



Handout D1

2022 Adequacy Study

ACCOUNTABILITY



JUNE 2022



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Roadmap

- **Academic Accountability**
 - Every Student Succeeds Act (ESSA)
 - Arkansas Educational Support and Accountability Act
 - Letter Grade Rating System
 - Reward Schools
 - Schools on the Move
- **Special Education**
- **Fiscal Distress**
- **Facilities Distress**
- **School Choice**



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Academic Accountability



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Academic Accountability

- Every Student Succeeds Act
- Arkansas Educational Support and Accountability Act
- Letter Grade Rating System
- Reward Schools
- Schools on the Move



Every Student Succeeds Act (ESSA)



Every Student Succeeds Act


- Passed in 2015
- Reauthorization of Elementary and Secondary Education Act (1965)
- Replaced No Child Left Behind (2002)



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Every Student Succeeds Act

- Designed to provide states with additional flexibility to design accountability programs tailored to state needs
- States must submit an ESSA plan to the U.S. Department of Education
- Act 930 of 2017 codifies Arkansas's ESSA plan and repealed previous accountability system




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Every Student Succeeds Act

- Standards and Assessment
- Accountability
- Public Reporting
- Teachers
- School Funding




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ESSA-Standards and Assessment

- States must adopt challenging statewide academic content standards and statewide academic achievement standards that apply to all public schools
- States must have statewide, annual assessments aligned with academic standards



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ESSA-Accountability

- States must have a statewide accountability system based on state academic standards
- Must establish long-term goals for all students and each subgroup of students
 - Proficiency on annual assessments
 - High-school graduation rates
 - Percent of English-language learners making progress in English language proficiency



ESSA-Accountability

- Must establish a system for meaningfully differentiating all public schools in the state
- States must have a process for identifying Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools, and Additional Targeted Support Schools



ESSA-Accountability

- ESSA requires multiple indicators
 - Academic achievement (proficiency on state assessment)
 - Another academic indicator (for high schools, four-year graduation rate)
 - English proficiency
 - At least one other indicator of school quality or student success



ESSA-Public Reporting

- States must:
 - Describe accountability system
 - List schools identified for support and improvement
 - Include results of assessments, graduation rates, other indicators, progress toward goals, assessment participation rates, and percent of English learners achieving English-language proficiency



ESSA-Public Teachers

State plans must describe how the state will ensure that low-income and minority students are not taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers



Arkansas Educational Support and Accountability Act



Arkansas Educational Support and Accountability Act

- Act 930 of 2017
- State system to provide support to districts so they can assist schools in improving student performance
- DESE is responsible for developing and implementing a comprehensive accountability program



Arkansas Educational Support and Accountability Act

- Academic Standards
- Student Assessment
- Levels of Support
- School Improvement Plans and District Support Plans
- Student Success Plans
- Educator Excellence



Arkansas Educational Support and Accountability Act-Student Assessment

- State assessment system must contain
 - Developmentally appropriate measurements or assessments for kindergarten through grade two in literacy and mathematics
 - Assessments to measure English language arts, mathematics, and science as identified by the State Board
 - Assessment of English proficiency of all English learners, and
 - Assessments to measure college and career readiness
- No assessments in 2020 due to COVID-19



Arkansas Educational Support and Accountability Act-Levels of Support

- Districts may receive one of five levels of support from DESE
- In determining levels, DESE considers schools' ESSA designation (determined by ESSA Index Score), fidelity of implementation of school-level improvement plans and district support plans, fidelity of implementation of DESE directives, and school and district level data
- Districts may request to receive a particular level of support



Arkansas Educational Support and Accountability Act-Levels of Support

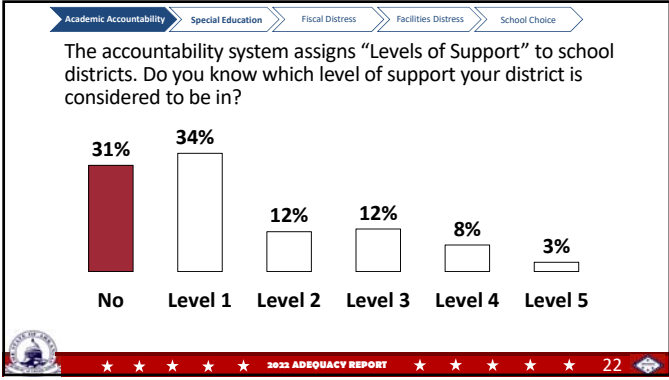
- Level 1—General Support (180)
- Level 2—Collaborative Support (3)
- Level 3—Coordinated Support (46)
- Level 4—Directed Support (28)
- Level 5—Intensive Support (5) (requires State Board approval)

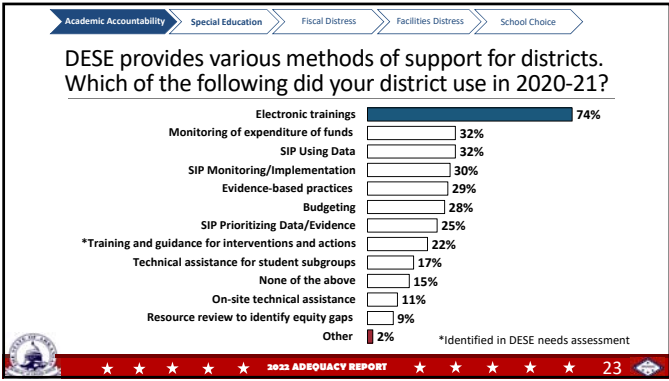


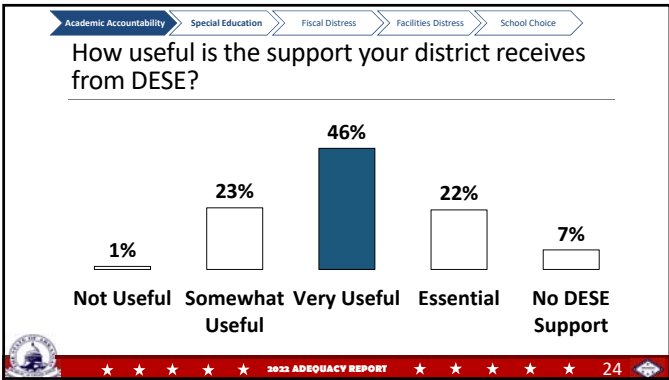
Arkansas Educational Support and Accountability Act-Levels of Support

- DESE must provide Level 3 support to districts in which 40 percent or more of the district's students score "in need of support" on the state's prior year summative assessment for reading
- DESE must provide Level 4 support to districts in which 50 percent or more of the district's students score "in need of support" on the state's prior year summative assessment for reading










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Arkansas Educational Support and Accountability Act- School Improvement Plans and District Support Plans

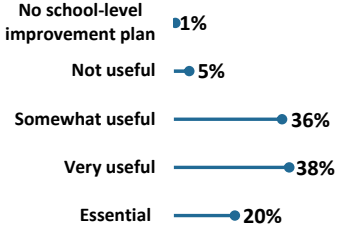
- Schools are required to develop school-level improvement plans by May 1 of each year
- School plans must be submitted to the district and posted on the district website by August 1
- Districts receiving Level 2 support or higher must develop districts plan of support by September 1
- Districts in Level 2 must submit to DESE at the request of the Secretary; districts in Level 3, 4, or 5 must submit to DESE
- In 2020-21, 258 districts submitted plans




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How useful is your school-level improvement plan in helping your school plan strategies for improving student achievement?



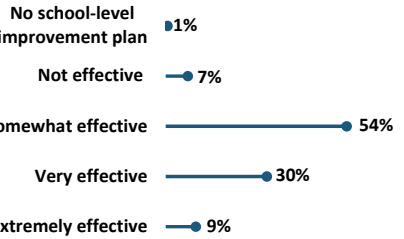
Usefulness	Percentage
No school-level improvement plan	1%
Not useful	5%
Somewhat useful	36%
Very useful	38%
Essential	20%




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How useful is your school-level improvement plan in improving student achievement?



Effectiveness	Percentage
No school-level improvement plan	1%
Not effective	7%
Somewhat effective	54%
Very effective	30%
Extremely effective	9%




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Arkansas Educational Support and Accountability Act-Student Success Plans

- Each student must have a student success plan by the end of 8th grade
- Developed by school personnel in collaboration with parents and students
- Must be reviewed and updated annually




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Please indicate which elements are included in the student success plans at your school.

Element	Percentage
Courses student will take high sch.	98%
Four- or two- year college planning	88%
Post-high school jobs	72%
Post-high school military service	64%
Civic volunteer roles	57%
Internships	41%
Other	4%




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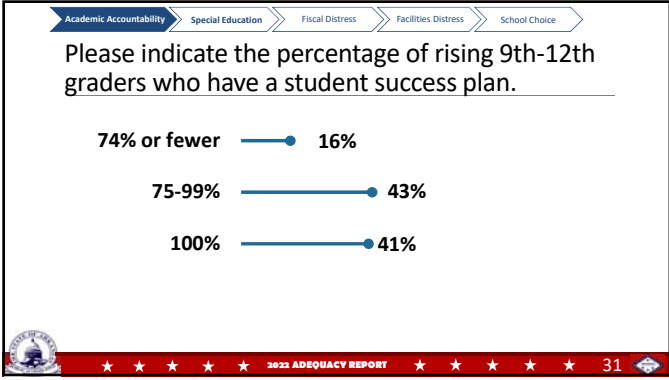
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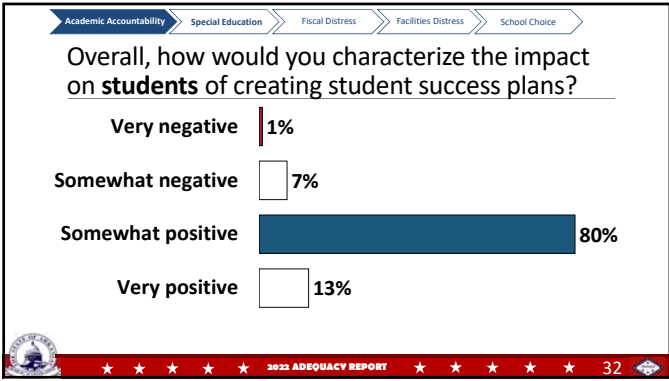
Who is involved in creating the student success plans?

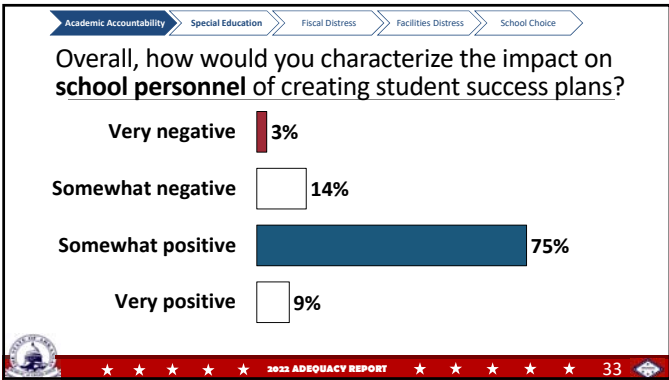
Role	Percentage
Counselor(s)	96%
Student	89%
Teacher(s)	71%
Parent(s)	68%
Administrator(s)	60%
Other	4%



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Arkansas Educational Support and Accountability Act-Educator Excellence

- State Board may promulgate rules to promote state’s goal of providing all Arkansas public school students with qualified and effective educators
- Districts are responsible for recruiting, hiring, retaining, and developing effective teachers and leaders by using programs provided by DESE




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Arkansas Educational Support and Accountability Act-Data Reporting


- DESE has multiple methods of communicating data to districts, schools, parents, and the public
- Annual school report cards—data on achievement, enrollment, college readiness, school environment, accreditation, graduation rates, remediation rates, retention, teacher quality, and school expenditures for each district



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Letter Grades




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Letter Grades

- School rating system
- Must be a multiple-measures approach including
 - Academic achievement on the annual statewide student assessment
 - Student growth on the annual statewide student assessment
 - School-level graduation rate or rates and
 - English-learner progress or growth in acquiring English
- In addition, the rating system must include at least one other indicator




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Letter Grades

- DESE uses the ESSA School Index, which contains the following indicators
 - Weighted achievement
 - School mean growth plus English learner growth
 - Adjusted Cohort Graduation Rate
 - School Quality and Student Success



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Indicator	Grade Level or Cohort for Points Available	Points for Student
Student Engagement	Grades K - 11	Point based on Chronic Absence (CA) risk level: CA < 5% = 1.0 Point 5 <= CA < 10% = 0.5 Point CA >= 10% = 0.0 Point
Science Achievement	Grades 3 - 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point
Science Growth	Grades 4 - 10	Using ACT Aspire Science Value-Added Score Percentile Rate VAS PR >= 75 = 1.0 Point 25 <= VAS PR < 75 = 0.5 Point VAS PR <= 25 = 0.0 Point
Reading at Grade Level	Grades 3 - 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point
ACT	Grade 12 Cycle 7 Enrollment	Best ACT Composite Score >= 19 = 1.0 Point Use best ACT score from prior 3 years.



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Indicator	Grade Level or Cohort for Points Available	Points for Student
ACT Readiness Benchmark	Grade 12 Cycle 7 Enrollment	ACT Reading ≥ 22 = 0.5 point ACT Math ≥ 22 = 0.5 point ACT Science ≥ 23 = 0.5 point Use best ACT score from prior 3 yrs. for each subject.
GPA 2.8 or better on 4.0 scale	Grade 12 Cycle 7 Enrollment	High school final GPA ≥ 2.8 = 1.0 Point
Community Service Learning Credits Earned	Grade 12 Cycle 7 Enrollment	1 or more SL credits earned = 1.0 Point Act 648 of 1993 course #496010 or other state approved courses Credits earned at any time during grades 9-12
On-time Credits	Grades 9 -11	Grade 9 completed ≥ 5.5 credit = 1.0 Point Grade 10 completed ≥ 11.0 credits = 1.0 Point Grade 11 completed ≥ 16.5 credits = 1.0 Point
Computer Science Course Credits Earned	Grade 12 Cycle 7 Enrollment	Credits earned ≥ 1 = 1.0 Point Credits earned at any time during grades 9 - 12
Adv. Placement/International Baccalaureate or Concurrent Credit Courses (ACE included)	Grade 12 Cycle 7 Enrollment	Credits earned ≥ 1 = 1.0 Point Credits earned at any time during grades 9 - 12



Component	Weight of Indicator within Index Grades K-5 & 6-8		Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement & Academic Growth	70% total with Weighted Achiev. accounting for half (35%) & School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%	Progress to English Language Proficiency	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners
Graduation Rate Indicator 4-Year Adjusted Cohort Rate 5-Year Adjusted Cohort Rate	NA		15% total 4-Yr = 10% 5-Yr = 5%
School Quality and Student Success Indicator	15%		15%



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Letter Grade	Elementary	Middle School	High School	
A	79.26 <= Score	75.59 <= Score	73.22 <= Score	
B	72.17 - 79.25	69.94 - 75.58	67.96 - 73.21	
C	64.98 - 72.16	63.73 - 69.93	61.10 - 67.95	
D	58.09 - 64.97	53.58 - 63.72	52.95 - 61.09	
F	Score < 58.09	Score < 53.58	Score < 52.95	

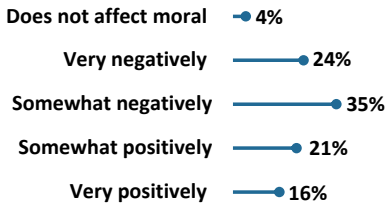


Letter Grades

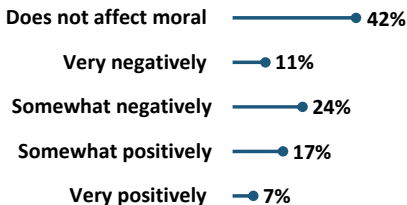
- The U.S. Department of Education granted Arkansas a waiver from assessment, accountability, and reporting ESSA requirements for the 2019-2020 school year due to COVID-19
- DESE was unable to calculate ESSA School Index scores for 2019-2020; no schools received letter grades
- Arkansas conducted assessments in the 2020-21 school year and calculated ESSA School Index scores
- Act 89 of 2021 suspended public school ratings system for 2020-21 school year; DESE did not issue letter grades



The Arkansas Division of Elementary and Secondary Education assigns a letter grade to each school based on the school's ESSA School Index score. How does the school letter grades affect morale among **STAFF** at the school?




The Arkansas Division of Elementary and Secondary Education assigns a letter grade to each school based on the school's ESSA School Index score. How does the school letter grades affect morale among **STUDENTS** at the school?



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Reward Schools



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Reward Schools

- Arkansas School Recognition Program
- Provides financial awards to school experiencing high student performance and high student growth
- \$100 per student in the top 5% of all state public school in student performance or student growth
- \$50 per student between the top 5% and the next 5% of all state public schools in student performance or student academic growth




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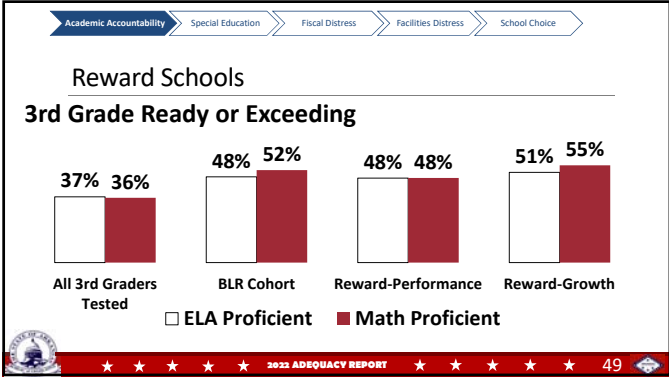
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Reward Schools

- 101 performance Reward Schools
- 99 growth Reward Schools
- Total award for 2021 was \$6,871,250
- Awards may be distributed on a pro rata basis based on available funding



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Schools on the Move

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- ### Schools on the Move
- DESE program celebrating schools that demonstrate improvement on recent state and federal accountability reports
 - ESSA Index score, weighted achievement score, value-added growth score
 - 2021—no identification based on letter grades
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Special Education

Special Education Individuals with Disabilities Education Act

Free, appropriate public education in the least restrictive environment for children with disabilities ages 3 to 21

- 1. Results
- 2. Compliance

Special Education IDEA Part B Assessment – Results Indicators

- Pct. 4th and 8th Grade Students Participating in ACT Aspire
- Pct. 4th and 8th Grade Students Included in NAEP
- Pct. 4th and 8th Grade Students Scoring Basic or Above on NAEP
- Pct. Students Who Dropped Out
- Pct. Students Graduated with Diploma

Special Education

IDEA Part B Assessment – Compliance

- Significant discrepancies, by race and ethnicity, in suspension and expulsion rates
- Disproportionate representation of racial and ethnic groups in special education, related services, and specific disability categories due to inappropriate identification
- Timely initial evaluation
- IEPs by 3rd Birthday
- Secondary transition
- Timely & Accurate State-Reported Data
- State Compliant Decisions
- Timely Due Process Hearing Decisions
- Longstanding Noncompliance



Special Education

Year Issued	Results and Compliance Overall Scoring	
	Results	Compliance
2017	50%	100%
2018	50%	95%
2019	50%	75%
2020	66.67%	95%
2021	50%	90%



Special Education

IDEA Determinations

- Meets the requirements and purposes of IDEA
- Needs assistance in implementing the requirements of IDEA
- Needs intervention in implementing the requirements of IDEA
- Needs substantial intervention in implementing the requirements of IDEA



Special Education

Year Issued	Results-Driven Accountability Percentage and Determination	
	Percentage	Determination
2017	75.00%	Needs Assistance
2018	72.50%	Needs Assistance
2019	62.50%	Needs Assistance
2020	80.83%	Meets Requirements
2021	70.00%	Needs Assistance

Special Education

Top NAEP States	IDEA Part B 2021 Determination
Massachusetts	Meets Requirements
New Jersey	Meets Requirements
New Hampshire	Meets Requirements
Minnesota	Meets Requirements
Wyoming	Meets Requirements
Virginia	Meets Requirements
Vermont	Needs Assistance (One-Year)
Indiana	Meets Requirements
Connecticut	Meets Requirements
Utah	Meets Requirements

Special Education

Top SREB States	IDEA Part B 2021 Determination
Virginia	Meets Requirements
Florida	Meets Requirements
Maryland	Needs Assistance (Two or More Consecutive Years)
North Carolina	Needs Assistance (One-Year)
Kentucky	Meets Requirements
Georgia	Needs Assistance (One-Year)
Tennessee	Meets Requirements
Texas	Needs Assistance (Two or More Consecutive Years)

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Special Education

Contiguous States	IDEA Part B 2021 Determination
Missouri	Meets Requirements
Tennessee	Meets Requirements
Texas	Needs Assistance (Two or More Consecutive Years)
Oklahoma	Meets Requirements
Arkansas	Needs Assistance (One-Year)
Mississippi	Needs Assistance (Two or More Consecutive Years)
Louisiana	Needs Assistance (Two or More Consecutive Years)

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Fiscal Distress

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Fiscal Distress


- Fiscal Assessment and Accountability Program
- Identifies and corrects school districts that are struggling to maintain fiscal stability
- Act 929 of 2019

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Fiscal Distress

- Early Warning
- Identification and Classification
- Sanctions and Corrective Actions
- Removal
- Districts in Distress




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Fiscal Distress-Early Warning

- Two or more nonmaterial indicators of fiscal distress that could put the district at risk of intervention
- Nonmaterial indicator—something that does not directly jeopardize the fiscal integrity of a school district but has the potential to put the district in distress
- Districts in early warning must comply with all requirements of State Board and receive written approval from DESE before incurring debt




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Fiscal Distress-Identification and Classification

- DESE identifies districts in distress and notifies districts
- State Board votes to classify districts in distress
- Districts may appeal to the State Board



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Fiscal Distress-Indicators

- Declining balance determined to jeopardize the fiscal integrity of the district
- An act or violation determined to jeopardize the fiscal integrity of the district
- Material failure to comply with Arkansas Code 6-20-1913, which concerns the minimum qualifications for a general business manager

Fiscal Distress-Indicators

- Material failure to comply with reporting, debt approval, or other requirements placed on a public school district that has been returned to local control
- Any other fiscal condition of a school district deemed to have a detrimental negative impact on the continuation of educational services by the district

Fiscal Distress-Sanctions and Corrective Actions

- Districts must
 - File an improvement plan with DESE
 - Allow on-site technical evaluations and other assistance conducted by DESE
 - Adhere to recommendations from DESE
 - Report the reason for fiscal distress to the newspaper
 - Obtain written permission from DESE before incurring additional debt
- DESE and the State Board may take action

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Fiscal Distress-Sanctions and Corrective Actions

- Removing and replacing superintendent
- Suspending or removing local school board
- Requiring fiscal training for the district staff or local board
- Monitoring the fiscal operations and accounts of the district
- Petitioning to the SBOE to annex, consolidate, or reconstitute the district

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Fiscal Distress-Sanctions and Corrective Actions

- Require reassignment of some or all of the staff of the district
- Require reorganization, closure, or dissolution of one or more of the district's schools
- Taking any other action allowed by law that is deemed necessary to assist a school district in removing the classification of fiscal distress

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Fiscal Distress-Sanctions and Corrective Actions

- Imposing additional reporting requirements on the district
- Authorize an individual appointed to the school district to remove, replace, reassign, or suspend public school district personnel in accordance with state law
- Suspend on a temporary basis some or all of the powers and duties granted to the current public school district board of directors but allow the board of directors to continue to operate under the direction and approval of the Commissioner

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Fiscal Distress-Removal

- School district must demonstrate that all causes of fiscal distress have been corrected
- School district must not have experienced any additional indicators of fiscal distress
- State Board must vote to remove
- If not removed within 5 years, State Board must vote to annex, consolidate, or reconstitute, unless the district is unable to be removed due to conditions beyond its own control



Fiscal Distress-Districts in Distress

- Dollarway (annexed to Pine Bluff July 1, 2021)
- Earle
- Lee County
- Marvell-Elaine (removed from fiscal distress Sept. 2021)
- Pine Bluff



Fiscal Distress-Dollarway

- Classified in fiscal distress April 14, 2016
- Declining balances and material audit findings
- Already in state takeover for academic distress (later changed to district in need of Level 5)
- Annexed to Pine Bluff effective July 1, 2021



Fiscal Distress-Earle

- Classified in fiscal distress August 31, 2017
- Material audit exceptions or violations and acts or violations determined to jeopardize fiscal integrity of district
- Placed in state takeover November 6, 2017
- Receiving Level 5 support at request of district and DESE (with approval of State Board)



Fiscal Distress-Lee County

- Classified in fiscal distress May 9, 2019
- Declining fund balance and material audit exceptions or violations
- Already in state takeover for probationary status for accreditation



Fiscal Distress-Marvell-Elaine

- Classified in fiscal distress April 11, 2019
- Declining fund balance and conduct of district's business manager
- State Board voted to removed district from distress in Sept. 2021



Fiscal Distress-Pine Bluff

- Classified in fiscal distress Sept. 18, 2019; also placed in state takeover
- Declining fund balances, projections that district would be in the red financially at the end of the school year, IRS penalties, late submissions to teacher retirement, reductions in funding due to declining enrollment
- Classified as in need of Level 5 support on Nov. 8, 2018



Facilities Distress



Facilities Distress

- Created under Act 1426 of 2005
- State's mechanism for intervening when districts do not provide adequate academic facilities or comply with facilities rules



Facilities Distress-Compiling Facilities Information

- Random, unannounced on-site inspections of all academic facilities in the state
- Superintendents must report if districts has experienced two or more indicators of facilities distress that are nonmaterial but could result in facilities distress classification if not addressed
- School districts must use the Computerized Maintenance Management System

Facilities Distress-Early Intervention

- Address facility issues before a district is classified in facilities distress
- Division must notify superintendents when they have identified two or more indicators of fiscal distress that, while nonmaterial, could place the district in facilities distress if not addressed

Facilities Distress-Identification and Classification

- Division of Public School Academic Facilities and Transportation recommends that facilities be classified
- Commission for Arkansas Public School Academic Facilities and Transportation classifies

Facilities Distress-Identification and Classification

- Material failure to properly maintain academic facilities
- Material violation of local, state, or federal fire, health or safety code provisions or law
- Material violation of applicable building code provisions or law
- Material failure to provide timely and accurate facilities master plans to the Division

Facilities Distress-Identification and Classification

- Material failure to comply with state law governing purchasing, bid requirements or school-construction related laws or rules in relation to academic facilities projects
- Material default on any school district debt obligation
- Material failure to plan and progress satisfactorily toward accomplishing the priorities established by the Division and the approved school district's facilities master plan

Facilities Distress-Requirements

- Districts must submit facilities improvement plans
- Division may provide on-site technical evaluation and assistance and make written and binding recommendations to the superintendent
- Districts or schools may apply for a loan from the Division
- Division may impose sanctions

Facilities Distress-Removal

- Division must certify that school or district has corrected all issues that caused it to be in facilities distress
- Commission must approve the Division's recommendation for removal
- A school district that cannot be removed within five years must be consolidated, annexed, or reconstituted, but State Board may grant additional time if it determines that the School or district could not be removed due to external forces beyond the control of the school or district



Facilities Distress-Districts in Distress

- No individual schools
- Hermitage School District
 - Placed in facilities distress in 2008
 - Building code and procurement law violations
 - Removed in 2009



School Choice



Public School Choice Act of 2015

- Act 560 of 2015
- Allows students in Arkansas to attend a school in a nonresident district
- Districts are required to participate (unless under federal desegregation order or plan)
- Limited to 3% of enrollment

Public School Choice Participants' Race & Ethnicity 2020-21

Black	1,549
White	18,370
Asian	165
Hispanic	1,072
Native American/Alaskan Native	117
Native Hawaiian/Pacific Islanders	114
2 or more races	609

Public School Choice Participants' Gender 2020-21

Male	10,690
Female	10,345

Opportunity Public School Choice Act

- Act 35 of the 2nd Extraordinary Session of 2003; Act 754 of 2019
- Allows students attending a school in a district classified by the State Board as being in need of Level 5 Intensive Support or a public school with a rating of "F" to transfer
- School districts must participate (unless under federal desegregation order or plan)



Opportunity Public School Choice Participants' Race and Ethnicity 2020-21

Black	165
White	103
Asian	3
Hispanic	5
Native American/Alaskan Native	0
Native Hawaiian/Pacific Islanders	0
2 or more races	6



Opportunity Public School Choice Participants' Gender 2020-21

Male	111
Female	121



Facilities School Choice

- Students attending a district in facilities distress are allowed to transfer to a school district not in facilities distress
- Students must comply with the provisions of the Public School Choice Act of 2015



Questions

ACCOUNTABILITY