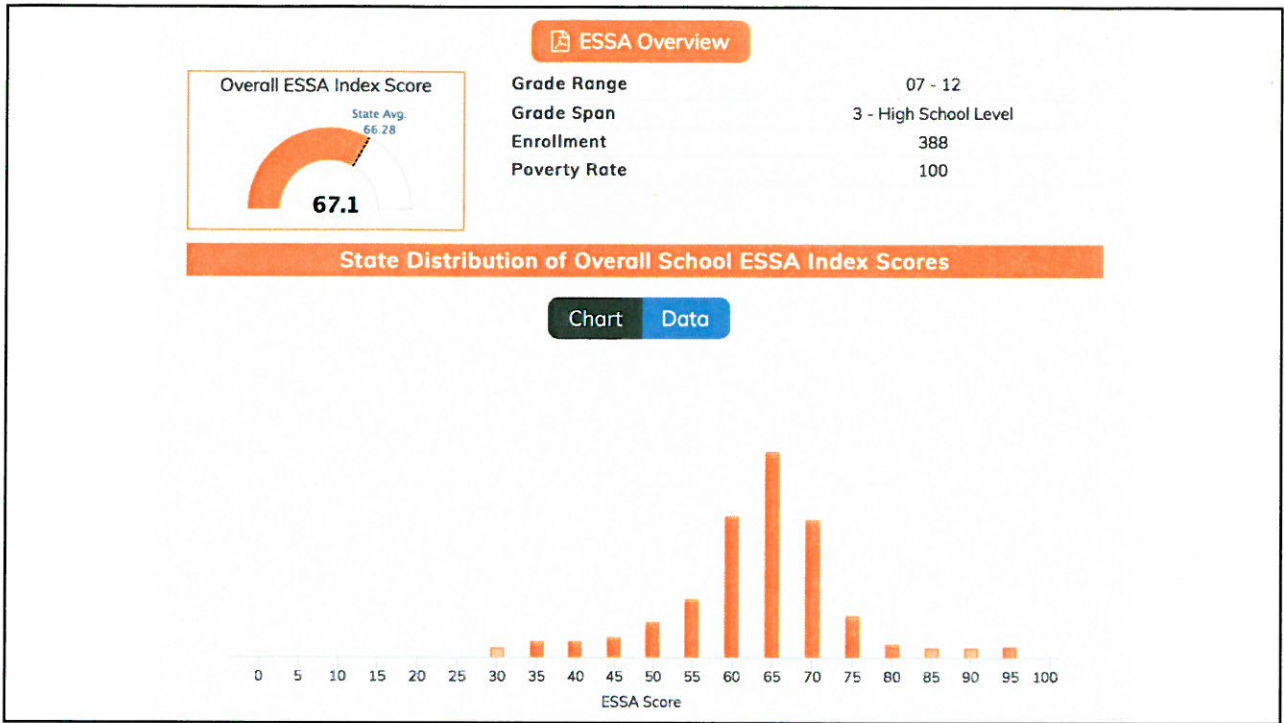
- Effectively supporting the professional growth of educational staff;
- Engaging all stakeholders in shared leadership to accomplish the vision;
- Modeling ethical professional behavior;
- Maintaining an equitable and culturally responsible environment;
- Supporting a rigorous curricular system;
- Effectively communicating and collaborating with the community and external partners; and
- Seeking continual professional growth.

## Accountability – ESSA School Index

ESSA School Index Indicator	Weight of Indicator Grade Spans K-5 and 6-8	Weight of Indicator Grade Span 912
Weighted Achievement	35%	35%
Student Growth	50%	35%
Graduation Rate	N/A	15% total <ul style="list-style-type: none"> <li>• 10% (4YR)</li> <li>• 5% (5YR)</li> </ul>
School Quality and Student Success	15%	15%







<https://myschoolinfo.arkansas.gov>

Information

Statistics

School Rating

Report Card

Share Report

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Public School Rating Score (State Accountability: A-F Letter Grade)

State  
Accountability

67.1

Public  
School  
Rating

C

Rating  
Scale

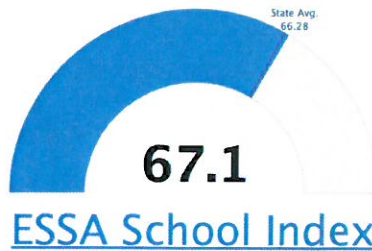
A = 73.22 and Above  
B = 67.96 - 73.21  
C = 61.10 - 67.95  
D = 52.95 - 61.09  
F = 0.00 - 52.94

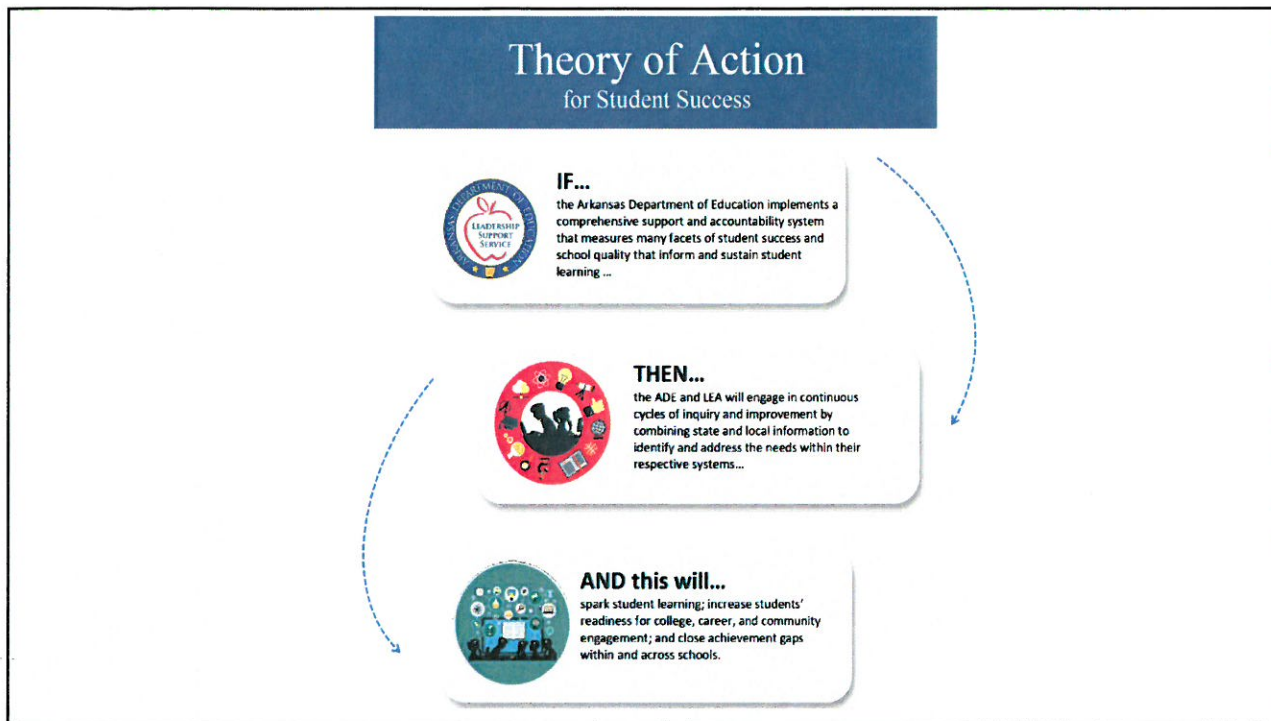
\* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

School Performance on the ESSA School Index Score (Federal Accountability)

All Students





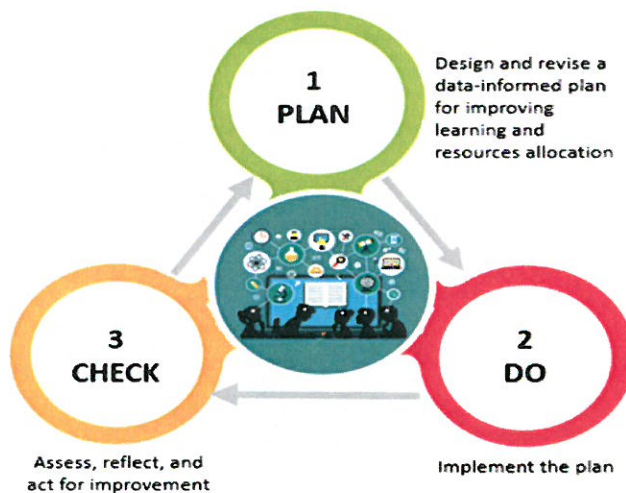
**THEN...**  
the ADE and LEA will engage in continuous cycles of inquiry and improvement by combining state and local information to identify and address the needs within their respective systems...

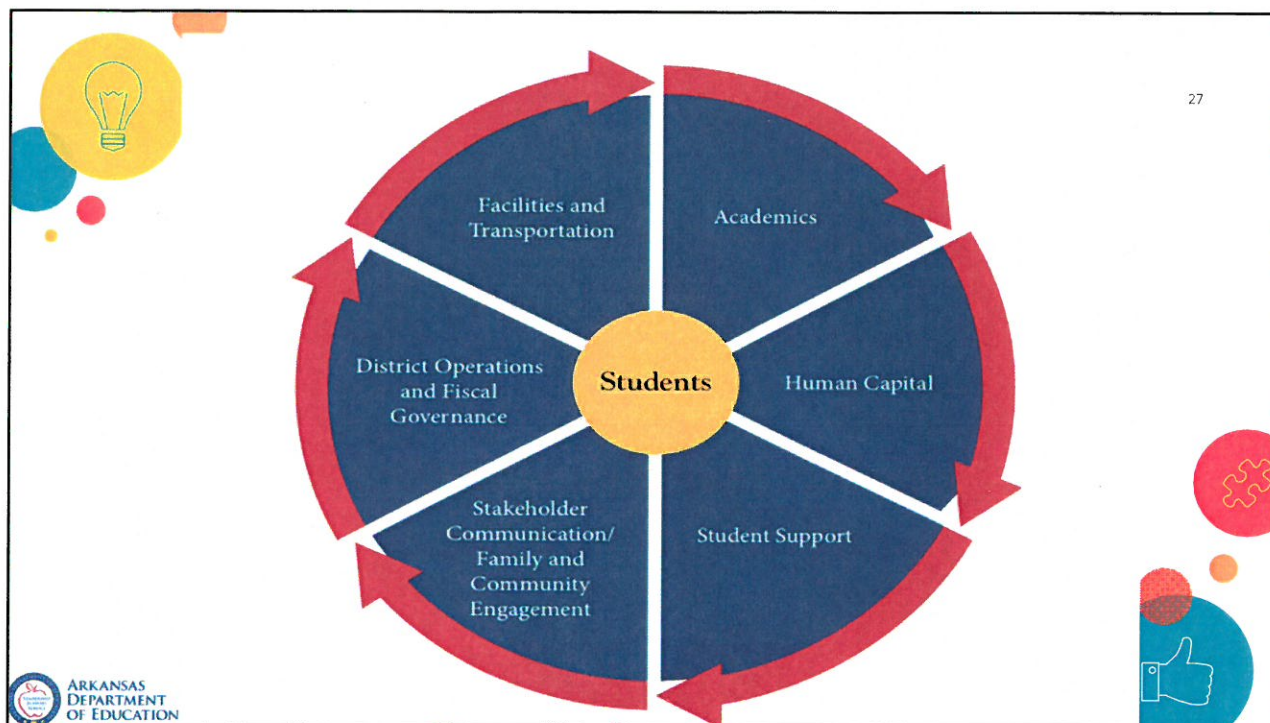
## Student Focused

### State

- 2018-2019, each student shall have a student success plan by the end of Grade 8, developed collaboratively by school personnel, the student, and parents and shall be updated annually
  - Pathways to graduation
  - Accelerated learning opportunities
  - Academic deficits and interventions
  - Planning for college and career

## *Continuous Cycle of Inquiry*





## District Support



### State

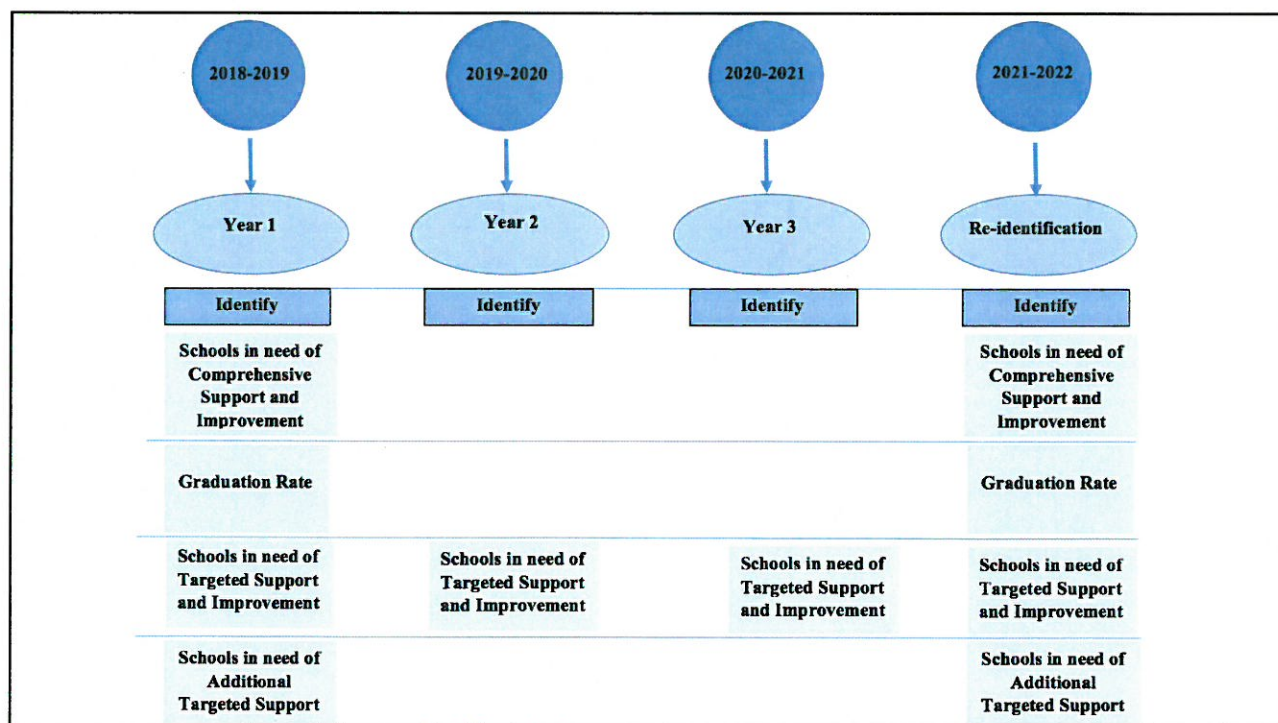
- Level 1 – General
- Level 2 – Collaborative
- Level 3 – Coordinated
- Level 4 – Directed
- Level 5 – Intensive


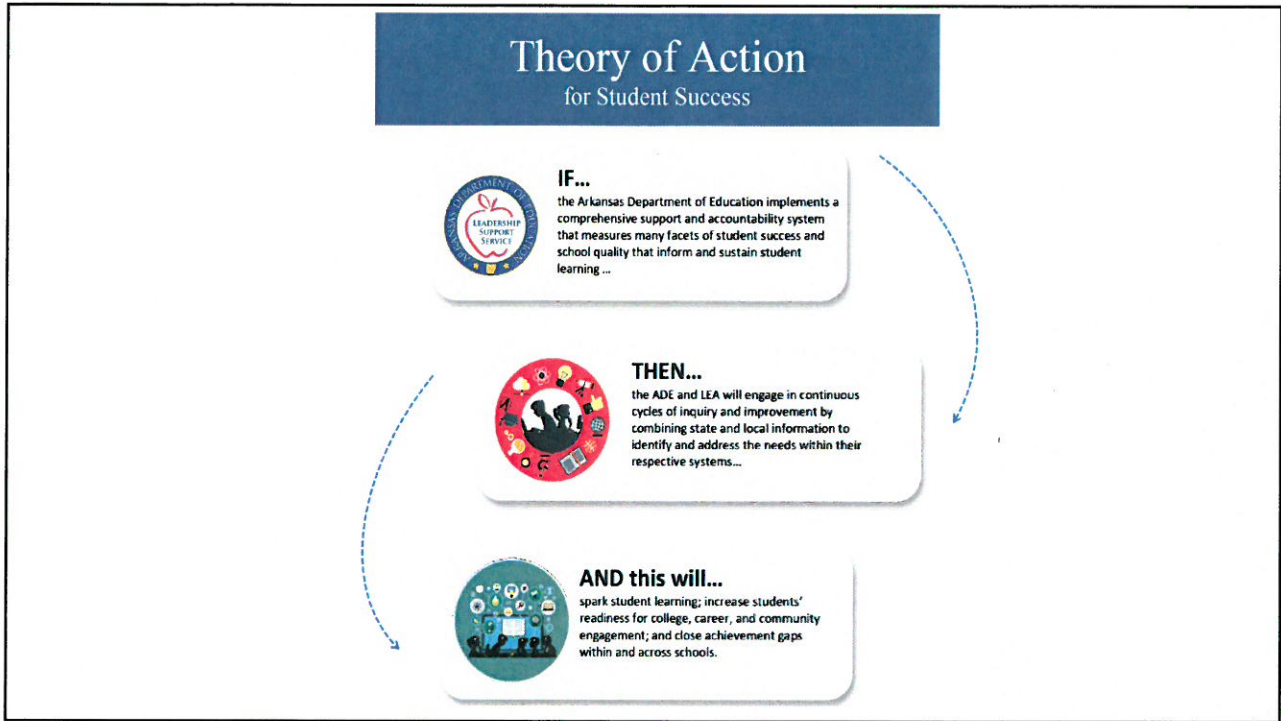
### Federal (approved ESSA plan)

- Identification of schools in need of comprehensive support and improvement
- Identification of schools in need of targeted support and improvement
- 1003 grants to districts that meet criteria

SUPPORT	General	Collaborative	Coordinated	Directed	Intensive
<b>General definition</b>	General support provides guidance and tools to assist LEA	Collaborative support provides minor or temporary technical assistance or personalization of a Department initiative or state expectations	Coordinated support provides technical assistance and monitoring. District support plan required.	Directed support includes directly guiding development and implementation of school-level plans, district support plan, resource allocation, monitoring and evaluation.	Districts are classified for intensive support by the State Board of Education based on Commissioner's recommendation
<b>District initiated</b>	Contacts for general questions and assistance regarding daily operations	District request for short term assistance	District request for long term assistance	District request for long-term guidance	District request for intensive guidance
<b>DESE initiated</b>		1003 planning grants	ACT 1082 - district in which 40% or more of students score in need of support on the prior year summative assessment for reading	ACT 1082 - district in which 50% or more of students score in need of support on the prior year summative assessment for reading	SBE directed support
<b>DESE requirement</b>	School improvement plans including literacy plan	School improvement plans including literacy plan  District support plan - upon request from DESE	School improvement plans including literacy plan  District support plan including district literacy plan - shall be approved by DESE	School improvement plans including literacy plan  District support plan including district literacy plan - shall work with DESE - plan shall be approved by DESE	School improvement plans including literacy plan  District support plan including district literacy plan - shall work with DESE - plan shall be approved by SBE

State Authority: <https://docs.google.com/document/d/1ivVX5KvYn-mTnt1Pi2vZI5qwyFe3FqvhCCpOwYyn3k/edit>

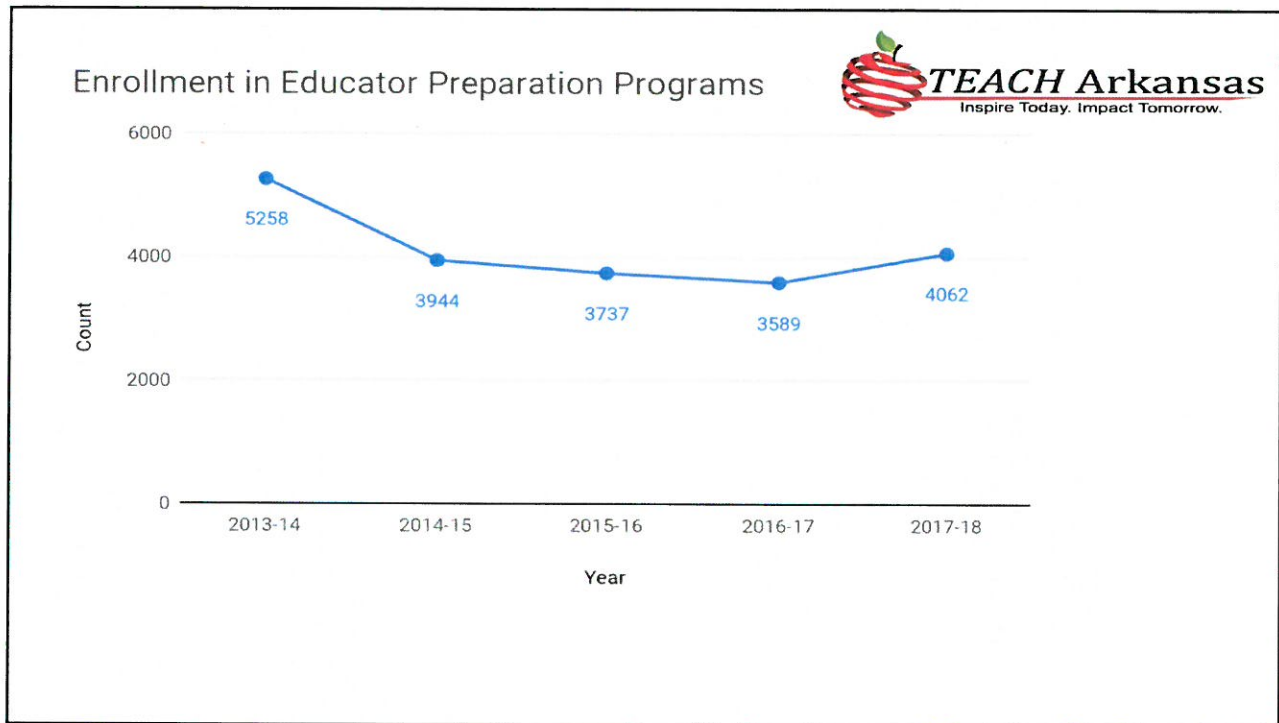




## **AND this will...**

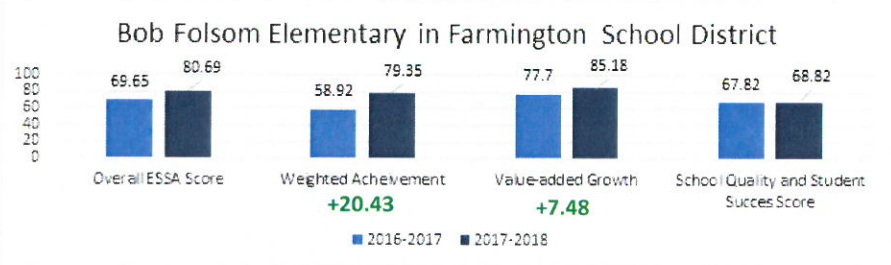
spark student learning; increase students' readiness for college, career, and community engagement; and close achievement gaps within and across schools.





## Accountability is Driving Improvement

- Two hundred seventy-five (275) schools improved their overall (all students) ESSA Index Score in 2018.
  - Improvements ranged from 5.0 points increases up to 11.04 point increases.
- Letter Grade Improvements
  - One hundred fifty-eight (158) schools improved their school rating by one letter grade between 2017 and 2018
  - Three (3) schools raised their letter grade by two (2) letter grades.
  - The schools recognized:
    - 69 elementary schools
    - 28 middle schools
    - 61 high schools



#### 2017 Weighted Achievement Score Details for All Students

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	45	15	0	60
Close (0.5)	15	17	16	32
Ready (1.0)	N<10	30	40	40
Exceeds (1.0 or 1.25*)	22	31	53	53
Totals			109	185

Weighted Performance Points Earned = (109 / 185) \* 100 = 58.92

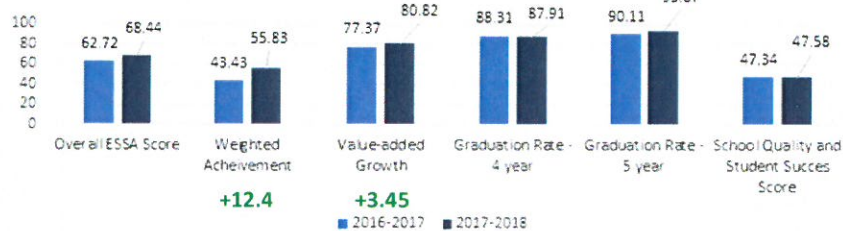
#### 2018 Weighted Achievement Score Details for All Students

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	24	N<10	0	32
Close (0.5)	11	15	13	26
Ready (1.0)	20	29	49	49
Exceeds (1.0 or 1.25*)	34	36	79.25	70
Totals			141.25	178

Weighted Performance Points Earned = (141.25 / 178) \* 100 = 79.35



Harmony Grove High School (Saline County) in Harmony Grove School District



Ouachita High School



