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

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

<table>
<thead>
<tr>
<th>NEW</th>
<th>WON'T SEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Student-focused Learning</td>
<td>□ Remediation</td>
</tr>
<tr>
<td>Systems</td>
<td>□ Academic Improvement Plans</td>
</tr>
<tr>
<td>□ Student Success Plans</td>
<td>□ School Improvement Status</td>
</tr>
<tr>
<td>□ Support for Educator Excellence</td>
<td>□ Labels &amp; Academic Distress</td>
</tr>
<tr>
<td>□ Five Levels of Support to</td>
<td>□ Adequate Yearly Progress</td>
</tr>
<tr>
<td>Districts</td>
<td></td>
</tr>
<tr>
<td>□ District Support Plans</td>
<td></td>
</tr>
</tbody>
</table>

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.
**Theory of Action**

for Student Success

**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...

**THEN...**
the ADT and LUA 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...

**AND this will...**
spark student learning, increase students’ readiness for college, career, and community engagement, and close achievement gaps within and across schools.

**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
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

<table>
<thead>
<tr>
<th>ESSA School Index Indicator</th>
<th>Weight of Indicator Grade Spans K-5 and 6-8</th>
<th>Weight of Indicator Grade Span 912</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Achievement</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Student Growth</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
<td>15% total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 10% (4YR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 5% (5YR)</td>
</tr>
<tr>
<td>School Quality and Student Success</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
https://myschoolinfo.arkansas.gov
ESSA Overview

Overall ESSA Index Score
State Avg: 67.1

Grade Range: 07 - 12
Grade Span: 3 - High School Level
Enrollment: 888
Poverty Rate: 100

State Distribution of Overall School ESSA Index Scores

Understanding School Value-Added Growth

Value-Added Growth Score: 79.56

School Value-Added Growth Score Plotted with Weighted Achievement Scores
Theory of Action for Student Success

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...

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...

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

THEN...
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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

1 PLAN
Design and revise a data-informed plan for improving learning and resources allocation

2 DO
Implement the plan

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

State Authority: https://docs.google.com/document/d/1ivVX5kVYn-mTNT1Pi2yZilSqwBFe3FqvhCCpOwYyn3k/edit

![Diagram](image-url)
**Theory of Action**

*for Student Success*

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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
Bob Folsom Elementary in Farmington School District

Overall ESSA Score 66.65, 80.69
Weighted Achievement +20.43
Value-added Growth +7.48
School Quality and Student Success Score 67.82, 68.82

2017 Weighted Achievement Score Details for All Students

<table>
<thead>
<tr>
<th>Performance Level and Multiplier</th>
<th>ELA - Students</th>
<th>Math - Students</th>
<th>Total Points</th>
<th>ELA + Math - Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Need of Support (6)</td>
<td>45</td>
<td>15</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Close (6.5)</td>
<td>15</td>
<td>17</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Ready (7.0)</td>
<td>N/A</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Exceeds (8.0 or 1.25%)</td>
<td>22</td>
<td>31</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>105</td>
<td>185</td>
<td></td>
</tr>
</tbody>
</table>

Weighted Performance Points Earned = (100 / 185) * 100 = 54.39

2018 Weighted Achievement Score Details for All Students

<table>
<thead>
<tr>
<th>Performance Level and Multiplier</th>
<th>ELA - Students</th>
<th>Math - Students</th>
<th>Total Points</th>
<th>ELA + Math - Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Need of Support (6)</td>
<td>24</td>
<td>15</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Close (6.5)</td>
<td>11</td>
<td>19</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Ready (7.0)</td>
<td>20</td>
<td>29</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Exceeds (8.0 or 1.25%)</td>
<td>34</td>
<td>36</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>141</td>
<td>178</td>
<td>319</td>
<td></td>
</tr>
</tbody>
</table>

Weighted Performance Points Earned = (141 / 178) * 100 = 79.35
Coming Soon!

October 15 – 2019 ESSA School Index