Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

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September 15, 2017

Secretary of Education DeVos:

On behalf of the dedicated team members of the Arkansas Department of Education, I am pleased to submit the Arkansas State Plan in accordance with the Every Student Succeeds Act.

This document reflects work that began prior to the passage of the Every Student Succeeds Act. In 2015 the Arkansas team began engaging with stakeholders to determine how our agency could better support students, educators, school and district leaders, and communities in their efforts to improve student outcomes. It was our intent to maximize the flexibility offered under No Child Left Behind to rethink our approach to accountability, moving from a compliance-focused system to one of support. Our goal is to unleash the professionalism and creativity of educators to provide student-focused learning opportunities for all students. The passage of the Every Student Succeeds Act provided an accelerated path for this goal to be realized, and we are excited about the results we expect to see in the coming years.

The feedback we received from stakeholders led us to redefine our agency Vision and Mission.

> 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.

These declarations, together with our Values and Goals, succinctly define who we are, what we do, and where we want to be. They are driven by the principle of equity. We believe every student, regardless of geography, income, gender, race, ethnicity or disability must be supported in that learning. This is the foundation of the Arkansas State Plan.

While the elements outlined in this document build on what has been learned under past accountability systems, we see it as a beginning. We have initiated a system of stakeholder engagement that will continue beyond the submission of the Arkansas State Plan. It will lead to continuous improvement in our schools and lifelong learning opportunities for our students. Through this process, we are convinced that transformation will occur…and we believe it is already occurring.

Sincerely,

Johnny Key
Commissioner of Education

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By signing this document , I assure that: To the best of my knowledge and belie f, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary , including the assurances in ESEA section 8304. Cons is ten t with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private scho ol children and teachers.	
Authorized SEA Representative (Printed Name) Johnny Key	Telephone: 501-682-4203
Johnny Key	Date: January 16, 2018
Governor (Printed Name) Asa Hutchinson	Date SEA provided plan to the Governor under ESEA section 8540: August 1, 2017
Signature of Governor Asa Hutchinson	Date: September 14, 2017

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es), which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
☐ Title I, Part C: Education of Migratory Children
☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☐ Title II, Part A: Supporting Effective Instruction
☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Title IV, Part A: Student Support and Academic Enrichment Grants
☐ Title IV, Part B: 21st Century Community Learning Centers
☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)[1]

The Arkansas Department of Education (ADE) facilitates the revision of challenging state academic standards every six years. In 2015, the schedule was altered to revise the standards for math and English language arts during the same period as directed by the recommendations from the Governor's Council on Common Core Review. The Council conducted numerous hearings and received public feedback regarding standards and assessments. The Council, chaired by the Lieutenant Governor, was comprised of educators, administrators, parents, business owners, and recent students. The Council proposed recommendations to the Governor's Office to revise the math and English language arts standards and change the state assessment to ACT Aspire®. In addition, the State Board of Education endorsed the Next Generation Science Standards to inform revision of the Arkansas K–12 Science Standards, which was undertaken as a multi-year process and overlapped the revision of the Common Core State Standards. The ADE has resumed the six-year revision cycle for state academic standards.

Arkansas statutes Ark. Code Ann. § 6-15-2905 and §6-15-2906 (2017) describe the responsibilities of the Arkansas State Board of Education regarding development and implementation of challenging academic standards to prepare students for college, career, and community engagement. Current legislation and rules direct the ADE to appoint committees to write and revise academic courses based on the Arkansas Academic Standards. Each academic standards revision committee consists of teachers and instructional supervisory personnel from public schools, with assistance from educators from institutions of higher education. The committees meet periodically to review, revise, and update the Arkansas Academic Standards.

The academic standards revision committee members are recommended by district- and/or building-level administrators and represent K–12 educators from five regions in Arkansas: northwest, northeast, southwest, southeast, and central. Educators from small, medium, and large districts collaborate to create challenging academic standards that meet the diverse needs of all students across Arkansas to prepare them to graduate college and career ready. Educators from institutions of higher education and early childhood also serve on the committees to ensure alignment for pre-kindergarten through post-secondary education (P-16).

Revision committee members consult a variety of documents to inform the revision process, such as international learning expectations, international assessments, national assessments, professional standards, other states' standards, expert reviews, and community feedback surveys. Before and after the revision process, the general public provides input about the standards through community feedback surveys. The feedback surveys inform the revision of the standards. The revision committee members focus on writing the standards that prepare students for success after high school in institutions of higher education or careers. The committees look for alignment and connections across

[1] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time

content areas, highlighting crosscutting concepts and disciplinary literacy skills within content standards in all subjects. Arkansas colleges have predominately used the ACT® for college placement and remediation decisions. The ACT college and career ready domains and alignment were considered during the revision of the English language arts and math standards.

Arkansas provides a variety of assessments that can be used within the accountability system, as noted in Table 1. As Arkansas moves to a system of multiple measures, the following assessments could be used to measure achievement, growth, and/or percent

tested. The ADE will use the italicized assessments for the math and the English language arts required assessments for the academic achievement indicator in the support and accountability system. Table 1 includes the assessments currently available; Table 2 provides additional options.

Table 1. **Assessments Available for Use by Arkansas to Measure Achievement and/or Growth**

Grade	Assessment	State Use
3–8	ACT Aspire®	**Achievement and Growth** • *English Language Arts (English, reading, writing)* • *Mathematics* • Science (SQSS indicator)
9–10	ACT Aspire®	**Achievement and Growth** • *English Language Arts (English, reading, writing)* • *Mathematics* • Science (SQSS indicator)
Alternate Assessment for Students with Significant Cognitive Disabilities	Multi-State Alternative Assessment 2017-2018 Arkansas Alternate Portfolio Assessment 2017-2018 Dynamic Learning Maps under consideration for 2018 and forward	**Multi-State Alternative Assessment (MSAA)** • *English Language Arts (English, reading, writing)* • *Mathematics* **Arkansas Alternate Portfolio Assessment** • Science portfolio (SQSS indicator) **Dynamic Learning Maps** • *English Language Arts, grades 3–10* • *Math, grades 3–10* • Science, grades 3–10 (SQSS indicator)
11	The ACT®	**Achievement** • Percent meeting ACT College Readiness Benchmark
K-12	English Language Proficiency Assessment for 21st Century (ELPA21)	Achievement and Growth • Percent on track to English language proficiency • ELP Value- Added Growth

Table 2. **Other Assessment Options Available**

Grade	Assessment	Planned Future Use
K–2	Northwest Evaluation Association (NWEA) I-Station Renaissanc	~~**Achievement and/or**~~ **Growth** Reading and math scores from the spring administration only will be used to set baseline for 3rd grade growth in ELA and math.

Grade	Assessment	Planned Future Use
High School	WorkKeys ASVAB (Armed Services Vocational Aptitude Battery) Industry Recognized Certifications PSAT	• Met level criteria • Met Armed Services Qualifications • Demonstrated competencies within certification requirements • Advanced Placement potential

2. **Eighth Grade Math Exception** ***(ESEA section 1111(b)(2)(c) and 34 CFR § 200.5(b)(4))***

i. *Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?*

□ Yes

☒ No

ii. *If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:*

a. *The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;*

b. *The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111 (c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;*

c. *In high school:*

1. *The student takes a state-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;*
2. *The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and*
3. *The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.*

□ Yes

☒ No

iii. *If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.*

3. **Native Language Assessments** ***(ESEA section 1111(b)(2)(F) and 34 CFR 200.6(f)(2)(ii))***

i. *Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.*

Arkansas closely monitors the numbers of students who come from homes where a language other than English is used. For the purposes of ESSA, Arkansas is defining a language other than English to be present to a significant extent when the number of students speaking that language exceeds 15%, or the most populous language within the state, of the total student population. In 2016-17, the total student population in Arkansas

was 477,268. The following table provides the top 5 languages other than English spoken by Arkansas students.

Table 3 Languages Other than English Spoken by Arkansas Students

Language	# of Students	% of Students
Spanish	35967	7.5%
Marshallese	2907	0.6%
Vietnamese	541	0.1%
Arabic	433	0.1%
Laotian	395	0.1%

In addition, stakeholders in the English Learner Advocate/Advisory Group stated that the primary group of students for whom native language assessment may be appropriate would be those English Learners who are scoring at the "Emerging" level on the summative ELPA21. For the Spring 2017 ELPA21, only 9% of all English Learners scored at the "Emerging" level. Of that 9% of English Learners, 2,827 were coded as Hispanic. That represents only 0.6% of the total student population that would most potentially benefit from offering a native language assessment.

English has been established as the official instructional language of Arkansas, and instruction in the public schools must be conducted in English unless the nature of the course would otherwise require. Ark. Code Ann. § 6-16-104 (2017) states that "the basic language of instruction in the public school branches in all the schools of the state, public and private, shall be the English language only", and Ark. Code Ann. § 1-4-117 (2017) states, "The English language shall be the official language of the state of Arkansas."

ii. *Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.*

Arkansas will develop or contract to provide statewide assessments when an English Learner subgroup reaches 15%. This decision was made after consulting with The English learner Advocate/Advisory group.

iii. *Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.*

No assessments were identified as needed at this time.

iv. *Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing*
   a. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);* The

state will continue to monitor student *language data, to determine if an assessment in another language is needed.*

b. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and Appendix: Percent of students identified as Language other than English.*

c. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

Spanish is the largest language group present in Arkansas. Once we have the number of Spanish speaking students reach the threshold of 15%, Arkansas would adjust the ACT Aspire contract to make the Spanish versions of the ACT Aspire available to students for whom the individual student's Language Proficiency and Assessment Committee (LPAC) deems it appropriate. LPACs would be required to follow ADE guidelines regarding language of assessment, which would be developed in conjunction with stakeholders.

Arkansas does recognize the value of providing native language supports to English Learners as they are in the process of acquiring English. On the ACT Aspire in grades 3-10, Arkansas currently offers the opportunity for students to utilize the following native language supports: Word-to-Word dictionaries utilizing the vendor approved list or ADE can approve dictionaries not on the list if the district certifies that the student uses the dictionary on a regular basis in the instructional environment; Spanish language general directions - provided by the vendor; and, other language general directions - districts can translate general directions into other languages following an ADE process.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111*(c) *and (d))*

Overview of the Vision for Excellence in Education and the Framework for the Arkansas Educational Support and Accountability System

The passage of the Every Student Succeeds Act (ESSA) in December 2015 ushered in an unprecedented opportunity to reframe state support and accountability systems within states' unique contexts, enabling each state to personalize its approach to ensuring equity, access, and opportunity for all of its students. Specifically, the purpose of the Every Student Succeeds Act (2015) is to "provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." At the state level, Article 14, §1 of the Arkansas Constitution requires Arkansas to provide a general, suitable, and efficient system of free public schools to all children of the state. Further, the Arkansas Supreme Court in *Lake View School District No. 25 v. Huckabee* (2002) noted it is the absolute duty of the state of Arkansas to provide all public school children with a substantially equal opportunity for an adequate education.

When the ADE responded to state and federal statutory requirements in the early 2000s, the approach to support and accountability was focused primarily on ensuring adequacy following the passage of No Child Left Behind (2001) and the Arkansas Supreme Court rulings in 2002 and 2004. In contrast, the Arkansas Educational Support and Accountability System described in this ESSA plan reflects the ADE's new vision—a Vision for Excellence in Education (Vision)—which moves beyond adequacy to excellence. The Vision capitalizes on the unique opportunity that the ADE and local education agencies (LEAs) have under ESSA (2015) and Arkansas Educational Support and Accountability Act (2017). The ADE and LEAs have reimagined support and accountability to create student-focused learning systems that integrate federal, state, and local efforts and resources ensuring all students have access to opportunities for success.

Vision for Excellence in Education

As indicated in the Vision, the ADE is transforming Arkansas to lead the nation in student-focused education so that every student graduates ready for college, career, and community engagement. The Vision has five specific goals (Figure A). The first four goals are student-focused. The fifth goal sets the tone for the leadership, support, and service the ADE will provide to LEAs through development of ADE personnel

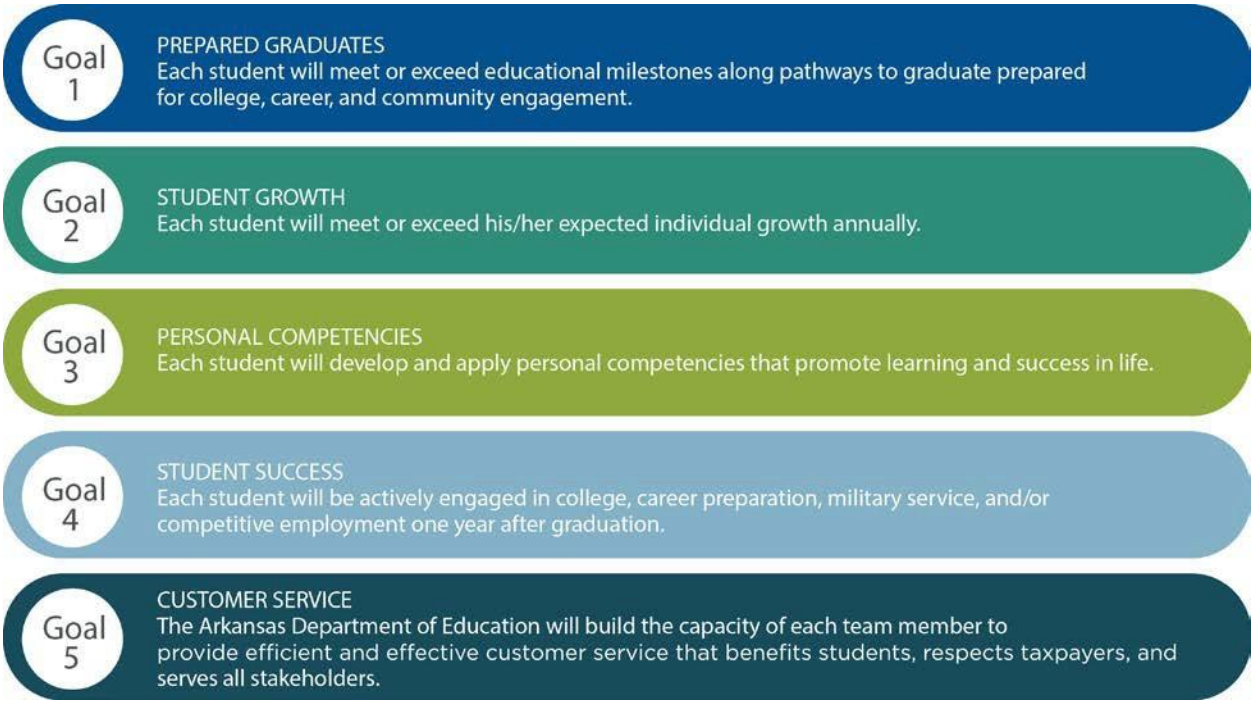

Figure A. **Goals for the Vision for Excellence in Education**

Key Values

The ADE established key values within which to anchor and support the Vision (Figure B).

Figure B. **Values Anchoring the Vision for Excellence in Education**

The Vision aims beyond the traditional educational paradigm and sets a course to prepare Arkansas students for a future that may be different from the current college and career paradigm. Already, the lines between college, technical, and career postsecondary readiness have blurred. The academic content and skills that students must acquire and demonstrate for success must dive more deeply into complex thinking and learning, creative problem solving, synthesis, and design. Students need to develop internal motivation and the tenacity to persist in a future where change and innovation will be the norm.

Through the Vision, the ADE has set a new course for leadership, support, and service to LEAs. The Arkansas General Assembly passed the Arkansas Educational Support and Accountability Act (2017) updating Arkansas code for the public-school accountability system and aligning to this forward-thinking Vision for education. As noted in the Act, it is the responsibility of the state to provide the framework necessary to ensure that all students in Arkansas public schools have substantially equal opportunity to achieve and demonstrate academic readiness, individual academic growth, and competencies through the application of knowledge and skills in core subjects, consistent with state academic standards through a student-focused learning system.

Figure C. **Shifting from Adequacy to Student Success and School Quality**

The Vision represents a significant shift in the way ADE and LEAs approach student learning, thus requiring a significant shift in the way ADE approaches its role in providing state-level support and accountability. The ADE has led a data-informed design process that engaged and continues to engage stakeholders in a well-documented, public process for meaningful consultation. This process was utilized to reimagine and iteratively design the Arkansas Educational Support and Accountability System using an evidence-based Theory of Action. Under No Child Left Behind (2001) and prior state law the ADE focused on the school as the unit of analysis and the focus of site-based support for school improvement. Based on lessons learned from implementation and from analyses of outcomes from prior systems, the ADE will shift to a system that supports and empowers LEAs as primary agents to improve their schools to make significant progress toward closing longstanding achievement gaps for all students.

The Arkansas Educational Support and Accountability System, proposed to meet requirements of Elementary and Secondary Education Act (1965) § 1111(c) and (d), is a responsive plan that

acknowledges the efforts and outcomes of prior work of the ADE, LEAs, and schools. It is designed to honor where students, schools, and districts are at present, recognize the important input characteristics of schools and LEAs that may contribute to achieving the goals of the Vision, and provide a blueprint of ADE leadership and support that will empower LEAs to personalize their pathway to achieving the aspirational goals of the Vision.

Theory of Action

A Theory of Action is used to provide coherence so that there is a logical, organized way the system is intended to work to achieve the desired results. The Arkansas Educational Support and Accountability System is a coherent system guided by clearly defined goals and indicators of success that are congruent with the theory of action.

The purpose of the Arkansas Educational Support and Accountability System is to ensure all children have access to opportunities for a high quality education and to make progress in closing long-standing achievement gaps. The system is intended to achieve the following expectations.

1. To identify underperforming schools and subgroups of students within schools and notify LEA leaders when schools within their systems are most in need of the LEA's support to achieve immediate and sustained improvement.

2. To 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.

3. To inform educators and stakeholders about school quality and student success as well as the progress and outcomes of schools' and districts' continuous improvement efforts.

The ADE values and earns public trust through transparent communication about school quality and student success while ensuring quality and accountability for the use of state and federal resources.

A Theory of Action connects the intended courses of action with the desired outcomes. It serves to clarify important inputs in the system, the resources, and supports that may be needed to carry out the actions theorized to achieve the goals of the system. The ADE's Theory of Action for the Arkansas Educational Support and Accountability System shifts the focus of ADE efforts from directly intervening in schools in need of support to empowering and enabling LEAs. LEAs are then empowered to harness local, state, and federal resources for those schools in need of support and those schools historically underserved to enhance outcomes for all students. To achieve this end, LEAs will need to play the central role in leading their local system through continuous cycles of inquiry for improvement, supported in varied degrees by the statewide system of support based on data-informed needs. A central concept in this Theory of Action is an intentional shift in the expected state inputs and the expected LEA inputs and outputs.

Another purpose of the Theory of Action is to articulate the school and student outcomes intended to result from the Arkansas Educational Support and Accountability System and to report on progress in achieving these outcomes in a transparent manner. The Theory of Action is a mechanism that can be used to promote transparency in communicating expectations for and reporting the progress of LEAs' and their schools' continuous inquiry and improvement efforts to achieve or make progress toward expected outcomes for students**.** These local cycles

of inquiry will inform LEAs in their strategic provision of support and resources (human and fiscal) to their schools. Figure D illustrates ADE's Theory of Action for the Arkansas Educational Support and Accountability System.

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.

Figure D. **Illustration of the Arkansas Educational Support and Accountability System Theory of Action**

Annual Meaningful Differentiation

ESSA (2015) requires states to develop a methodology for annual, meaningful differentiation among schools for the purpose of identifying schools in need of support and schools with consistently underperforming student subgroups. ESSA (2015) requires states to use certain indicators for this purpose as well as some optional indicators that can be included in the methodology. ESSA (2015) also requires states to set long-term goals for the indicators and measurements of interim progress. States have some flexibility to determine how to combine and weight indicators that are used to meaningfully differentiate among schools. States also have some flexibility to determine how long-term goals and interim progress measurements will be included in a statewide accountability system and used to guide support and improvement activities. ADE used the Theory of Action and its meaningful consultation process with stakeholders to inform the selection of indicators, as well as use and weighting of indicators to meaningfully differentiate among schools.

The ADE developed the ESSA School Index which will be used for annual meaningful differentiation of schools and to identify schools and student subgroups in need of support within schools based on multiple indicators valued by stakeholders. Based on schools' index scores, ADE will notify LEAs of schools or subgroups within their schools, and collaborate with LEAs to support their work in improving school outcomes.

The ESSA School Index is comprised of multiple, robust indicators which include: achievement, growth, graduation rate, English Learner progress in English Language Proficiency, and School Quality/ Student Success indicators for each grade span responsive to stakeholders and state and federal requirements. Annual reporting of the ESSA School Index, coupled with reports of schools' progress toward long-term goals, will provide information to the ADE and LEAs to steer their courses toward achieving the Vision for all students.

Annual reporting of the ESSA School Index will include the overall score as well as individual indicator scores as shown as on the Report Card Dashboard (Figure E). Through the annual ESSA School Index, stakeholders will have transparent information for critical indicators of school quality and student success. The ratings will be accompanied by more expansive, visually intuitive reporting of key indicators, including schools' progress toward attaining long-term goals, and related information to enhance interpretation of reports. The ratings will signal to LEAs the extent to which schools within their system are achieving important student success outcomes. State reporting of schools' interim progress toward long-term goals, accompanied by state-supported reporting of more expansive information, will enable LEAs to use a rich set of information, as well as factors closer to the learning, to drive significant improvements at both the student and classroom levels. Concurrently, the ADE will analyze the data generated by the ESSA School Index, the indicator scores, and schools' progress on long-term goals to identify trends and patterns. These analyses can be used to design and provide strategic, data-informed support to LEAs

Overall School Performance Rating Score utilizes the ESSA School Index for annual differentiation as per Arkansas Code.

ESSA School Index Indicators for All Students and by Subgroups of students

Report of Progress toward Long-Term Goals provided for each indicator to show how schools' progress compares to expected progress at checkpoints.

***Figure E*. Draft Mockup of Report Card Dashboard**

The indicators in the ESSA School Index, while robust for high-stakes accountability use, are not intended to be the sole focus of LEA and school efforts for continuous improvement. The ESSA School Index provides an annual snapshot of the outcomes of school quality and student success. A focus on these outcomes alone would short-

circuit true continuous inquiry and improvement. To achieve the Vision, the ADE and LEAs must shift from focusing narrowly on the annual snapshot of school quality and student success to promoting deeper review of the inputs and strategic efforts needed to ensure all students have access to opportunities for success.

Cycle of Inquiry

The ADE will provide personalized support to LEAs as LEAs take responsibility for directly supporting and improving schools in need of support. LEAs will need to think holistically about their systems and strategically about human/fiscal resource allocation. LEAs' continuous inquiry and improvement processes will play a critical role in focusing educators' efforts on what matters most for learning in order to achieve long-term improvement outcomes. Specifically, LEAs will develop a Plan of Support that will specify LEA- level supports to address needs identified in the school-level improvement plans. LEAs will work with schools to develop data-informed plans. The school-level improvement plan will track leading indicators for school-level actions to monitor, assess, reflect, and adjust planned actions in a continuous inquiry cycle for improvement. Likewise, the LEA Plan of Support will track schools' progress through the leading indicators in order to monitor, assess, reflect, and adjust supports to schools. Figure F illustrates the intended local inquiry and improvement cycle.

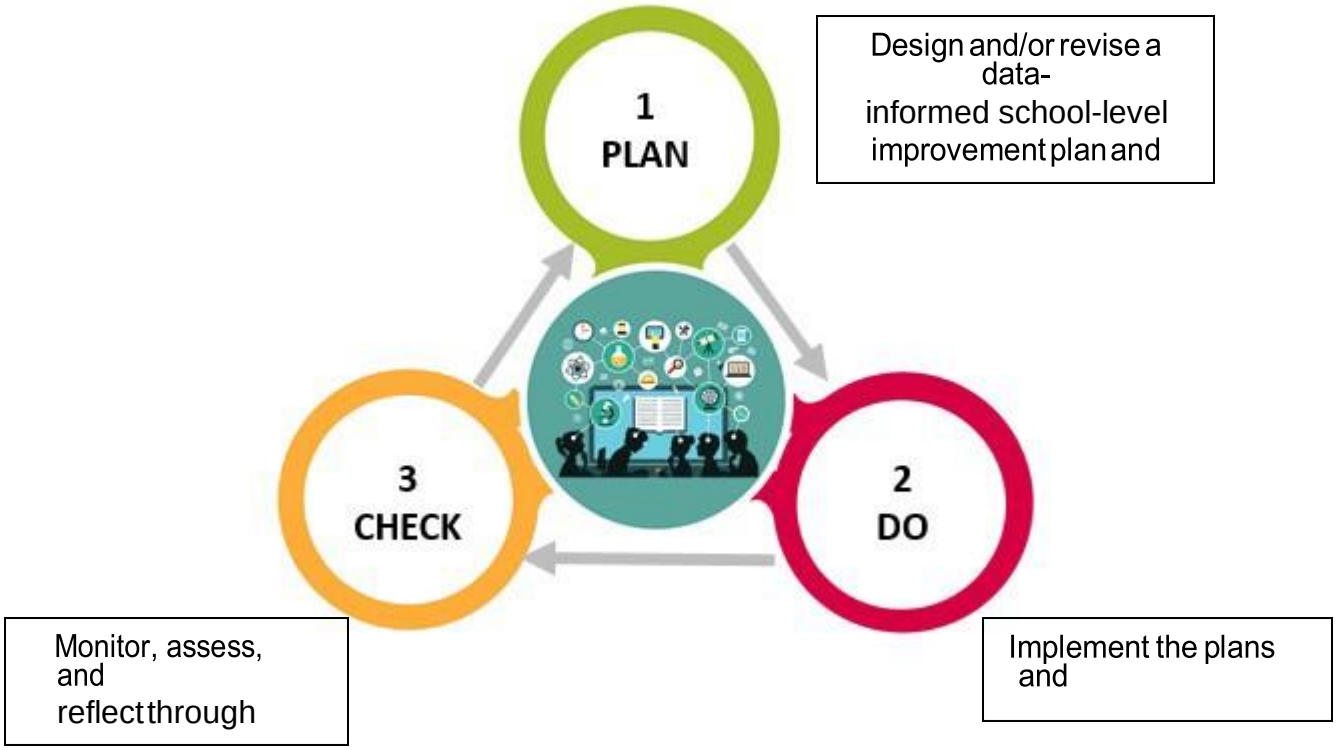

***Figure F*. Continuous Inquiry and Improvement Cycle**

Initially, LEAs and their schools will analyze prior school-level improvement plans and prior Needs Assessments, where applicable, to incorporate lessons learned from these analyses into the continuous inquiry and improvement process. LEAs and their schools will not start from scratch. LEAs will intentionally integrate new efforts with existing improvement processes. The shift to LEAs as the primary support system for local improvements allows communities to address the needs within schools as part of a comprehensive LEA system. The local inquiry and improvement cycle is enhanced when teachers and leaders focus on key factors that are closely connected to student learning. For example, these key factors could include instructional and learning strategies,

personal competency development, classroom and school routines that support and enhance deeper learning, and administrative structures impacting students' time, place, path, and pace of learning. By focusing on factors close to the work of improving student learning, and supporting schools in need of support in addressing these factors, LEAs will lay the groundwork to achieve better outcomes on the ESSA School Index. LEAs have the advantage of having local control over school configurations which impact students' transitions, resource allocations, as well as the administrative structure to address overarching factors that may be outside schools' authority to address on their own.

The ADE will focus on supporting LEAs to ensure local processes are evidence-based, high-quality, and high-impact. Support may take many forms depending on needs and the unique contexts of LEAs and their schools. Examples of ADE support to LEAs may include:

- State-supported data and reporting systems that provide more granular data on the indicators used to identify schools in need of support and schools with subgroups in need of support;
- Needs assessment tools and processes that enable LEAs to engage with their schools to uncover the challenges and opportunities that may need to be addressed, as well as the strengths and expertise that the LEA and its schools can leverage in their efforts to improve learning;
- Digital tools for educator collaboration that enable teachers and leaders to plan, implement, and study the outcomes of their local inquiry processes for improvement;
- Digital resources and collaborative learning networks to share evidence-based practices among LEAs with schools that have shared identified areas of need;
- Opportunities to pilot measures for school climate, personal competencies, and areas that may provide additional information for local use in the Cycle of Inquiry and improvement;
- Responsive professional development resources that can be embedded in professional learning communities and other district embedded teacher and leader learning opportunities.

Likewise, the ADE will use a rich set of information on important indicators to monitor and adjust the support to LEAs, enhancing support where most needed and moving out of the way of the work of LEAs where only general supports are needed. When the ESSA School Index and other data signal the need for enhanced support, the ADE will work collaboratively with LEAs, first through deeper needs assessments, then through planning and strategic resource/support.

The findings of the LEAs' needs assessments, responsive local school-level improvement plans, and reports of progress on outcomes relevant to the plan will inform the ADE's continuous inquiry and feedback cycle for adjusting and continuously improving support at all levels, in particular, for LEAs with schools in need of support. The Theory of Action integrates LEA-level supports as described in Arkansas Educational Support and Accountability Act (2017) where most LEAs' entry points will be in the general, collaborative, and coordinated levels of support.

The Theory of Action represents a significant shift in the focus of the system—from labeling schools and applying sanctions to identifying, notifying, and prioritizing LEAs' needs with regard to supporting their schools. It is expected that this system will

transition and improve over time as additional school quality and student success indicators are developed, validated, and used to replace or augment initially proposed indicators. Likewise, the weights of indicators may need to be adjusted over time as the ADE and LEAs learn from state-, LEA-, and school-level improvement efforts and impacts.

i. **Subgroups** ***(ESEA section 1111(c)(2))***

a. *List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).*

Historically, Arkansas included and reported on the following major racial and ethnic student subgroups and educationally at-risk student groups: African American, Hispanic, White, Economically Disadvantaged, English Learners, and Students with Disabilities. Arkansas will continue to include these student groups in its system for annual meaningful differentiation of schools.

Additional Student Groups

The ADE analyzed Arkansas's current K-12 student population and school-level density of major racial and ethnic student groups to determine whether additional student groups were of sufficient numbers and density within schools to include in the system for annual meaningful differentiation as discrete student groups. The statewide population and school-level concentration of the remaining major race groups remains too low to include for the purpose of meaningful differentiation of schools. Data to support these conclusions are part of the minimum N-Size analysis included in Appendix D.

b. *If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.*

The ADE proposes to maintain the current set of student groups for use in the state support and accountability system for the purposes of annual meaningful differentiation. At the request of stakeholders, ADE proposes to add additional student groups to the annual reporting system during meaningful consultation to increase transparency for the outcomes for these student groups. The additional student groups include 1) students participating in Gifted and Talented programs and 2) currently classified English Learners reported separately from students who were previously identified as English Learners within the prior four years (former English Learners).

c. *Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an Englishlearner.*

☒ Yes

□ No

Arkansas intends to include students previously identified as English Learners in the Arkansas Educational Support and Accountability System for purposes of annual meaningful differentiation and for the purposes of reporting measurements of interim progress on long-term goals.

Stakeholders requested that the ADE include further disaggregation of the English Learner student group for reporting purposes to inform LEAs' and their schools' local continuous inquiry and improvement cycle. Specifically, and for reporting purposes only, stakeholders requested that the ADE disaggregate the English Learner group as follows:

- English Learners only;
- Recently Arrived English Learners;
- English Learners with Disabilities; and
- Former English Learners (up to four years).

Figure G and Table 4 provide examples using state-level 2016 results

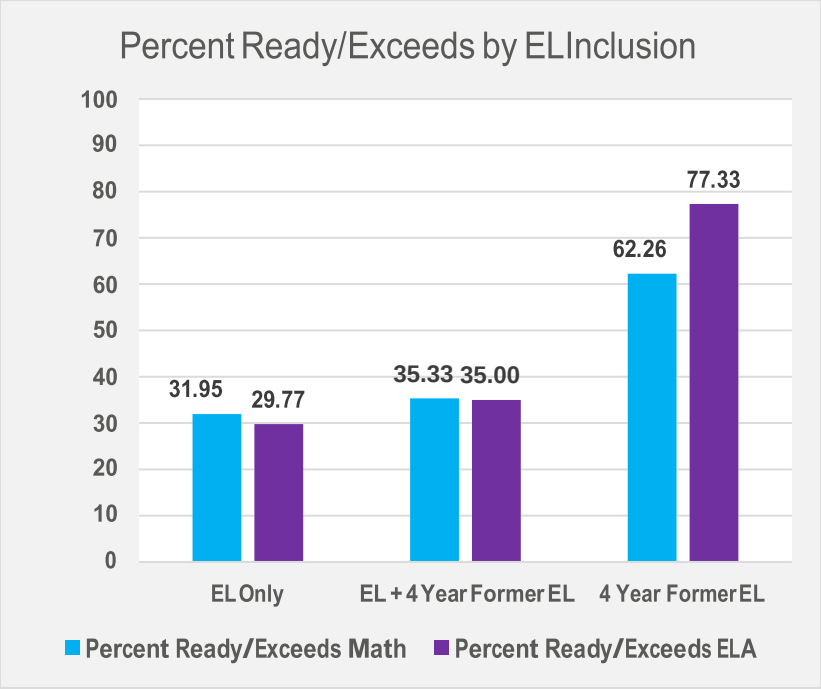

Figure G. **Percentage of Students Achieving Ready or Exceeds Achievement Levels in 2016 by English Learner Inclusion Category**

Table 4. **Number of Students by English Learner Inclusion Category**

Category	Total Number	Total Number
English Learners	22,17	21,824
English Learners + 4 Year Former English	24,95	24,608
4 Year Former English	2,785	2,784

d. *If applicable, choose one of the following options for recently arrived English learners in the State:*

- Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

- Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). *If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.*

ii. **Minimum N-Size** ***(ESEA section 1111(c)(3)(A))***

a. *Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.*

The ADE conducted analyses and meaningful consultation with stakeholders to determine the minimum N-size for inclusion of student groups. The full analysis is included in Appendix D.

Arkansas proposes to use an N-size of 15 for disaggregation of information by each student group for informing support and for annual meaningful differentiation purposes. The system of annual meaningful differentiation will include all full academic year students for the purposes of establishing the ESSA School Index. The minimum N-size of 15 will be used for disaggregation of the ESSA School Index for student groups within each school to determine, at the subgroup-level and on multiple indicators, whether student groups are low performing or consistently underperforming (ESEA 1965 section 1111(c)(4)(C)(iii)).

To clarify, Arkansas proposes to use an index comprised of multiple indicators, the ESSA School Index, for annual meaningful differentiation (ESEA 1965 section 1111(c)(4)(C)). The ESSA School Index will be coupled with enhanced reporting to increase transparency for educators and stakeholders. Arkansas will report on schools' interim progress toward long-term goals on the indicators for which long-term goals and measurements of interim progress are required (ESEA 1965 section 1111(c)(4)(A)). The minimum N-size of 15 will be used to determine whether a student group within the school is eligible for notification and identification leading to school supports and improvement required under ESEA (1965) section 1111(d)(2)(A) and section 1111(d)(2)(D). Tables 4 and 5 indicate the rate of school and student inclusion in the Arkansas Educational Support and Accountability System using the proposed minimum N-size of 15 students.

Table 5. **Percentage of Schools with a Student Group Based on Proposed and Prior Minimum N- Sizes**

Group	% Schools	% Schools N>=25 (Prior N-
All	**99.3**	98.8
African America	**54.5**	46.3
Hispani	**48.5**	34.3
White	**92.4**	89.5
Economicall y	**98.9**	97.3
Englis h	**40.6**	28.9
Students with	**82.4**	53.5

Table 6. **Percentage of the Statewide Population of Students in Each Group Included in the Arkansas Educational Support and Accountability System Based on Proposed and Prior Minimum N-Sizes**

Group	% Total Student	% Total Students N>=25 (Prior
All	**100**	99.9
African America	**96.5**	94.1
Hispani	**91.1**	83.7
White	**99.7**	99.4
Economicall y	**100**	99.8
English Learner	**90.3**	83.4
Students with	**95**	78.1

b. *Describe how the minimum number of students is statistically sound.*

The ADE considered the following factors in establishing the minimum N-size: stakeholders' priorities for minimum N-size (see item ii.c. below), alignment with the goals of the Arkansas Educational Support and Accountability System and the ADE's Theory of Action, and the impact of the minimum N-size in terms of statistical soundness. The ADE consulted with the Arkansas Technical Advisory Committee for Assessment and Accountability to review the minimum N-size and to incorporate technical recommendations to enhance the statistical soundness of the use of an N-size of 15 within the context of the Theory of Action and the collective components of the support and accountability system.

First, stakeholders indicated a preference for the ADE to err on the side of inclusion for equity by including as many students within schools as possible in the support and accountability system for the purpose of identifying and supporting schools where trends indicate students and/or particular student groups are underperforming.

Second, the statistical soundness of the minimum N-size was evaluated within the context of Arkansas's proposed Theory of Action. The Arkansas Educational Support and Accountability Act (2017) communicates a clear priority for "support and accountability," establishing support as the focus of accountability to ensure all Arkansas students have an opportunity to achieve success. The Theory of Action explains how the ADE intends to use the Arkansas Educational Support and Accountability System to make progress to achieve the Vision. Specifically, the ESSA School Index score will be used for identification and LEA notification of schools in need of support and improvement (Comprehensive Support and Improvement) and schools with very low performing and/or consistently underperforming student groups (Additional Targeted Support/Targeted Support and Improvement), to drive alignment and prioritization of state support. Similarly, notification and enhanced reporting are intended to signal LEAs to galvanize appropriate local diagnostic needs assessments and responsive support systems within their continuous inquiry and improvement cycles. This context for "support and accountability" connotes maximum school and student group inclusion in the Arkansas Educational Support and Accountability System.

Third, the nature of school configurations and school size variations among schools in Arkansas impacts the percentage of schools with student groups, potentially leaving a high percentage of student groups out of the support and accountability system (See Appendix D). For example, the prior minimum N-size of 25 resulted in 46.5 percent of schools serving 21.9 percent of Arkansas's Students with Disabilities from the accountability system. In contrast, only 17.6 percent of schools serving 5 percent of Arkansas's Students with Disabilities are not explicitly included as a student group in the Arkansas Educational Support and Accountability System with a minimum N-size of 15.

Finally, the statistical soundness of the proposed minimum N-size must be considered within the full context of its use. ADE proposes to use the ESSA School Index score (based on multiple indicators) for annual meaningful differentiation and identification of schools in need of support. Using multiple indicators within the index and requiring the minimum number of students be present for each indicator in order for the ESSA School Index for a subgroup to be eligible for identification increases the number of data points used for identification of a school or subgroup in need of support.

The ESSA School Index is an index-based score which includes all full-academic year students for each indicator that contributes to the overall ESSA School Index score. ADE will report scores on each indicator that is included in the ESSA School Index. ADE will concurrently report progress toward long- term goals for indicators to increase transparency regarding school progress on each indicator within the ESSA School Index. Graphical representations and color coding can be used to enhance reporting of school and student group indicator scores in a manner to reduce misinterpretation when the statistic reported is vulnerable to volatility at small N-sizes.

Statistical soundness is a concern when small N-sizes may impact the reliability of scores used in the support and accountability system for purposes of annual meaningful differentiation of schools and for disaggregation of student groups within the system. Several factors interact and impact the use of N-size within Arkansas's proposed ESSA School Index. The minimum N-size will be used to disaggregate the ESSA School Index by student group.

Stakeholders communicated a preference for the use of multiple years (up to three years when available) of data in indicator calculations in the support and accountability system when a school does not meet the minimum N-size of 15 for the all students group in the current year. This will enable all schools to have all indicators included in the ESSA School Index for the all students group which will increase reliability of the ESSA School Index scores. In other words, reliability is increased by aggregating (weighted average) two or three years of data for the all students group for an indicator within the index when the N size is too low in the current year. The combination of an N-size of 15 with multiple years included in the calculations for an indicator is responsive to stakeholder priorities (see below). Statistical soundness that is of concern when making inferences from a limited sample of a population must be balanced with concerns of stakeholders for maximum inclusion of students in the Arkansas Educational Support and Accountability System. ADE will monitor the impact of the change in the minimum N-size from 25 to 15 on year-to-year consistency and reliability as it applies to disaggregation of the ESSA School Index for determining consistent underperformance of student groups.

Given that the ADE proposes to use the ESSA School Index in combination with indicator reporting and enhanced reporting of schools' and student groups' measurements of interim progress, reporting procedures for protecting personally identifiable information must also be addressed (See ii.d).

c. *Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.*

The determination of the minimum N-size has been a thoughtful, consultative, and analytical process. The ADE began this process by introducing the Vision for Excellence in Education and Arkansas Accountability System Steering Committee to the broad definition and context of minimum N-size at the September 28, 2016, meeting. The information presented to the committee is available at https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=39425371.

Following the introduction of minimum N-size, the ADE conducted analyses to inform the discussion with the committee members. A report on the initial analysis was presented at the January 25, 2017, meeting and is available at https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=39958921.

After these meetings and input from the committee, the ADE formed advisory teams to provide more detailed input on specific topics. The ESSA Accountability Advisory Team participated in five web-based meetings that included more in-depth presentations and minimum N-size analyses. The ESSA Accountability Advisory Team provided input to specific questions regarding minimum N-size through online surveys. A summary of the analyses and survey results are provided in Appendix D.

The ESSA Accountability Advisory Team indicated the following priorities for establishing the minimum N-size based on the results of a survey on minimum N-size.

- Equity—a minimum N-size that fairly accounts for schools of all sizes
- Equity—inclusion of as many students as possible in the statewide system of accountability
- Practicality—available resources/capacity (fiscal and human) to address support

Eighty percent of ESSA Accountability Advisory Team members indicated a preference for including not less than 90 percent of students in each student group in the Arkansas Educational Support and Accountability System. The Vision for Excellence in Education and Arkansas Accountability System Steering Committee interacted with the input from these meaningful consultations in a work session on March 29, 2017. The agenda and materials for this session are available at https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1001636&mk=50209543.

Minutes from the meeting are available at https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=40457943. Additional impact modeling was requested to inform the minimum N-size decision.

An Arkansas State Board of Education work session was held April 14, 2017. This provided board members with an opportunity to reflect on the work and provide comments to inform the decision. https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1001636&mk=50225909.

d. *Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.*[2]

The ADE employs a cell-size limit of 10 regarding redacted values for public reporting to protect personally identifiable information and to comply with the Family Educational Rights and Privacy Act (1974) (FERPA). Additionally, various methods are employed to protect student data, which include, but are not limited to, complementary suppression, limited access, and data encryption. Depending upon cell size, population size, performance characteristics, student demographics, and other criteria including the topic being reported, various suppression/limited access methods are used.

Secure access to student-level data by teachers and leaders for educational use requires appropriate hierarchical permissions and confidentiality agreements (Memorandum of Understanding) to avoid disclosure of personally identifiable information and to ensure appropriate use of data. An example of the agreements is available at https://adedata.arkansas.gov/asis/GettingStarted.aspx .

e. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.*

Arkansas uses a minimum N-size of 10 for public reporting purposes. See item d. above for details.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*

A coherent support and accountability system should be guided by clearly defined goals and indicators of success that are congruent with the state's Theory of Action and the logic underlying the design of the system to incentivize and support goal attainment (Hall, Domaleski, Russell, & Pinsonneault, 2017).

Mindful of the student-focused outcome goals of the Vision, the Arkansas Educational Support and Accountability System will serve to highlight, at the school-level, how well students are achieving or making progress toward the expected outcomes. The long-term goals and measurements of interim progress on key indicators in the Arkansas Educational Support and Accountability System will signal to stakeholders Arkansas's aspirations for all students (long-term goals) and provide checkpoints (measurements of interim progress) for stakeholders to assess their schools' progress in contributing to students' attainment of important educational milestones. These goals and checkpoints will also set important expectations that the ADE, LEAs, and schools can use to gauge progress in closing the gaps in attainment among students so that all students are prepared for success when they finish high school.

Meaningful consultation with stakeholders through the ESSA Accountability Advisory Team provided input for setting long-term goals and measurements of interim progress: https://drive.google.com/drive/folders/0B3TpR-oEMuMxU2pVbG00eWdrZTg . The ESSA Accountability Advisory Team suggested long-term goals that are aspirational

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[2] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

The ESSA Accountability Advisory Team suggested long-term goals that are aspirational yet situated in the context of how the ADE is approaching the support system for pre-kindergarten through grade 12 education. ESSA Accountability Advisory Team members preferred realistic measurements of interim progress that are rooted in context of both educational challenges and advantages of the schools so that schools achieving at lower levels that make significant progress can be recognized for their achievement. yet situated in the context of how the ADE is approaching the support system for pre-kindergarten through grade 12 education.

The Arkansas Technical Advisory Committee for Assessment and Accountability recommended setting aspirational long-term goals over a 12-year time period to align with the LEA-level focus of the support and accountability system and as a means of responding to stakeholder feedback. Arkansas's Theory of Action calls out the nested nature of school-level outcomes. Potentially, if students enter the system in their earliest years, they spend 12- to 14-years attending schools within an LEA. LEAs provide the context within which schools function and students have access to opportunities for learning. The intent outlined in the Theory of Action is to signal to LEAs to support schools in a manner that drives long-term educational change.

An unintended consequence of the requirement to make adequate yearly progress under No Child Left Behind (2001) was the tendency of schools to focus narrowly on bubble students (those close to achievement level cut points) rather than all students on the achievement continuum. This phenomenon, dubbed educational triage by Booher-Jennings (2005), is a short-term approach that schools used to post quick gains to meet annual achievement targets. The prevalence of educational triage to focus on bubble students to obtain quick gains was found to be higher when the rigor of academic standards was raised, particularly in math (Lauen and Gaddis, 2012; Springer 2012). In a follow up study, Lauen and Gaddis (2016) found that when a state's academic standards increase in rigor the "[No Child Left Behind (2001)] accountability threat for the average student" increases (p. 140). Further, "…accountability threats increase gaps by prior achievement level when standards increase and these gaps are particularly large in the lowest achieving schools" (Lauen and Gaddis, 2016, p. 140). In other words, schools' short-term approaches for quick gains had hurt the most vulnerable students for whom the law had been designed to serve. During the public comment period on the ADE's plan for the support and accountability system, stakeholders expressed concerns that ADE set long-term goals and measurements of interim progress in a manner that would not be reminiscent of adequate yearly progress under No Child Left Behind (2001).

Setting long-term goals over a 12-year period signals LEAs to approach improvement systemically in terms of their continuous inquiry and improvement cycles rather than approaching improvement using the educational triage approach that many schools took to improving scores under No Child Left Behind (2001). This is particularly important in light of ADE's shift to more rigorous academic content standards aligned with college and career readiness in 2013 and the shift to the ACT Aspire in 2016 which is directly aligned to postsecondary readiness and success. Thus, the ADE proposes to set the same long- term goals within grade spans for a 12-year period for all schools and subgroups of students within schools.

The long-term goals and Checkpoints for Progress are aligned with the goals of the Arkansas Department of Higher Education. The Arkansas Department of Higher Education's *Closing the Gap 2020 Master Plan (ADHE, 2017)* includes a focus on increasing college completion by reducing the percent of students needing college remediation (as determined by the ACT scores) and by increasing first year retention

rates (as determined by success in first year core courses). The ACT Aspire score reports provide the ADE, LEAs, and schools with information about students' progress toward postsecondary readiness. The ACT Aspire scores are empirically linked to predict students' potential ACT scores which are among the factors used by Arkansas postsecondary institutions to predict student first year retention/ success.

ADE administered the ACT Aspire for the first time for the 2015-2016 school year. In the absence of multiple years of scores from ADE's new assessment, the Arkansas Technical Advisory Committee for Assessment and Accountability recommended the ADE analyze prior improvement trends for insight before setting long-term goals as well as Checkpoints for Progress. Historic quantile trends were available and were considered in setting the long-term goals and the Checkpoints for Progress for academic achievement and for the Adjusted Cohort Graduation Rates (ACGR) provided in Appendix A.

The 12-year long-term goals will encourage schools with lower achievement to focus on long-term growth, particularly in math where changes to the academic standards reflect the greatest increase in rigor, signaling schools to focus on what matters most for learning to achieve aspirational goals. The Checkpoints for Progress are set at three-year intervals for this same reason. ADE will develop reports that will help LEAs, their schools, and stakeholders gauge progress by situating annual indicator scores relative to the long-term expected trajectory of progress.

a. **Academic Achievement**. ***(ESEA section 1111*(c)*(4)(A)(i)(I)(aa))***

1. *Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: 1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and 2) how the long-term goals are ambitious.*

The ADE proposes to set a long-term achievement goal of 80 percent of students achieving a test-based grade-level proficiency score. Just as unemployment rates are never expected to reach zero — a state of full employment for the workforce — Arkansas recognizes that long-term goals must be aspirational and reflect the reality that individual indicators include some variation that can be minimized, but not completely eliminated. Arkansas content standards and achievement levels, as measured by ACT Aspire, are significantly more rigorous since they align so directly with postsecondary measures used for entrance, remediation, and success criteria. The long-term goal of 80 percent is congruent with broader initiatives that build the capacity of LEAs to support student-focused learning systems and to ensure a well-rounded education aligned to the Vision.

Further, test-based outcomes do not reflect the totality of grade level proficiency and student success. Districts reflect unique contexts and factors that impact how long students spend in a single school within the LEA. Fifty-two different grade-level configurations exist among the 1,050 schools that are nested within Arkansas's 257 LEAs. These different grade-level configurations mean that any single school serves a changing population of students over the 12 years of anticipated improvement reflected in this plan. Stakeholders insisted local contexts should inform the aspirational goals and checkpoints.

In alignment with the Vision and Theory of Action, schools will aim for excellence in growth and achievement for all students, aspiring for the vast majority of students (80 percent) to achieve or exceed this goal within a 12-year period. While aspirational in the long run, this goal accounts for students who might begin in elementary school far below grade level and, even with accelerated growth within the same school, may not catch up to grade level until middle school or later, depending on the students' learning needs. This reality is the context within which the Checkpoints for Progress toward long-term goals were set.

(i) Baseline data:

Tables 7 and 8 provide the baseline achievement data for Arkansas's students by grade spans (K-5, 6-8, and 9-12) for English Language Arts and math. The percentage of students Ready/Exceeds for all students and subgroups of students will serve as the baseline for which Checkpoints for Progress will be calculated.

***Table 7*. 2017~~8~~ English Language Arts K–5, 6–8, 9–12 Baseline Achievement Statistics**

Groups of Students	Number of Students Grade Span K - 5	Baseline Values Grade Span K–5	Number of Students Grade Span 6 - 8	Baseline Values Grade Span 6 - 8	Number of Students Grade Span 9 - 12	Baseline Values Grade Span 9 - 12
All Students	~~131,993~~123,206	~~50.35~~42.90	~~79,053~~90,506	~~58.36~~47.38	~~78,467~~79,389	~~53.41~~45.43
African American	~~25,270~~25,069	~~29.86~~22.70	~~16,372~~17,871	~~37.22~~24.77	~~14,480~~14,271	~~31.15~~22.27
Hispanic/Latino	~~16,973~~16,368	~~44.10~~37.05	~~10,724~~12,294	~~52.14~~39.96	~~9,183~~9,782	~~45.77~~36.53
White	~~82,557~~75,199	~~57.54~~50.58	~~47,744~~54,987	~~66.47~~55.79	~~51,134~~51,498	~~60.78~~53.13
Economically Disadvantaged	~~87,116~~83,078	~~40.90~~34.04	~~48,815~~54,845	~~47.92~~35.93	~~46,953~~47,779	~~42.50~~34.09
English Learners	~~13,096~~13,321	~~41.06~~34.82	~~7,933~~9,347	~~46.11~~34.28	~~6,403~~6,992	~~34.92~~26.84
Students with Disabilities	~~17,585~~16,960	~~15.80~~13.40	~~9,469~~11,395	~~15.53~~10.97	~~8,223~~8,750	~~11.02~~8.33

Table 8. **2017~~7~~8 Math K–5, 6–8, 9–12 Baseline Achievement Statistics**

Groups of Students	Number of Students Grade Span K - 5	Baseline Values Grade Span K–5	Number of Students Grade Span 6 - 8	Baseline Values Grade Span 6 - 8	Number of Students Grade Span 9 - 12	Baseline Values Grade Span 9 - 12
All Students	~~132,181~~123,250	~~57.81~~55.43	~~79,184~~90,552	~~51.08~~51.53	~~78,632~~79,486	~~32.01~~35.91
African American	~~25,288~~23,916	~~35.84~~32.10	~~16,384~~17,481	~~26.90~~25.10	~~14,489~~12,944	~~12.06~~12.66
Hispanic/Latino	~~17,072~~14,544	~~52.59~~51.97	~~10,806~~11,870	~~45.18~~45.79	~~9,2 92~~7,285	~~25.03~~28.33
White	~~82,588~~74,954	~~65.24~~63.52	~~47,762~~54,931	~~60.17~~60.69	~~51,161~~50,023	~~38.45~~42.43
Economically Disadvantaged	~~87,267~~83,108	~~48.95~~46.91	~~48,914~~54,887	~~40.63~~40.26	~~47,098~~46,416	~~22.71~~24.51
English Learners	~~13,237~~11,958	~~50.18~~50.69	~~8,029~~8,721	~~39.48~~41.75	~~6,530~~5,547	~~18.68~~22.64
Students with Disabilities	~~17,609~~15,855	~~22.68~~21.28	~~9,488~~11,290	~~16.77~~15.93	~~8,232~~4,275	~~7.96~~7.74

2. *Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.*

The ADE proposes to set the same long-term goal of 80 percent for all student groups and to report the progress of all students and all student groups as compared to proposed checkpoints as detailed in Appendix A. Enhanced reporting, as described in the Theory of Action, will be used to provide transparent information about the progress of student groups relative to the checkpoints along the trajectory to the long-term goal. See Appendix A for data and explanation of checkpoints.

3. *Describe how the long-term goals and measurements of interim progress toward the long- term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.*

Tables and figures in Appendix A show the trajectory for the All Students group and subgroups~~for the school at the 50th Percentile in 2017~~ to reach the goal of 80 percent or more of their students achieving grade level proficiency (Ready/Exceeds) by 2030. Student subgroups will be expected to make progress to meet or exceed the long-term goals. Subgroups of students who start ~~at a~~ lower relative to their baseline in 201~~7~~8 will need to make more progress to achieve the long-term goals. The information provided in Appendix A illustrates how student subgroups starting at lower points in the baseline

year will need to improve at greater rates to achieve long-term goals within a 12-year cycle. Schools can find the location of their student groups' baseline to determine the approximate rate of improvement that will be needed to achieve the long-term goal of 80 percent. ADE will report schools' progress relative to the expected to achievement trajectory by reporting in chart and/or table form whether students and subgroups within a school are catching up to the expected progress, keeping up with expected progress, exceeding expected progress, or losing ground on expected progress. The charts and tables shown on the Report Card Dashboard (Figure E) will help inform local continuous inquiry and improvement cycles.

Enhanced annual reporting of schools' student groups' progress compared to checkpoints will be coupled with reporting of the annual ESSA School Index. This gives a more robust indication of how schools and student groups within schools are progressing over time, relative to gaps within schools and with the long-term goals. The enhanced reporting will include a breakdown of schools' and their student groups' achievements on the set of indicators included in the annual rating.

b. **Graduation Rate**. ***(ESEA section 1111(c)(4)(A)(i)(I)(bb))***

1. *Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: 1) the timeline for meeting the long- term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and 2) how the long-term goals are ambitious.*

Arkansas proposes to set its long-term goal for the 4-year Adjusted Cohort Graduation Rate at 94 percent based on prior Adjusted Cohort Graduation Rate improvement trends. Arkansas recognizes that long-term goals must be aspirational and reflect the reality that individual indicators include some statistical variation that can be minimized, but not completely eliminated. Arkansas has increased its 4-year Adjusted Cohort Graduation Rate significantly over the 6-year period from 2010 to 2015. The ADE expects this improvement rate will taper off and flatten out over the next 12 years for schools in the top quartile of the distribution.

At the same time, 4-year Adjusted Cohort Graduation Rate baseline data indicate gaps among student groups, which will continue to be a focus of improvement within LEAs as these systems seek to ensure all students are achieving the goals of the Vision. See Tables 8 and 9 for baselines.

Table 9. Four-Year Adjusted Cohort Graduation Rate Baselines for All Students

Groups of Students	umber of 4-Year Adjusted Cohort Expected Graduates	Baseline -Year Adjusted Cohort Graduation Rate
All Students	35,562	87.02
African American	7,930	81.53
Hispanic/Latino	3,667	85.71
White	22,258	89.20
Economically Disadvantaged	18,992	83.79
English Learners	1,819	85.71
Students with Disabilities	3,150	84.29

2. *If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including: 1) The timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; 2) How the long-term goals are ambitious; and 3) How the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.*

Arkansas proposes to set its long-term goal for the 5-year Adjusted Cohort Graduation Rate at 97 percent. Arkansas recognizes that long-term goals must be aspirational and reflect the reality that individual indicators include some statistical variation that can be minimized, but not completely eliminated.

Table 10. **Five-Year Adjusted Cohort Graduation Rate Baselines for All Students**

Groups of Students	Number of 5-Year Adjusted Cohort Expected Graduates	Baseline 5- Year Adjusted Cohort Graduation Rate
All Students	35,532	83.31
African American	7,736	76.64
Hispanic/Latino	3,380	83.70
White	22,897	85.45
Economically Disadvantaged	22,235	79.47
English Learners	1,965	81.12
Students with Disabilities	4,064	78.30

3. *Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.*

4. *Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.*

Details provided in Appendix A show how student groups starting at lower points in the baseline year will need to improve at greater rates to achieve long-term goals within a 12-year cycle. Schools can find the location of their student groups' baseline to determine the approximate rate of improvement that will be needed to achieve the long-term goal of 94 percent for the 4-year Adjusted Cohort Graduation Rate and 97 percent for the 5-year Adjusted Cohort Graduation Rate.

Enhanced annual reporting of schools' student groups' progress compared to Adjusted Cohort Graduation Rate checkpoints (described in more detail in Appendix A) will be coupled with reporting of the annual ESSA School Index, which gives a more robust indication of how schools and student groups within schools are progressing over time

relative to gaps within schools and with the long-term goals. The enhanced reporting will include a breakdown of schools' and their student groups' achievement on the set of indicators included in the ESSA School Index. The LEAs will consider this data and schools will utilize the data in their continuous cycle of inquiry.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. *Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: 1) The State-determined timeline for such students to achieve English language proficiency, and 2) How the long- term goals are ambitious.*

The determination of long-term goals and measurements of interim progress for increasing the percentage of English Learners making progress in achieving English Language Proficiency (ELP) is impacted by the timing of assessment transitions for English Language Proficiency. Arkansas transitioned from using the English Language Development Assessment (ELDA) from 2008 to 2015 to the English Language Proficiency Assessment for the 21st Century (ELPA21) in 2016. ~~This assessment transition limits the information available for data-informed setting of long-term goals and measurements of interim progress, as well as the analyses for state-determined timeline for English Learners to achieve English Language Proficiency. Specifically, multi-year statewide and LEA patterns and trends in ELPA21 scores are not available with regards to student progress toward English Language Proficiency. Only the baseline data for English Language Proficiency performance levels from ELPA21 were available to include in this proposal.~~

English Learners' Timeline to Proficiency (Reclassification)
ELDA scores from 2008 to 2015 were available for analyzing English Learners' timeline to English Language Proficiency. However, the prior years' criteria for exiting English Learners as English Language Proficient (2008 to 2015) were significantly more stringent, resulting in more students remaining classified as English Learners than appears to be the case based on the initial year of ELPA21 performance levels.

~~Mindful of the limitations and differences of the available English Language Proficiency data, the ADE proposes to implement a transitional plan for meeting this requirement.~~The ADE has completed three years of analyses of English Language Proficiency data. The ~~initial~~ long-term goals and measurements of interim progress will be based on the ~~first two~~the 2018 ~~years of~~ ELPA21 results which will ~~be reevaluated as additional years of ELPA21 scores become available~~serve as the baseline for long-term goals~~. Information will be used to determine~~ Statewide and LEA patterns and trends in progress toward English Language Proficiency based on ELPA21 and revised reclassification criteria outlined in this proposal will continue to be analyzed using a validity framework approved by the Arkansas Technical Advisory Committee for Assessment and Accountability.

As part of the ongoing validity and reliability studies, a~~A~~dditional metrics for measurements of interim progress for increasing the percentage of English Learners reaching English Language Proficiency are being developed and evaluated by the ADE as the ELPA21 consortium develops ELPA21 scores for assessing student progress and/or growth toward English Language Proficiency. The ADE will evaluate these additional metrics during the next three ~~two~~ years and may seek to amend the progress

metric used for English Learners achieving English Language Proficiency if analyses support doing so.

Time to English Language Proficiency (Reclassification)

Using eight years of student data from the Arkansas's ELDA tests for English Learners, the time to reclassification (how long it takes to become English language proficient) depends heavily on the overall Initial ELDA Level, as well as the exit criteria. This reclassification is evaluated at different grade bands. Grade Band 1 is for grades kindergarten through 2. This grade band has the largest number of students. Grade Band 2 is for grades 3 through 5. Grade Band 3 is for grades 6 through 8, and Grade Band 4 is for grades 9 through 12.

In order for students to be reclassified using ELDA, students had to obtain a score of five in all domains. This led to low numbers of students exiting the English Learner program from 2008 to 2015. In an effort to approximate new exit criteria, two other scoring combinations for the writing, reading, speaking, and listening domains were applied using longitudinal ELDA scores. Table 10 shows the proxy exit criteria used.

***Table 11*. Proxy Exit Criteria**

	Writing	Reading	Speakin	Listenin
Proxy Exit 1	4	5	5	5
Proxy Exit 2	4	4	5	5

More than 50 percent of the students with an Initial ELDA Level of 3 or 4 have a reclassification rate of two to four years for both exit criteria. For students with Initial ELDA Level 1 and 2, the 50 percent threshold is not met after seven years for the Proxy Exit 1. For Proxy Exit 2, which allows for 4s in both reading and writing, this threshold is met after five- to six- years for Initial ELDA Level 2 for the lower two grade bands (grades kindergarten through 2 and grades 3 through 5) and for initial ELDA level 1 after seven years for grade band 2 (grades 3 through 5).

The grade the student enters and the Initial ELDA Level for the student, highly influence the likelihood of a student being reclassified as a former English Learner. As would be expected, students entering at earlier grades and higher Initial ELDA Levels experienced higher reclassification rates more quickly.
Students with lower Initial ELDA Levels, regardless of the entering grade, required more time in the program and experienced much longer time to reclassification.

The results of this data analysis closely corresponds with national research conducted on the amount of time necessary for English Learners to become proficient in English. Several researchers indicate that it takes at least up to seven years for English Learners to attain English Language Proficiency (Hakuta, Goto, Butler, & Witt, 2000; Robinson-Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014). In addition, the English Learner Advocate/Advisory group emphasized that language development is not linear and, in fact, often develops in a staggered fashion. In other words, while a student may make great gains in three domains of language, they may be not have progressed as far in the fourth domain. It has also been observed both by English Learner Advocates in Arkansas and by researchers that students at lower levels of English Language Proficiency tend to grow faster initially than students at higher levels of English Language Proficiency. Research on second language learners has shown that language

growth varies depending upon the starting year's proficiency level or grade level. Cook, Boals, Wilmes, and Santos (2008), established the following principle when looking at English Learner student growth: "Lower is faster, higher is slower" (p.7). Basically, the language growth of students at lower grade levels or proficiency levels is faster than the language growth of students at higher grade levels or proficiency levels. The breadth and depth of academic language students are expected to comprehend and produce increases as they advance in proficiency level. Specifically, the language students need to demonstrate in terms of linguistic complexity, forms and conventions, and vocabulary usage is greater and more complex at higher levels of proficiency level. The "lower is faster, higher is slower" concept is also evident as students advance in grade levels.

Therefore, Arkansas is proposing, for reporting purposes only, an expected timeline to proficiency that takes into account initial English Language Proficiency levels that is differentiated by initial grade level spans. Tables 11a, 11b, and 11c provide Arkansas' data and research based timelines to English Language Proficiency.

Table 12a. **Arkansas K-2 Timeline to English Language Proficiency**

Initial Domain Level	Years Identified as an English Learner				
	2	3	4	5	6
Level 1	Level 2	Level 2	Level 3	Level 3	Proficient (Level 4/Level 5)
Level 2	Level 2	Level 3	Level 3	Proficient (Level 4/Level 5)	
Level 3	Level 3	Proficient (Level 4/Level 5)			
Proficient (Level 4/Level 5)					

Table 12b. **Arkansas Grade 3-5 Timeline to English Language Proficiency**

Initial Domain Level (Year 1)	Years Identified as an English Learner					
	2	3	4	5	6	7
Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Proficient (Level 4/Level
Level 2	Level 2	Level 3	Level 3	Proficient (Level 4/Level		
Level 3	Level 3	Proficient (Level 4/Level				
Proficient (Level 4/Level 5)						

Table 12c. **Arkansas Grade 6-12 Timeline to English Language Proficiency**

Initial Domain Level (Year	Years Identified as an English Learner						
	2	3	4	5	6	7	8
Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient (Level 4/Level
Level 2	Level 2	Level 3	Level 3	Level 3	Proficient (Level 4/Level		
Level 3	Level 3	Level 3	Proficient (Level 4/Level				
Proficient (Level 4/Level 5)							

An English Learner is considered to be "On Track to English Language Proficiency" if any one of the following conditions is met:
1) Exit English Learner status
2) Meet time expectations on 3 or more ELPA21 domains
3) Meet time expectations on all nonexempt ELPA21 domains (if the English Learner has at least 1 domain exemption).

English Learners are on track to English Language Proficiency if they meet or exceed the timeline expectation within at least three of the four ELPA21 domains given their initial English Language Proficiency level and years identified as an English Learner. For instance, suppose an English Learner who began in kindergarten had an initial English Language Proficiency level of 1 on reading and has been identified as an English Learner for four years. According to the timeline in Figure 11a, this student would need a level 3 or higher in the reading domain to be on track to English Language Proficiency in reading. Arkansas intends to calculate the percent of students on track to English Language Proficiency for each student group, domain, and a combination across all domains. ~~The figure~~ Table 12D. ~~below~~ shows ~~a sample display of~~ the percent of English Learners on track to English Language Proficiency. ~~Note that the data in Table 11D are preliminary and provided for illustrative purposes only.~~

***Table 12D.* 2017~~7~~8 Arkansas percent on track by student group, domain, and combined**

Student Groups	On Track to English Language Proficiency by				On Track to ELP Combined Domains or Exited
	Reading	Writing	Listening	Speaking	
All English Learners	~~46~~43%	~~50~~51%	78%	~~53~~55%	~~38~~44%
ELs With Disabilities	~~16~~15%	~~18~~20%	~~52~~53%	~~25~~28%	~~15~~16%
Long-Term ELs**	~~35~~30%	~~47~~35%	~~69~~71%	~~44~~46%	~~38~~29%

*** Long-term ELs are students classified as English Learner for more than five years. It should be noted that if an English Learner does not attain English Language Proficiency within the appropriate timeline, that student must still be afforded English Learner services until proficiency is met.*

Arkansas proposes to set long-term goals for the percentage of students on track to English Language Proficiency. These goals will be based on ~~preliminary~~ 2017~~7~~8 ELPA21 results combined with the initial grade level and initial domain level of English Learners from their entry years using ELDA or ELPA21 as applicable for each student's entry as an English Learner. The preliminary percentages of students on track to English language proficiency for each domain in 2017~~7~~8 were calculated. The distribution of schools' percentages was used to anchor the baseline school percentage value at the 25th percentile rank of schools. The value associated with this position in the distribution is 34~~32~~ percent of students on track to English Language Proficiency.
The school percentage of students on track to English Language Proficiency at the 75th percentile rank of the 2017~~7~~8 school distribution was used to establish the aspirational percentage for schools to reach in 12 years. This value is 52 percent of students on track to English Language Proficiency. This long-term goal for schools to attain 52 percent is aspirational in that it represents twice the percentage of students making progress in English language proficiency when compared to the value of the 2015 percentage of students making progress under the former No Child Left Behind Act (2001) annual progress targets.

~~Arkansas will revisit these long-term goals to determine an expected timeline to proficiency and determining appropriate increases in the percentage of English Learners making progress in achieving English Language Proficiency after 3 years of ELPA21 summative assessment results are available for review.~~Three years of ELPA21 results have been analyzed and it is evident that the data reflected a continued adjustment to the assessment transition, particularly for the higher grade levels of students. The difference between former EL exit criteria which included the ELDA assessment and those being used with ELPA21 is an artifact of the transition that is anticipated to reduce in impact for high schools in future years.

2. *Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.*

iv. Indicators *(ESEA section 1111(c)(4)(B))*

The indicators described in this section will be aggregated to produce an annual ESSA School Index, an index-based system. The ADE developed the indicators for the ESSA School Index in collaboration with stakeholders through meaningful consultation. Members of the ESSA Accountability Advisory Team were asked to reflect on the Theory of Action, the focus on support for improvement, and to clarify how indicators could be aligned to produce the outcomes intended by the support and accountability system. Their recommendations are summarized below and provide the rationale for indicator development and use in the ESSA School Index.

- If indicators of school performance are meaningful to educators, understandable to stakeholders, and based on metrics that reflect school impacts (not external factors), then the accountability indicators will meaningfully differentiate between schools as well as inform schools and stakeholders about areas of strength and areas for improvement.
- If indicators included in the Arkansas Educational Support and Accountability System are connected in meaningful ways to learning outcomes for students, then educators and stakeholders will understand the importance of improving them.
- If the support and accountability system includes an explicit measure of achievement gap closure, then equity becomes an important goal on which schools can focus their efforts for improved student learning.
- If the support and accountability system values Career and Technical Education/Industry certification equally with Advanced Placement/International Baccalaureate/concurrent enrollment, then schools will be incentivized to provide pathways for all students.
- If schools get credit for extended year cohort graduation rates, then schools will be incentivized to recover students who have dropped out of school and ensure these students complete their diplomas.

The indicator descriptions below relate to one or more clarifications provided by stakeholders. Each indicator will be calculated and incorporated into the annual ESSA School Index described in this document.

a. Academic Achievement Indicator

Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually

measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Arkansas will use a non-compensatory Weighted Achievement calculation within the ESSA School Index to incorporate academic achievement into its annual meaningful differentiation of schools. Weighted Achievement refers to assigning point values to each of the four achievement levels on Arkansas's grade level assessments for math and English language arts (criteria iii), aggregating those points at the school- level for all students and for each student group (criteria iii), and calculating the proportion of points earned by a school based on the number of full-academic year students tested at the school.

Under No Child Left Behind (2001), schools tended to focus more narrowly on students clustered around the proficiency cut point in order to achieve short-term progress toward Adequate Yearly Progress targets. This focus left the learning needs of students who were well below and well above grade level less attended because schools only benefitted from student movement over the cut point. In contrast, Weighted Achievement increases point value for the movement of students from lower-performance levels to higher-performance levels, relative to grade-level proficiency (criteria ii). Schools earn partial points for students close to grade-level proficiency, a single point for students at grade-level proficiency, and 1.25 points for students exceeding grade-level proficiency for the number of students exceeding that are greater than the number in the lowest achievement level. If the number of students exceeding grade level-proficiency is not greater than the number of students in the lowest achievement level then schools earn a single point for these students. Table 12 demonstrates how positive movement of students from lower achievement levels to higher achievement levels produces higher Weighted Achievement scores.

***Table 13.* How Point Values for Student Achievement Levels Total Weighted Achievement Points Earned**

In Need of Support/Level 1 (L1)	Close/Level 2 (L2)	Ready/Level 3 (L3)	Exceeding/ Level 4 (L4)	How L4 Points Work: For #L4 ≤ #L1 point value /student = 1.0 For # L4 > # L1 point value /student = 1.25	Point Totals by Level	Total Points Earned	Total Possible Points (based on 1 point per student test)	Weighted Achievement (WA) Score: (Points Earned/Points Possible)*	Points Earned for Students Simply Meeting Ready/ Exceeds*
Point Value/ Student = 0	Point Value/ Student = 0.5	Point Value/ Student = 1.0	Point Value/ Student = 1.0 or 1.25						
				#L1 ≥ #L4 so L4s count as 1.0	L1 = 0.0 L2 = 4.5 L3 = 5.0 L4 = 2.0	11.50	21	(11.50/21)*100 = 54.76	(7/21)*100 = 33.33
				#L1 = #L4 so L4s count as 1.0 L4 = 3*1.0 = 3	L1 = 0.0 L2 = 3.5 L3 = 8.0 L4 = 3.0	14.50	21	(14.50/21)*100 = 69.00	(11/21)*100 = 52.38
				L4 – L1 > L1 2 L4s count as 1.0 3 L4s count as 1.25 L4 = (2*1.0) + (3*1.25) = 5.75	L1 = 0.0 L2 = 3.5 L3 = 7.0 L4 = 5.75	16.25	21	(16.25/21)*100 = 77.38	(12/21)*100 = 57.14

*Multiply by 100 to Scale Value of Proportion for Index

Row one represents year one, row two is year two, and row three is year three. These rows each show an example of the number of students at each of the four achievement levels on the state assessment (columns one-four) for the same school over three years

(rows one, two, and three). When schools help students attain higher achievement levels those schools earn more points. Also, schools that help students move from lower to higher achievement levels compared to their achievement levels in prior years earn more points. The Weighted Achievement Score (column nine) is the number of points a school earned for full academic year students at each achievement level divided by the number of full academic year students with test scores. Partial points (0.50) are earned for students in the Close achievement level and 1. 25 points earned for students in the Exceeds achievement level for the number of students in Exceeds beyond the number of students in the lowest achievement level. Students at the Ready achievement level and students in the number of students at the Exceeds achievement level that are not greater than the number at the lowest achievement level have a multiplier of 1.0 per student. The Percent Meeting Ready/Exceeds (column 10) is the percentage of students attaining a Ready or Exceeds score. Schools earn more points only when students move over the Ready line regardless of whether students moved from the In need of support level to the Close achievement level.

Note how much more the Weighted Achievement score credits schools for moving students from lower to higher levels and how this score compares to the Percent Meeting or Exceeding. When schools focus on moving all students to the next achievement level, and then the next, the school will earn more points for the indicator. Moving more students to higher achievement levels annually, regardless of their prior achievement level, will lead to schools increasing the percentage of students meeting or exceeding grade- level proficiency. Thus, moving more students toward the long-term goals for academic achievement (criteria *i*).

To minimize the compensatory effect of schools earning 1.25 points for moving students from Ready to Exceeds, without attending to students in the lowest achievement level, 1.25 points can only be earned for the count of students in the Exceeds achievement level that is greater than the count of students in the lowest achievement level. These point values were selected specifically to address concerns that schools might focus on moving Ready students to Exceeds to compensate for students languishing in the Close achievement level. Schools cannot compensate for students at the lowest level by moving students at grade level to the Exceeds level. Schools can only earn 1.25 points for each student beyond the number of students in the lowest achievement level.

This method for calculating the academic achievement indicator for the ESSA School Index is an additional strategy to address and mitigate the educational triage response documented as an unintended consequence of No Child Left Behind (2001). As mentioned in the previous section describing the long- term goals, prevalence of educational triage to obtain quick gains in achievement scores was found to be higher when the rigor of academic standards was raised, particularly in math (Lauen and Gaddis, 2012). Lauen and Gaddis (2016) found that, "…accountability threats increase gaps by prior achievement level when standards increase and these gaps are particularly large in the lowest achieving schools" (p. 140). Weighted Achievement attends to low and high achieving students, as well as those near the grade level proficiency score.

Using Weighted Achievement provides value to schools helping students in all achievement levels attain the next higher level or maintain the highest level. Theoretically this provides motivation to schools to meet the needs of all learners in order to make progress toward long-term goals (criteria *i*). The 2016 Weighted Achievement scores are shown in Table 13. Note that there are schools, as well as

subgroups within schools, where the Weighted Achievement score exceeded 100 points, indicating more students in the highest level of achievement than the lowest.

Table 14. 2016 Weighted Achievement Statistics

	Student Group	Number of Schools	Mean	Standard Deviation	Minimum	Maximum
Grade Span K - 5	All Students	561	64.25	13.81	31.61	103.08
	Black/African American	259	49.48	10.87	27.94	85.48
	Hispanic/Latino/a	260	59.36	12.29	31.82	111.11
	White	510	70.81	12.99	25.00	108.36
	Economically Disadvantaged	561	58.11	10.75	31.83	93.86
	English Learners	174	67.02	11.51	26.67	103.49
	Students with Disabilities	468	32.19	11.39	7.69	68.42
Grade Span 6 – 8	All Students	183	63.29	14.29	15.12	96.27
	Black/African American	101	46.41	12.04	13.71	77.27
	Hispanic/Latino/a	123	58.31	12.28	26.09	89.06
	White	171	70.29	13.16	11.76	104.48
	Economically Disadvantaged	183	55.76	11.36	14.71	78.03
	English Learners	79	51.25	12.73	20.59	81.00
	Students with Disabilities	174	25.22	10.68	3.57	74.26
High Schools (the academic achievement indicator includes Weighted Achievement and the School Growth Score)	All Students	299	49.33	13.79	8.11	113.88
	Black/African American	124	31.21	10.36	7.05	64.06
	Hispanic/Latino/a	97	42.87	14.04	8.33	109.87
	White	279	55.56	11.94	25.45	113.86
	Economically Disadvantaged	294	42.28	11.08	9.68	67.93
	English Learners	60	24.19	13.17	2.26	55.36
	Students with Disabilities	212	13.04	8.10	0.00	38.75

The academic achievement indicator for high schools will include Weighted Achievement and School Value-added Growth at a 1:1 ratio. This will result in Weighted Achievement accounting for 35 percent of the ESSA School Index score and School Value-added Growth accounting for 35 percent of the ESSA School Index score. Note: The School Value-added Growth score and details about the calculation are explained in Section b. Indicator for Public Elementary and Secondary Schools that are not High Schools (Other academic Indicator). The growth model and calculations of School Growth Scores are completed across all grades 3-10.

Using Weighted Achievement for the academic achievement indicator, and including School Value-added Growth at the high school level, in the ESSA School Index is responsive to the research on unintended consequences of No Child Left Behind (2001)

status-based accountability. Also, this method for calculating the academic achievement indicator is responsive to stakeholders' concerns that students at the upper end of the continuum of achievement (higher performers) should be valued in the system so that schools will attend to their learning needs. Concurrent reporting of the student groups' progress toward long-term goals on grade-level proficiency provides additional transparency for stakeholders.

Using Weighted Achievement for the academic achievement indicator, in tandem with reporting schools' academic achievement relative to checkpoints, aligns with the goals of the Theory of Action for the Arkansas Educational Support and Accountability System to increase transparency and to inform LEAs where and how schools may be needing support. The ADE will calculate and report on schools' Weighted Achievement for all students and all subgroups of students as part of annual reporting of the ESSA School Index. Figure E illustrates how the ESSA School Index report will include the overall rating score, as well as schools' scores on the indicators within the ratings.

As indicated in Figure E, using and reporting on student group Weighted Achievement in tandem with student groups' progress on grade-level competency provides transparent information on differential performance, if present, for specific student groups.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools(Other Academic Indicator)

Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Arkansas stakeholders communicated a high value for including a student academic growth indicator in the ESSA School Index for all grade levels for which growth can be calculated, including elementary and secondary schools that are not high schools.

Arkansas has been through a three-year test transition with a different assessment given to students each of the prior three years. Students completed the Arkansas Benchmark and End of Course Exams in 2014, the PARCC assessment in 2015, and the ACT Aspire Exam in 2016. These three assessments measured different standards and measured students' knowledge and skills at different levels of rigor. This prevented Arkansas from using a model that tied students' annual growth directly to growth on standards.

A value-added growth model was piloted and selected in 2015 based on policy considerations such as which question about student growth is meaningful to students, parents, teachers, and other stakeholders, as well as the technical considerations given Arkansas's test transitions. Over four years of development and advisory meetings conducted by the ADE, stakeholders concluded their preference for the use of a simple value-added model (VAM) over other options, such as Student Growth Percentiles (SGP).
Appendix D includes the model equation.

The student longitudinal growth model is a simple value-added model that conditions students' expected growth based on students' score histories. The value-added model assesses student growth relative to the student's individual score history and the

student's expectation of growth (predicted score). It reflects the difference between the observed performance and the performance expected (predicted) for each student in a group of students. The computation of the students' value-added scores (VAS) which is the difference score (residual) is carried out in two steps.

In the first step, a longitudinal individual growth model is run to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In the value-added model, each student's prior score history acts as the control/conditioning factor for the expectation of growth for the individual student.

In the second step, the student's predicted score is subtracted from his or her actual score to generate the student's value-added score (actual – predicted = value-added score). The magnitude of value-added scores indicate the degree to which students did not meet, met, or exceed expected growth in performance.

- If the student has a value-added score with a positive value, the student's performance exceeded growth expectations for the year. The student had higher than expected growth. The greater the value above zero, the more the student exceeded expectations.
- If the student has a value-added score value of zero, the student's performance met expected performance. The student grew at least as much as expected.
- If the student has a value-added score with a negative value, the student did not meet expectations for growth in performance for the year. The student did not grow as much as expected in achievement. The lower the value of the value-added score, the larger the degree to which the student did not grow as much as expected.

Student value-added scores are averaged for each school to provide a school-level value-added score. School value-added scores indicate, on average, the extent to which students in the school grew compared to how much they were expected to grow, based on how the students had achieved in the past. The school value-added scores answer the question, "On average, did students in this school meet, exceed, or not meet expected growth?"

School value-added scores in math and English language arts are averaged to produce a value that describes the average student growth for the school across both subjects. To include school value-added scores in the ESSA School Index, the values must be transformed to a scale that will work within the total point scale for the rating system. Value-added scores are transformed using the equation below.

$$\text{School Growth Score} = (\text{School Value-Added Score} * 35) + 80.00$$

This transformation places schools whose students are meeting expected growth on average (value-added score ~ 0) at 80.00. The ADE determined the intercept by asking stakeholders what "grade" a school should earn if students, on average, were meeting their annual growth expectation. The standard deviation of 35 was used to accomplish the spread of scores from approximately 60 to 100. School-level value- added score will be calculated as well as a value-added score for each student group within schools that meet the minimum N-size. These scores will be included in the ESSA School Index used for annual meaningful differentiation.

Table 15. 2016 Mean School Value-Added Score for Student Group

	Student Group	Number of Schools	Mean	Standard Deviation	Maximum	Minimum
Grade Span K - 5 (Growth included as the Other Academic Indicator)	All Students	561	79.86	2.69	71.25	87.83
	Black/African American	258	79.12	2.67	73.23	87.26
	Hispanic/Latino/a	331	79.64	3.68	69.20	89.77
	White	509	80.28	2.83	69.75	88.49
	Economically Disadvantaged	560	79.40	2.60	71.69	90.07
	English Learners	287	79.64	4.59	65.71	104.30
	Students with Disabilities	444	76.41	3.27	66.55	87.71
Grade Span 6 – 8 (Growth included as the Other Academic Indicator)	All Students	183	80.28	2.76	70.94	87.64
	Black/African American	100	78.84	2.99	68.11	86.05
	Hispanic/Latino/a	128	79.79	3.57	72.56	99.47
	White	171	80.61	2.82	71.74	89.25
	Economically Disadvantaged	183	79.59	2.73	67.19	86.85
	English Learners	100	80.09	4.42	73.23	103.80
	Students with Disabilities	169	78.87	2.99	69.76	86.83
High Schools (Growth included in the academic achievement indicator for these schools)	All Students	299	80.21	3.23	70.06	90.18
	Black/African American	123	78.01	2.84	72.26	86.88
	Hispanic/Latino/a	116	79.85	2.84	71.97	87.69
	White	279	80.76	3.35	71.60	92.91
	Economically Disadvantaged	292	79.52	3.15	68.68	88.76
	English Learners	85	80.47	3.78	71.70	93.19
	Students with Disabilities	194	78.89	3.30	69.47	88.70

c. Graduation Rate

Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Arkansas will use the four-year Adjusted Cohort Graduation Rate and the five-year Adjusted Cohort Graduation Rate in the ESSA School Index. Both the four-year and

five-year Adjusted Cohort Graduation Rate will be directly integrated into the ESSA School Index by multiplying each rate by the weight assigned: 10 percent for four-year Adjusted Cohort Graduation Rate and five percent for five-year Adjusted Cohort Graduation Rate. The total points possible for each Adjusted Cohort Graduation Rate would reflect the weight assigned, 10 and five, respectively.

The Adjusted Cohort Graduation Rates would function as continuous values in the total ESSA School Index adjusted by weight for the indicator. For example, a school with a four-year Adjusted Cohort Graduation Rate of 85 would earn 85 points adjusted by the assigned weight of 10 percent which would result in the four-year Adjusted Cohort Graduation Rate contributing 8.5 points to the overall score. A five-year Adjusted Cohort Graduation Rate of 96 at an assigned rate of five percent would contribute 4.8 points to the overall score.

d. Progress in Achieving English Language Proficiency (ELP) Indicator

Describe the Progress in Achieving English Language Proficiency indicator, including the State's definition of English Language Proficiency, as measured by the State English Language Proficiency assessment.

Mindful of the limitations and differences of the available English Language Proficiency data, the ADE proposes to implement a transitional plan for meeting this indicator which will be evaluated during the next two years (three years of ELPA21 scores) for validity and reliability as will all indicators in its methodology for meaningfully differentiating schools as part of Arkansas's continuous Cycle of Inquiry and improvement.

For the English Language Proficiency indicator, validity analyses will be replicated with additional years of ELPA21 scores as these become available to determine statewide and LEA patterns and trends in progress toward English Language Proficiency based on ELPA21 and revised exit criteria outlined in this proposal. Other models for measuring and including English Learners' progress in achieving English Language Proficiency are likely to be developed and evaluated by the ADE as the ELPA21 consortium develops ELPA21 metrics for assessing student progress and/or growth toward English Language Proficiency. The ADE will evaluate these additional metrics as part of its transitional plan and may propose amending its methodology for this indicator if validity analyses support it. Data and analyses used to establish this indicator are available in the folder used by the English Learner Title III Advocacy/ Advisory Team at https://drive.google.com/drive/folders/0B2NnPMGSyXSuM3ZrRFEwTnlNUjA.

The ADE proposes to use a value-added growth model for the English Language Proficiency indicator as part of its transitional plan. The value-added growth model for English Language Proficiency is a simple two-level model that nests students' English language assessment scores for each year. The general form of the equation is provided in Appendix D. The English Language Proficiency value-added model uses students' prior score history on state English Language Proficiency assessments to determine an expected growth trajectory. The residuals between current year ELPA21 scores and students' expected scores are used as a proxy measure of whether the students met, exceeded, or failed to meet expected growth in English Language Proficiency. Student-level residuals are aggregated to the school level to provide a school-level metric for English Learner progress in English Language Proficiency. Given the transition of assessments, and the lack of comparable multi-year scores for evaluating English

Learner progress in English Language Proficiency across the transition, the value-added model provides a transitional growth model that enables schools to benefit from students' full score history in setting expected growth during these transition years.

ADE will report the English Language Proficiency value-added growth score which is transformed to be on a scale where 80 is the expected growth using the equation below.

School English Learner Progress Growth Score = (School Value-Added Score * 35) + 80.00

Arkansas has established the following definition of English Language Proficiency as measured by the ELPA21 assessment:
Students' results on the ELPA21 are the criterion used to measure a student's proficiency in English. English Learners are tested annually on ELPA21. The ELPA21 is based on the Arkansas English Language Proficiency standards and addresses the language demands needed to reach college and career readiness. ELPA21 assesses the language domains of reading, writing, listening, and speaking. The assessment is scored by the state's testing vendor and districts are notified of students' results. Within each of the four domains (reading, writing, listening, and speaking) there are five performance levels (1– 5). These performance levels offer additional details as to student performance within each domain.

Based on these performance levels, ELPA21 has established three categories of proficiency status: Emerging (the beginning level of English language acquisition), Progressing, and Proficient.

Proficiency Status Rules:
- Emerging = students with all domain levels ≤2
- Progressing = students with domain level combinations that fall in between the criteria for Proficient and Emerging
- Proficient = students with all domain levels ≥4

Student Proficiency Status represents the following:
1. Emerging (qualifies for English Learner services at the beginning level of English language acquisition)
2. Progressing (qualifies for English Learner services) or
3. Proficient (qualifies to be considered for exiting English Learner services)

Students with an Emerging or Progressing determination will continue to receive English Learner services, while students with a Proficient determination will be considered for exiting English Learner status and services (see section on statewide exit criteria).

Arkansas will revisit this definition of "English Language Proficiency" after three years of ELPA21 summative assessment results are available for review.

e. School Quality or Student Success Indicator(s)

Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Through stakeholder input and meaningful consultation with the ESSA Accountability Advisory Team, a large initial set of desired School Quality and Student Success (SQSS) indicators was compiled. Figure H shows how requested School Quality or Student Success indicators are categorized. Group A indicators have been modeled and included in the ESSA School Index. The ADE anticipates calculating and evaluating Group B indicators immediately following submission of this plan. Group B School Quality and Student Success indicators may take only one to three years to be ready for inclusion consideration. It is anticipated that Group C School Quality and Student Success indicators may take more time and would be available for inclusion if these indicators meet the criteria within three to five years

Figure H. **School Quality and Student Success Indicators Grouped by Timing and Process for Vetting for Inclusion and Implementation**

a Data for indicator available to calculate	• Student engagement (chronic absenteeism) • Science achievement • Science growth • Reading at or above grade level • Meeting or exceeding state expectation of ACT composite score of 19 • Meeting or exceeding ACT readiness benchmark • Grade point average of 2.8 or better on 4.0 scale • Community service learning credits earned • On-time credits • Computer Science course credits earned • Advanced Placement, International Baccalaureate, or Concurrent Credit (including ACE) credits earned
b Data collection and calculation to be studied for future consideration	• Gap closure – growth of subgroups to close achievement gaps • Reduction in rates of ISS, OSS, and expulsions • Reduction of disproportionate discipline rates for subgroups • Access index representativeness of students participating in courses for postsecondary credit and/or in high value career preparation • Students completing grade 8 with a foreign language credit • Students completing above grade level mathematics courses and achieving ready or above on above grade level mathematics assessment • Career completer (ACE approved) • Pre-apprenticeship or internship (workplace learning) • High school credit for Grades 5-8 (academic or career pathway approved for high school credit)
c Data collection to be developed or piloted	• School climate survey • Parent and family engagement survey • Student engagement survey • Access to student-focused learning systems (personalization, competency-based, etc.) • Graduates completing high-quality apprenticeships/internships • Graduates completing high-quality community learning/engagement experiences • Access to extracurricular and student leadership opportunities • Access to ESL program for schools with EL not reaching the threshold for Title III funding • Graduates earning High Value Industry Certification • Student engagement in co-curricular activities

The School Quality and Student Success indicator was a focus of significant stakeholder feedback during the public comment period. Stakeholders communicated a desire to have multiple measures or components included in this indicator as soon as possible. ADE created a student-focused aggregation of components to align with the goals of the Vision. The components for this indicator focus on each student meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important postsecondary success indicators (attainment of AP, IB, concurrent credits). In essence, the School Quality and Student Success indicator will provide a measure which combines engagement, access, readiness, completion, and success criteria.

The challenge to including these different components in the School Quality and Student Success indicator is in calculating this indicator in such a way that it is comparable across schools within grade spans statewide. To achieve comparability across schools with in grade spans, given that schools can have different grade-level configurations even within a grade span, the calculation starts at the student level to determine whether points are possible for the student and whether the student received any points for a component. The final School Quality and Student Success indicator score is the percentage of points earned per student based on the point possible per student.

For each component of this indicator a student is included in the denominator of the calculation using a comparable standard. The student engagement component can be used for an example. If a student is in grades kindergarten through 11 and the student is enrolled at a particular school, then the student is listed as enrolled at that school in a district's annual cycle 7 (June 15) data submission to the statewide information system. The cycle 7 data submission of enrolled students at each school and LEA provides the denominator for the student engagement component. A student level table is constructed that includes all student enrolled at each school and LEA as of June 15. The cycle 7 data

submission includes the number of days absent and the number of days present for each student enrolled at the school.

The number of days absent and the number of days present are used to calculate the attendance rate of the student and that rate is used to determine the risk level for engagement. Chronic absence represents high risk that the student is not engaged in school.

- If a student is absent less than five percent of the days the student is enrolled, the student is considered low risk, and the student receives 1 point for the student engagement component out of 1 point possible.
- If a student is absent from five percent to less than 10 percent of the days enrolled, the student is considered moderate risk and the student receives 0.5 points for the student engagement component out of 1 point possible.

The number of points for all students enrolled (as submitted and certified in cycle 7 data) are summed for the numerator of this component. The number of students enrolled (as submitted and certified in cycle 7 data) are the denominator of this component. The use of submitted, certified cycle 7 enrollment data provides a comparable denominator for this component for schools statewide. This process—determining and summing points received for each student and points possible for each student—is replicated for each component of the School Quality and Student Success indicator as summarized in Table 16 and detailed in the business rules in Tables D-14 of Appendix D. The final School Quality and Student Success indicator score is the sum of points per student across all components and the sum of points possible across all components. This summation results in a denominator for each component that is standard and comparable across schools and a numerator for each component that reflects the degree to which each student accessed or achieved a desired outcome for the component. A student level table is constructed to include the indicators listed in Table 16.

Table 16. **School Quality and Student Success Indicators Available for Inclusion**

Indicator	Grade Level or Cohort for Points Possible	Points for Student
Student Engagement	Grades K -11 Students Enrolled in School	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 Students tested on Required State Assessment	Ready or Exceeds = 1.0 Point Not Ready = 0.0 Point
Science Value-Added Growth	Grades 4 – 10 Students tested on Required State Assessment	Using ACT Aspire Science Value-Added Score Percentile Ranks 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 Students tested on Required State Assessment	Ready or Exceeds = 1.0 Point Not Ready = 0.0 Point
ACT⁄	Grade 12 Students enrolled in school	Best ACT Composite Score ≥ 19 = 1.0 Point Use best ACT score from prior 3 years.

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

To communicate the focus on student access, readiness, and success for this indicator, and to ensure comparability across schools and grade spans the School Quality and Student Success Indicator is calculated first at the student level. Each student has a score that is the percentage of points earned out of points possible to earn. These student-level scores are aggregated to the school level. This student-level focus is necessary first because it aligns with the goals of the Vision and second because schools will have different grade configurations and students in different grades will have different points possible.

The mean percentage of points earned per student is used to calculate a school-level statistic which represents the average earned points per student based on each student's possible points. The following steps were taken to model this student-focused School Quality and Student Success Indicator:

- A student-level table was constructed that included two columns per indicator: points possible and points earned. If an indicator listed in Table 16 applied to the student the points possible were set equal to one. If the indicator did not apply, the points possible were set to a null value to exclude them from the total points possible for thestudent.

- When a student's data record indicated he/she earned a full or partial point the point/partial point was added to the student row for that indicator. If a student's data record showed the student did not meet the criteria to earn a point for the indicator, a zero was assigned for points earned for that particular indicator.

- Students' possible points were summed across all indicators (indicators with a null value did not apply and thus were not included in possible points).

- Students' earned points were summed across all applicable indicators.

- The percentage of points earned out of possible points was calculated for each student.

- School means were calculated for the percentage of points earned per student to produce the school-level School Quality and Student Success indicator.

The 2016 statewide school distributions and summary statistics for the School Quality and Student Success indicators are included in Appendix D. Details for determining possible points and points per student are provided in the business rules explained in Table D-14 in Appendix D.

v. Annual Meaningful Differentiation *(ESEA section 1111*(c)*(4)*(c)*)*

a. *Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(c) of the ESEA, including a description of*
(i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Arkansas proposes to use the ESSA School Index, an index-based system, for aggregating indicators to annually differentiate schools and to meet the requirements of Section vi. a.-f. based on stakeholder input and meaningful consultation with the ESSA Accountability Advisory Team, Arkansas Technical Advisory Committee for Assessment and Accountability, and the Vision for Excellence in Education and Arkansas Accountability System Steering Committee.

The ADE presented several options for methods to aggregate indicators to the ESSA Accountability Advisory Team, Arkansas Technical Advisory Committee for Assessment and Accountability, and Vision for Excellence in Education and Arkansas Accountability System Steering Committee based on early stakeholder input. The ADE presented the following options:

- goal-based decision rules,
- matrix-based determinations,
- index-based aggregations,
- multiple measures dashboard, and
- combinations of methods.

Stakeholders indicated a preference for a combination system: an index and multiple measures reporting dashboard. An index will be used to aggregate indicators for annual meaningful differentiation of schools. Enhanced annual public and private reporting of schools' and their student groups' progress toward long- term goals would augment the annual index. Scatterplot charts of schools' academic achievement plotted with schools' mean growth scores in the content areas will be included in augmented reporting to assist schools in looking at the intersection of both indicators.

Index for Annual Meaningful Differentiation

The ADE developed and adjusted the ESSA School Index in response to stakeholder feedback and technical recommendations for the design and validation of the index from the Arkansas Technical Advisory Committee for Assessment and Accountability.

The ESSA School Index is the sum of weighted indicators scores The ESSA School Index consists of the following indicators:

- Weighted Achievement
  - School Mean Growth plus English Learner Growth
    - Content growth (ELA and math growth scores combined for each student).
      - English Learner progress to English Language Proficiency at a rate that is proportional to number of English Learners.
- Adjusted Cohort Graduation Rate (100 points each)
    - Four-year Adjusted Cohort Graduation Rate
    - Five-year Adjusted Cohort Graduation Rate
- School Quality and Student Success (100 points)

The ESSA School Index

b. *Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in English Language Proficiency indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.*

Indicator weights in the ESSA School Index were designed to align with the Theory of Action, to support attainment of the goals of the Vision, and be responsive to stakeholder feedback. For example, ADE has been explicit in the Theory of Action to underscore the importance of LEAs supporting their schools so that schools can focus on what matters most for learning. If students are learning then this learning should result in students meeting or exceeding annual expected growth, which should lead to an increase in student achievement. Additionally, the ADE's Vison includes an explicit goal that every student meet or exceed expected academic growth each year. If students are meeting or exceeding expected growth each year, then students' academic achievement levels should improve as students make progress from lower to higher achievement levels.

Throughout the statewide stakeholder listening tours conducted during the fall of 2016, ADE leaders heard a clear, strong preference for weighting the student academic growth indicator at a higher level than student academic achievement within the accountability system. A focus on helping all students meeting or exceeding expected growth provides schools with recognition for the efforts they have made to improve student learning as indicated by improvement within an achievement level—in addition to recognizing increases in students attaining the grade level proficiency mark. Table 17 below, indicates the weights that apply to all schools for the indicators in the ESSA School Index. Note that academic growth at the elementary level and for secondary schools that are not high schools is the other academic indicator and weighted at 50 percent within the ESSA School Index. At the high school level, academic growth is included in the

academic achievement indicator for high school and weighted equal to academic achievement within this indicator for a weight of 70 percent within the ESSA School Index.

Table 17. Combining and Weighting Indicators for the ESSA School Index

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8		Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement and Academic Growth	70% total with Weighted Achievement accounting for half (35%) and School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%		
Progress to English Language Proficiency*	Proportionately weighted in School Growth Score by Number of English Learners 1:1 ELP to Content Growth	Progress to English Language Proficiency*	Proportionately weighted in School Growth Score by Number of English Learners 1:1 ELP to Content Growth
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%

Stakeholders expressed a desire for schools whose English Learners are making progress in achieving English Language Proficiency have a weight for the English Learner progress indicator that was proportional to the population of English Learners served in a school. ADE consulted with English Learner experts to develop a method to accomplish what stakeholders requested. The student academic achievement growth indicator and the growth metric proposed for English Learner progress in English Language Proficiency use the same foundational multi-level model to calculate students' value-added growth.

- The academic growth model for math and English language arts uses students' score histories from up to five years of academic assessments to set an expectation for growth. The multilevel model produces Beyesian estimates of expected growth. Students observed scores are compared to the Beyesian estimate of growth to determine the residual. The residual is the value-added score for the student.
- The multilevel model employed for the indicator of English Learner progress to English Language Proficiency uses English Learners' score histories on the English language acquisition tests (ELDA prior to 2015 and ELPA21 for 2016

forward). Beyesian estimates of expected growth in English Language Proficiency are produced and the students observed scores are compared to the Beyesian estimate of English Language Proficiency growth to determine the residual. This residual is the value-added score for the English Learner.

ADE's initial draft of this plan that was released for public comment outlined one option for including English Learner progress to English Language Proficiency when the English Learner group within a school met the minimum N-size of 15. The weight proposed for the indicator in the first draft released to the public set a weight of 10 percent of the ESSA School Index score when a school met the minimum N size of 15. After public comment and additional meetings of the English Learner Advocate/Advisory Group and the Vision for Excellence in Education and Arkansas Accountability System Steering Committee it was determined that this method for including the English Learner indicator was not aligned with the Theory of Action. Schools with fewer than 15 English Learners would not have this important indicator included in their ESSA School Index score.

Furthermore, data analyses used to compare the two methods for including the English Learner Progress indicator in the ESSA School Index showed that for schools with smaller numbers of English Learners (fewer than 40) and very high or very low English Learner growth scores resulted in overly-inflated or overly deflated the ESSA School Index Scores. Given that Arkansas schools have a wide range of populations of English Learners, ranging from 15 to more than 600 within a single school, assigning the same weight for the indicator, regardless of the proportion of English Learners in the school population, would result in the unintended consequence of elevating or deflating a school's ESSA School Index score which might lead to identifying a school for support that did not have the greatest need, or failing to identify a school that had the greatest need for comprehensive or targeted support. Additionally, schools that serve small numbers of English Learners would not have the progress of those students represented in the ESSA School Index score.

ADE was challenged by English Learner advocates to incorporate English Learner progress as an indicator in such a way that all English Learners are represented for the purpose of ensuring schools that serve English Learners are identified for supports where needed, In response to advocates and as a result of careful analysis, ADE incorporated a new weighting schematic to address early stakeholder feedback. The rationale and method are detailed in the following section.

Academic language development is critical to the success of English Learners, especially as measured by the academic achievement and academic growth indicators. As such, the English Learner Advocate/Advisory Group and survey results from the May 22, 2017, draft of Arkansas' ESSA Plan indicated that the English Language Proficiency indicator should be weighted in such a way as to ensure the inclusion of every English Learner's English Language

Proficiency growth score and that the impact of this indicator on the overall ESSA School Index should be relative to the density of the English Learner population. To get a sense of the density and spread of the English Learner population in Arkansas schools, Table 18 shows the number and percent of schools at varied densities.

Table 18. **English Learner Population Density within Schools and Spread Across Schools**

English Learner Population	Count of Schools	% of Schools in Category
> or = 16% (Hi)	134	13%
6 - 15% English Learners (Med)	146	14%
< or = 5% English Learners (Lo)	329	31%
N is less than 5	179	17%
None	273	26%
Grand Total	**1,061**	

After further review of stakeholder feedback by the English Learner Advocate/Advisory Group ADE determined a method that would support the Theory of Action and ensure all English Learners are counted in this indicator for the ESSA School Index. At the suggestion of experts from the National Center for Improvement of Educational Assessment and under recommendation from the Arkansas Technical Advisory Committee for Assessment and Accountability, ADE constructed a combined growth indicator score for inclusion in the ESSA School Index. Using this combined growth indicator ADE is able to standardize the weights for all schools for the ESSA School Index and include the English Learner Progress indicator in an appropriately proportional manner.

Since the academic growth indicator and the English Learner progress indicator produce comparable Value-Added Scores for students, these scores can be combined to form a growth indicator that results in a school-level growth score with proportional representation of English Learners in the school-level score. However, as shown in Figure I, these growth scores are also being reported separately in school reports and the school report card. Figure J provides a graphic representation and text to explain the effect of the proportional weighting of the English Language Proficiency growth under different school English Learner subgroup densities and the overall contribution to the ESSA School Index Score.

Figure I Growth Report Showing Separate Academic and ELP Indicators

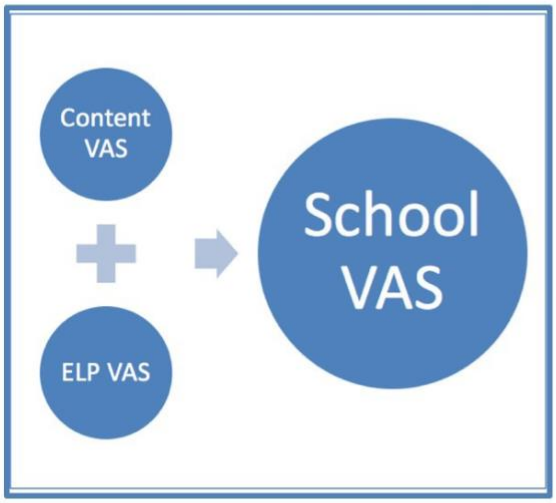
ARKANSAS DEPARTMENT OF EDUCATION

DRAFT 2017 ESSA School Index: School Value-Added Growth

8888001 - Fake Elementary School
8888000 - Fake School District

School Content Value-Added Growth (VAS)

	School Value-Added Growth Score	Content Growth Score	ELP Growth Score	ELA Value-Added Score	Math Value-Added Score
Score	86.8	88.16	78.99	82.45	93.65
Number of Students	155	132	23	132	132



The average school Value-Added Score (VAS), used for the purposes of calculating the ESSA School Index score, will be the weighted sum of the content VAS and ELP VAS divided by the total number of students contributing to the content VAS (each student counting once with a combined math and English Language Arts VAS) plus the total number of students contributing an ELP VAS.

While the growth component of the ESSA School Index score will be fixed at 50 percent (35 percent for high schools), the degree to which the growth component is informed by progress on the ELP assessment will be proportional to the percentage of students within the school who are English learners.

Assuming a 50 percent weight for growth:

- For a school with 100 percent English learners, the ELP VAS will account for one half of the growth indicator and 25% of the ESSA School Index score.
- For a school with 20 percent English learners, the ELP VAS will account for 17 percent of the growth indicator and 8.3 percent of the ESSA School Index score.

Figure J. **English Learner Growth.**

The school growth indicator is a weighted average of the value-added growth score for English Learner progress to English Language Proficiency and the Math and English Language Arts value- added score~~s~~. The result is a Growth Indicator score that

encompasses growth in the content areas of math and English language arts (ACT Aspire), as well as growth in English Language Proficiency (ELPA21). See the equation below.

School Value-Added Score for the ESSA School Index

$$\text{School Value-Added Growth Score} = \frac{\#\,EL\ w\ ELP\ Growth\ (ELP\ VAS) + \#\,Students\ w\ Content\ Growth\ (Content\ VAS)}{\#\,EL\ w\ ELP\ Growth + \#\,Students\ w\ Content\ Growth}$$

ELP VAS = Value-added growth score for English Learner progress to English language proficiency.
EL w ELP Growth = Number of English Learners with Value-added growth score for ELP
Content VAS = Value-added growth score for ELA and Math
Students w Content Growth = Number of students with content growth score where each student is counted once as follows.

- If math VAS only then student counts as 1 in # Students with Content Growth
  Content VAS = math VAS value for student
- If ELA VAS only then student counts as 1 in # Students with Content Growth
  Content VAS = ELA VAS value for student
- If ELA and math VAS then student counts as 1 in # Students with Content Growth
  Content VAS = $\frac{ELA\ VAS + Math\ VAS}{2}$ for the student

Case analysis supports that the inclusion of English Learner progress with academic growth produces ESSA School Index scores that are influenced appropriately by the proportion of English Learners whose English Language Proficiency value-added scores are included in the model. The examples below in Figures I.a. through I.d. illustrate this.

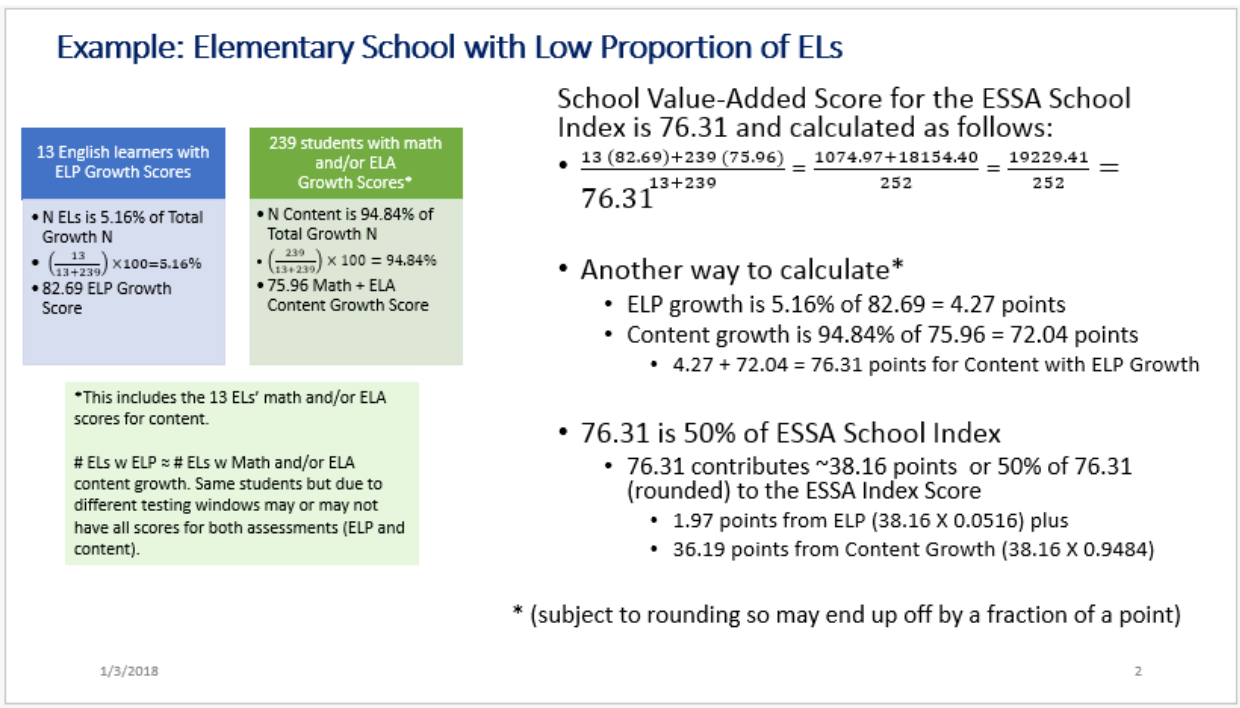


Figure J.a. Elementary school example of how the ELP indicator is incorporated and weighted proportional to the population of English Learners at the school.

In Figure J.a. the school has 13 English learners out of 239 students. If the universal weight of 10 percent were used for the English Learner Progress indicator then this school would not have met the minimum N and the progress of these students would have been silent in the ESSA School Index score. Instead, the 13 English Learners had greater than expected growth, on average, and this progress is included in the ESSA School Index score as 5.16% of the number of scores included in the growth and contributes 4.27 points to the School Value-added Growth Score. Since growth is 50 percent of the elementary ESSA School Index, or 38.16 points as indicated in Figure J.a., 1.97 points are contributed to the ESSA School Index score by the 13 English Learners and 36.19 points are contributed by the 239 students' content value-added growth scores. The contribution of English Learners to the total points in the ESSA School Index score reflects the progress (valued-added growth in English language proficiency) of these students at a proportionate rate to their density in the school population.

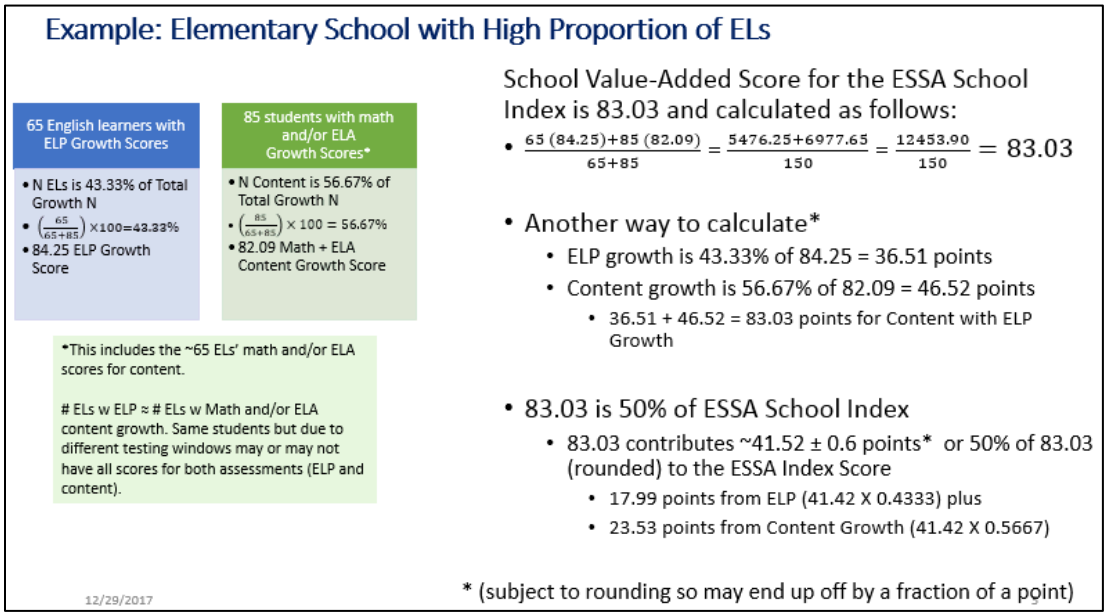


Figure J.b. Elementary school with high proportion of English Learners.

In Figure J.b. the school has 65 English learners out of 85 students. If the universal weight of 10 percent were used for the English Learner Progress indicator then this school would have met the minimum N and the progress of these students would have counted for only 10 percent of the ESSA School Index score. Instead, the 65 English Learners had greater than expected growth, on average, and this progress is included in the ESSA School Index score proportionate to the number of English learner value-added growth scores for progress to English language proficiency. In this case, 17.99 of the 41.52 points contributed for by the other academic indictor come from English learner progress. This is a much larger contribution than would have been accomplished with a universal weight of 10 percent for the English language progress indicator.

Example: High School with Low Proportion of ELs

28 English learners with ELP Growth Scores

- N ELs is 7.04% of Total Growth N
- $\left(\frac{28}{28+370}\right) \times 100 = 7.04\%$
- 89.73 ELP Growth Score

370 students with math and/or ELA Growth Scores*

- N Content is 92.96% of Total Growth N
- $\left(\frac{370}{28+370}\right) \times 100 = 92.96\%$
- 80.61 Math + ELA Content Growth Score

*This includes the 28 ELs' math and/or ELA scores for content.

ELs w ELP ≈ # ELs w Math and/or ELA content growth. Same students but due to different testing windows may or may not have all scores for both assessments (ELP and content).

School Value-Added Score for the ESSA School Index is 81.25 and calculated as follows:

- $\frac{28\,(89.73)+370\,(80.61)}{28+370} = \frac{2512.44+29825.70}{398} = \frac{32338.14}{398} = 81.25$
- Another way to calculate*
  - ELP growth is 7.04% of 89.73 = 6.32 points
  - Content growth is 92.96% of 80.61 = 74.94 points
    - 6.32 + 74.94 = 81.25 points for Content with ELP Growth
- 81.25 is 35% of ESSA School Index
  - 81.25 contributes ~28.44 points or 35% of 81.25 (rounded) to the ESSA Index Score
    - 2.00 points from ELP (28.44 X 0.0704) plus
    - 26.44 points from Content Growth (28.44 X 0.9296)

Figure Jc. High school with low proportion of English learners.

In the case of high schools, the School Value-added Growth score is part of the academic achievement indicator and is weighted at half of the 70 percent of the academic achievement indicator within the ESSA School Index. This results in a nominal weight of 35% of the ESSA School Index score for value-added growth in academic achievement. In Figure J.c. note the 28 English learners account for 7.04 percent of the students. If the universal weight of 10 percent were used for the progress to English language proficiency indicator the ESSA School Index score for this school would be inflated by the very high English learner value-added score for progress to English language proficiency. This would bias the growth score disproportionately higher given the proportion of students in the content growth value-added score. Instead, the small proportion of students accounts for 2.00 points in the ESSA School Index score, appropriately weighting the growth values.

Example: High School with High Proportion of ELs

154 English learners with ELP Growth Scores

- N ELs is 46.39% of Total Growth N
- $\left(\frac{154}{154+178}\right) \times 100 = 46.39\%$
- 81.59 ELP Growth Score

178 students with math and/or ELA Growth Scores*

- N Content is 53.61% of Total Growth N
- $\left(\frac{178}{154+178}\right) \times 100 = 53.61\%$
- 78.94 Math + ELA Content Growth Score

*This includes the ~154 ELs' math and/or ELA scores for content.

ELs w ELP ≈ # ELs w Math and/or ELA content growth. Same students but due to different testing windows may or may not have all scores for both assessments (ELP and content).

School Value-Added Score for the ESSA School Index is 80.17 and calculated as follows:

- $\frac{154\,(81.59)+178\,(78.94)}{154+178} = \frac{12564.86+14051.32}{332} = \frac{26616.18}{332} = 80.17$
- Another way to calculate*
  - ELP growth is 46.39% of 81.59 = 37.85 points
  - Content growth is 53.61% of78.94 = 42.32 points
    - 37.85 + 42.32 = 80.17 points for Content with ELP Growth
- 80.17 is 35% of ESSA School Index
  - 80.17 contributes ~28.06 ± 0.6 points* or 35% of 80.17 (rounded) to the ESSA Index Score
    - 13.27 points from ELP (28.06 X 0.4639) plus
    - 15.33 points from Content Growth (28.06 X 0.5361)

12/29/2017

* (subject to rounding so may end up off by a fraction of a point)

Figure J.d. High school with high proportion of English learners.

The final example, Figure J.d., illustrates the weight of the English learner progress to English language proficiency indicator in a high school with a high proportion of English learners. In this case, given the high proportion of English learners (154 out of 178 students) it is appropriate that the English learner progress to English language proficiency have an impact on almost half of the points for the School Value-added Growth score.

Weights assigned to indicators in the ESSA School Index are responsive to stakeholder feedback from the English Learner Advocate/Advisory Team and concerns that schools with much larger English Learner populations would be underrepresented by a universal weight of 10 percent for the indicator.

The weighting of the academic achievement indicator and the other academic indicator for elementary schools and for secondary schools that are not high schools at 85 percent of the ESSA School Index score represents substantial weight of the academic indicators as compared to the School Quality and Student Success indicator. Similarly, the academic achievement indicator and graduation rate indicators form a substantial weight (85 percent) in comparison to the weight of the School Quality and Student Success indicator for high schools. Initial modeling of the ESSA School Index produced the results in Table 19.

***Table 19*. Mean, Standard Deviation, and Number of schools for the Modeled ESSA School Index Using 2016 Data**

Grade Span	All Students	African American	Hispanic/ Latino/a	White	Economically Disadvantaged	English Learner	Students with Disabilities
K - 5	71.70 (6.46) N = 517	65.40 (5.53) N = 234	70.01 (6.24) N = 226	74.48 (6.38) N = 431	69.04 (5.43) N = 512	68.04 (5.54) N = 151	58.27 (6.40) N = 417
6 – 8	70.94 (6.72) N = 183	63.70 (6.01) N = 100	69.14 (5.90) N = 123	73.84 (5.91) N = 168	67.42 (5.58) N = 182	64.58 (5.72) N = 77	55.08 (5.30) N = 171
9 - 12	65.55 (6.74) N = 261	56.13 (4.79) N = 83	59.96 (5.85) N = 33	68.24 (5.38) N = 228	62.08 (5.82) N = 237	55.82 (5.04) N = 15	50.09 (4.79) N = 49

Appendix D includes additional analyses from modeling the ESSA School Index using 2016 data for each grade span.

c. *If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P–2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.*

Arkansas proposes to use its prior strategy for including schools for which an accountability determination cannot be made. Specifically, schools that feed into a paired school for which a determination can be made will receive the same determination as the school with which it is paired. Stakeholders expressed a desire to transition toward including a K-2 reading readiness indicator for schools that serve these grade levels. This would allow a feeder school rating to include data from grade levels within the school. The ADE will work with LEAs to pilot a K – 2 reading readiness indicator and evaluate its use in the local cycle of inquiry and improvement and its potential use in the ESSA School Index in future years.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools

Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. Arkansas will use the ESSA School Index to identify schools receiving Title I, Part A funds that are in need of comprehensive support and improvement using the following method.

- All schools will be assigned to three grade spans based on each school's grade configuration: PK – 5, 6 – 8, and 9 – 12.
- Schools receiving Title I, Part A funds will be ranked by ESSA School Index score within their respective grade span.
- Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span will be identified as in need of comprehensive support and improvement.

Rationale for Identification by Grade Span:

Ranking schools by grade span maximizes the comparability of the ESSA School Index score across the schools within each grade span which will identify schools with the greatest needs for support more precisely.

Arkansas has 52 different grade configurations which necessitates assigning schools to broader grade spans to accommodate differences in the grade levels served as well as ensuring comparability across schools. The required indicators and some of the school quality and student success indicators included in the ESSA School Index vary slightly by grade span as described previously in Section v. For example, a high school ESSA School Index score will include the four-year and five-year adjusted cohort graduation rates whereas an elementary school serving grades PK – 4 will not include this indicator.

The methodology used to identify schools receiving Title I, Part A funds for ESSA (2015) impacts other requirements in ADE's plan. ESSA (2015) requires states to use the performance of the All Students group from schools in the lowest five percent to identify schools in which any subgroup of students, on its own, would lead to identification as in need of comprehensive support and improvement and to notify LEAs that these schools are in need of additional targeted support and improvement. Grouping schools by grade span to identify Title I, Part A schools with the greatest needs for comprehensive support and improvement will maximize comparability of schools' ESSA School Index scores for identifying and notifying LEAs of schools with any subgroup of students, on their own, are at or below the ESSA School Index score of the lowest 5% of schools within its grade range.

b. Comprehensive Support and Improvement Schools

Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Arkansas will identify schools with a-four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement in

2018-2019 and every three years thereafter. The rate is computed annually for all students and separately for each subgroup of students. The four-year Adjusted Cohort Graduation Rate is calculated on lagging data and applies to all students and subgroups meeting the minimum N-size of 15. In the case of a high school that does not meet the minimum N-size of 15 in the cohort a weighted three-year average (most recent three years) of the four-year Adjusted Cohort Graduation Rate will be used to determine if the school meets this threshold for the All Students group.

$$3Yr.\ Weighted\ Average\ ACGR\ for\ 2016 = \frac{\#\ in\ 2014\ Cohort \times (ACGR14) + \#\ in\ 2015\ Cohort \times (ACGR15) + \#\ in\ 2016\ Cohort \times (ACGR16)}{\#\ in\ 2014\ Cohort + \#\ in\ 2015\ Cohort + \#\ in\ 2016\ Cohort}$$

Pursuant to ESEA Section 1111 (d) (1) (C) (i) (II) Arkansas will differentiate support for high schools that are identified under subsection (c) (4) (D) (i) (II) that are predominantly serving students:

- returning to education after having exited secondary school without a regular high school diploma; or
- who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements as established by the State.

If such a high school has a total enrollment of less than 100 students, the LEA may forego implementation of improvement activities required under this paragraph.

c. Comprehensive Support and Improvement Schools

Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(c) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

Beginning in 2018-2019 and every three years thereafter, Title I identified for additional targeted support that do not meet the exit criteria specified in A.4.vii.b. within three years will be identified for Comprehensive Support and Improvement. Schools that meet the criteria A.4. viii.b. will exit.

d. Year of Identification

Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter.

Arkansas will begin identifying high schools with a graduation rate of less than 66.667 percent for the Comprehensive Support and Improvement category for the 2018−2019 school year and every three years thereafter.

Beginning in the 2021−2022 school year, Arkansas will identify Title I schools that received additional targeted support not meeting exit criteria as schools in need of Comprehensive Support and Improvement.

Beginning in the 2021−2022 school year, Arkansas will identify non-Title I schools that received additional targeted support not meeting exit criteria as schools in need of Comprehensive Support and Improvement (see Additional Statewide Category of Schools).

e. Targeted Support and Improvement

Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4) (c)(iii))

Arkansas defines a consistently underperforming subgroup as any subgroup, pursuant to ESEA Section 1111(C)(3), in any school that is in the bottom one percent of all Title I schools statewide on all indicators in the accountability system in each of the three prior years.
Effective 2018-2019 and annually thereafter, Arkansas will identify schools with one or more subgroups that meet the above definition of consistently underperforming for Targeted Support and Improvement.

This system allows for both public and in-school awareness of needs to be addressed. Notification signals LEAs to review school-level improvement plans to improve student outcomes for the identified subgroups of students as noted in ESEA Section 1111(d)(2)(c).

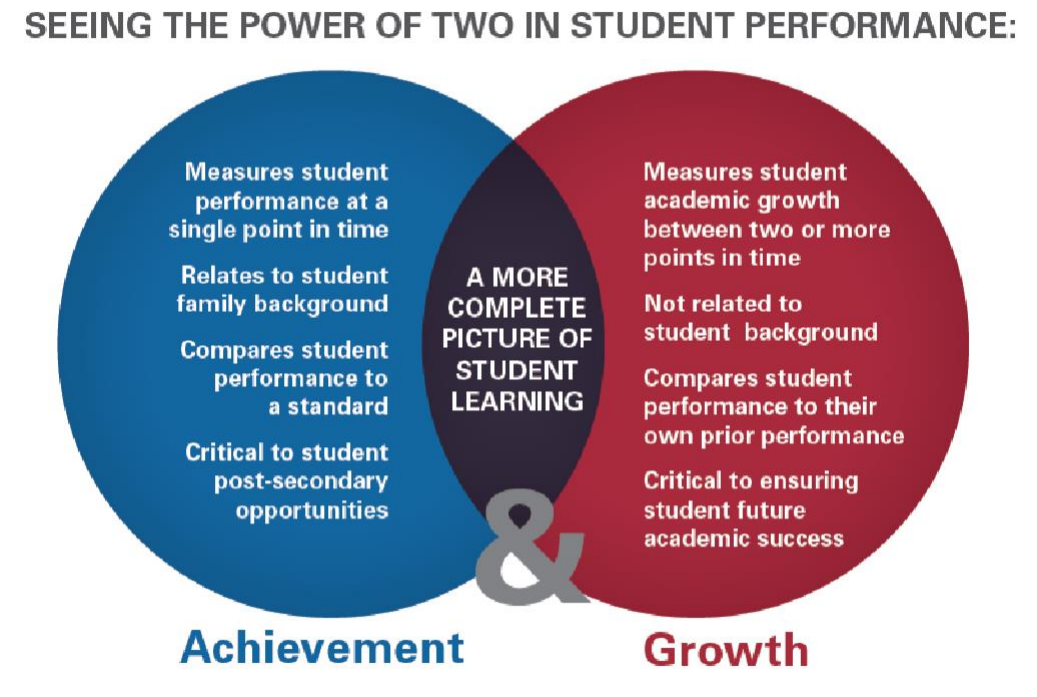


Figure K. **The Power of Two**

ADE will use the "Power of Two" (Figure K) to prioritize targeted support to LEAs. LEAs with schools with consistently underperforming student groups that exhibit low achievement accompanied by low growth will be prioritized over LEAs notified of schools with consistently underperforming student groups whose achievement is low and growth is at or exceeding expected levels. The enhanced reporting planned by ADE will assist LEAs and schools by providing indicator-level information, as well as progress relative to checkpoints. Deconstructing the global ESSA School Index and progress relative to long-term goals will assist LEAs and schools in their local cycles of inquiry and improvement.

f. Additional Targeted Support

Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2) (c)-(D))

Among those schools that are identified for Targeted Support and Improvement based on Arkansas's definition for consistently underperforming subgroups (A.4.vi.e), Arkansas will identify schools for Additional Targeted Support if ~~more than one~~ one or more subgroup of students in any school on its own (i.e., based on that subgroup's ESSA School Index Score) would have led to its identification as a school in need of Comprehensive Support and Improvement.

g. Additional Statewide Categories of Schools

If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Arkansas will include a category of Additional Comprehensive Support. This category will be inclusive of non-Title I schools not meeting Additional Targeted Support exit criteria within a three-year period.

vii. Annual Measurement of Achievement *(ESEA section 1111*(c)*(4)(E)(iii))*

Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

In the Arkansas Educational Support and Accountability System, if a school does not meet the 95 percent participation requirement for all students, 95 percent will be used for the denominator for purposes of measuring, calculating, and reporting.

Additionally, in the support accountability system, if a school does not meet the 95 percent participation requirement for any subgroup of students, 95 percent will be used as the denominator for each subgroup for the purposes of measuring, calculating and reporting. All calculations will be conducted both for the all students group and for each student group meeting minimum group size requirements (N=15).

For schools that do not meet the 95 percent participation requirement for two consecutive years, the ADE will require each school to submit a plan that includes strategies for meeting participation requirements. For schools that do not meet the participation requirement for multiple years or that do not show sustained improvement in meeting the 95 percent participation rate, the ADE will implement additional actions and interventions as appropriate.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

In terms of schools identified based on the ESSA School Index for Comprehensive Support and Improvement in the lowest five percent of all schools, Arkansas exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification:

- Previously identified schools that meet or exceed the exit criteria will exit Comprehensive Support and Improvement.
- Schools receiving Comprehensive Support and Improvement that do not meet exit criteria will progress to more rigorous intervention consistent with ESEA section 1111(d)(3)(A)(i)(I) such as interventions noted in A.4.viii.c.

In terms of high schools identified solely due to a four-year Adjusted Cohort Graduation Rate lower than 66.667 percent, Arkansas exit criteria requires the school to meet or exceed the Adjusted Cohort Graduation Rate of 66.667 percent.

- High schools will be exited from Comprehensive Support and Improvement Services after three years if the schools' four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent or the three-year weighted average of the four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.
- Schools receiving Comprehensive Support and Improvement that do not demonstrate an upward trend in their graduation rate through year three will receive more rigorous intervention consistent with ESEA section 1111(d)(3)(A)(i)(I).

Figure L Calculations for Weighted Average Graduation Rate

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{\#\ in\ 2014\ Cohort \times (ACGR14) + \#\ in\ 2015\ Cohort \times (ACGR15) + \#\ in\ 2016\ Cohort \times (ACGR16)}{\#\ in\ 2014\ Cohort + \#\ in\ 2015\ Cohort + \#\ in\ 2016\ Cohort}$$

Example:

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{15\ in\ 2014\ Cohort \times (89.00) + 11\ in\ 2015\ Cohort \times (95.00) + 7\ in\ 2016\ Cohort \times (100.00)}{15\ in\ 2014\ Cohort + 11\ in\ 2015\ Cohort + 7 in\ 2016\ Cohort}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{1335 + 1045 + 700}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = \frac{3080}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2016 = 93.33$$

Compare weighted average ACGR to the Arithmetic Mean (average) of ACGR:

- Arithmetic Mean (Average) = 89 + 95 + 100/3 = 94.67
- Weighted Average = 93.33

For schools originally identified as needing additional targeted support based on the ESSA School Index of one or more student groups within the school, that moved to Comprehensive Support and Improvement, Arkansas exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index score that initially led to identification:

- Schools receiving comprehensive support and improvement that meet the exit criteria on the ESSA School Index for the identified student group(s) will exit comprehensive support and improvement
- Schools receiving comprehensive support improvement that do not meet the exit criteria on ~~in~~ their ESSA School Index for the identified student groups through year three will progress to more rigorous intervention consistent with ESEA section 1111(d)(3)(A)(i)(I).

b. Exit Criteria for Schools Receiving Additional Targeted Support

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(c), including the number of years over which schools are expected to meet such criteria.

Beginning in 2018-2019 (and every three years thereafter), schools will be identified in need of additional targeted support. Arkansas's exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index Score that initially led to identification.

- Schools in need of Additional Targeted Support that meet or exceed the exit criteria will exit from additional targeted support.
- Beginning in the 2021−2022 school year and every three years thereafter, Arkansas will identify schools that previously received additional targeted support

not meeting exit criteria as schools in need of Comprehensive Support and Improvement as per ESEA section 1111(c)(4)(D)(i)(I).

c. More Rigorous Interventions

Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

For schools receiving comprehensive support that have not met exit criteria within three years, inclusive of one year of planning, the ADE and the LEA will collaborate to analyze previous school improvement efforts/plans, examining why the school-level plan was not effective (as outlined in the original evidence- based Theory of Action). The analysis will assist in determining if the challenges and barriers were the result of:

- limited implementation or minimal capacity to implement chosen evidenced-based practices, or;
- lack of fidelity in implementation of the evidence-based interventions, or;
- the inability of leadership to communicate a compelling vision or inability to overcome a resistive school culture, or;
- other variable(s) not considered in the original comprehensive needs assessment and analysis.

ADE will also assist the LEA in determining why the LEA support plan was inadequate, insufficient, or not timely enough to support the school in overcoming the challenges. Using this evaluative study of the school's Theory of Action and the impact on outcomes, as well as the limitation of the supports provided by the LEA, the ADE will assist the LEA and school in determining the next course of action.

The next steps may include requirements for interventions that have substantially greater support through research and study. The LEA may be requested to refine their implementation fidelity or to provide more in-depth training. Thus, Arkansas will not have a set of pre-determined next interventions, but will use the action research model to continue the improvement process to ensure individualized support to LEAs. Therefore, based upon the conclusions of the analysis, the ADE may be more directive in the next steps. The next steps may include, but are not limited to:

- directing additional funding to specific schools through required local set-aside of state and federal categorical dollars;
- directing state and federal categorical funding to increase access to quality pre-kindergarten programming;
- reduction of LEA-selected initiatives or evidence-based practices;
- required participation in organizational culture-building practices;
- increased monitoring and support visits;

- access to performing schools via intra-district school choice as authorized under section 1111(d)(1)(D);
- additional or more in-depth training in the selected evidence-based practices;

- reconstitute chronically underperforming schools via Arkansas law regarding conversion or open- enrollment charter schools, charter waivers available to traditional public schools, or Schools of Innovation; and/or
- removal of ineffective or marginally effective personnel, up to and including, the local governing board.

d. Resource Allocation Review

Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Annually, ADE will review for approval all LEA applications for School Improvement funds, under Section 1003. Based on available funding and the number of schools identified for support, ADE will allocate resources on a formula basis to LEAs with schools in need of Comprehensive Support and Improvement or consortiums in the following priority order:

1. LEAs with schools in need of Comprehensive Support and Improvement and Additional Targeted Support
2. LEAs with schools in need of Comprehensive Support and Improvement
3. LEAs with schools in need of Additional Targeted Support
4. LEAs with schools in need of Targeted Support and Improvement.

Each LEA shall submit an application which includes, at a minimum, a description of how the LEA will carry out its responsibilities for schools receiving funds. This application will be the LEA's Plan of Support based on the Cycle of Inquiry. The application will include:

***Table 20.* LEAs' Plan of Support Application/Activities**

Plan	Do	Check
• How the Diagnostic Needs Assessment was used to determine the priority needs of each school	• How the local Theory of Action and a Cycle of Inquiry and improvement will guide the implementation process	• How the LEA will monitor the implementation of each school's plan and support Cycles of Inquiry processes based on data
• A local Theory of Action for how the specific supports provided by the LEA will lead to intended improvements in the areas identified in the Diagnostic Needs Assessment	• The evidence-based activities and strategies that will be funded by School Improvement 1003 grants	• How the LEA will address transitions and feeder patterns across the LEA if these factors are identified as contributing to the concerns identified in schools in need of improvement
• How the LEA will coordinate federal and state resources to ensure that each school receives all the state and local funds it would have received in the absence of School Improvement 1003 funds	• How the LEA will monitor implementation and outcomes resulting from evidence-based activities and strategies as the plan is implemented	

• The process by which evidence-based activities and strategies were selected for funding	• In alignment with the local Theory of Action, the specific autonomy from policies and practices that will be provided to the school(s) to enable full and effective implementation of the plan(s)	

Plan	Do	Check
• The rigorous review process the LEA will use to recruit, screen, select, and evaluate any external partners, vendors, or consultants	• If external partners are engaged to assist the LEA in carrying out its plan, the LEA will address how the partnership will assist the LEA to develop local capacity and long-term sustainability beyond the partnership to prevent or minimize dependency	

In addition to the formula-based grants and as funding permits, a limited amount of funds will be awarded on a competitive basis as supplemental grants to be used for unanticipated additional resources and/or for unforeseen barriers that have been identified as preventing progress. Unforeseen barriers could include needing more staff time for additional training, or to extend a successful evidence-based practice reach or scope. The supplemental application must clearly define the need for additional resources.

Once allocated, each LEA will be reviewed quarterly for expenditure fidelity determining if the activity identified in the plan of support has been implemented and funds used as approved. If the LEA does not use the funds in accordance with the approved timeline within the plan of support, these funds may be reduced. Based on these reviews, further action or limitation of funding may be identified by the ADE.

During the fourth quarter of a given school year, ADE will re-evaluate the allocation/distribution of School Improvement 1003 funds based on the progress of schools within each LEA serving a significant number or percentage of schools identified for Comprehensive or Targeted Support and Improvement. If a school or schools are not making progress on their identified leading indicators, ADE will conduct a resource allocation analysis with the LEA with the intent to re-evaluate the allocation of resources. In addition, ADE will examine human capital resources to ensure that all students enrolled in schools in need of Comprehensive Support and Improvement have access to effective teachers. Interventions may include reallocation of resources, reassignment of personnel, use of a specified intervention model, or other conditions that the ADE determines are necessary for the LEA plan to succeed. In addition, LEAs will not be permitted to carry forward more than five percent of their School Improvement 1003 funds into the next school year.

Based on the periodic review of resources the ADE has the ability to intervene throughout the school year as well as adjust allocations for the upcoming school year

based on need, capacity to use the funds, and intent of the LEA to support the school(s). Priority consideration will be given to LEAs that serve a high number of schools demonstrating the greatest need and strongest commitment to using funds to improve student achievement and student outcomes.

e. Technical Assistance

Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Circumstances and factors contributing to the status of each school vary. Individualized support will be provided to schools through ADE and LEA collaboration.

ADE will assign all LEAs receiving coordinated, directed, or intensive support, an ADE designee to broker ADE resources and support. Regular and just-in-time communications are critical to building rapport and establishing responsive support. To ensure communication facilitates support, LEAs will need an LEA support liaison to coordinate efforts between the ADE, the LEA administration, and schools. ADE designees will keep in close contact with the assigned LEAs through the LEA support liaison. ADE designees will work with the LEA support liaison to gather information, answer questions on issues, consult on alignment of local actions with the local evidence-based Theory of Action, and provide guidance to LEAs as they respond to school's needs and efforts. The ongoing detailed review process ensures the LEA and their schools are maintaining fidelity to their improvement plans. Based on the LEA's capacity to support schools, ADE will differentiate technical support in the areas of:

- comprehensive needs assessment and analysis;
- prioritization of needs to be addressed in the school-level improvement plan;
- development of a local Theory of Action and continuous cycle of inquiry to drive improvement;
- needed support for plan implementation to be provided by the LEA;
- identification of evidence-based practices related to schools' and LEAs' identified needs;
- metrics for evaluating the selected evidence-based practices;
- staff professional development related to evidence-based practices to be implemented;
- fiscal analysis for equities or inequities;
- progress monitoring of LEA support to identified school(s); and
- implementation fidelity of evidence-based practices.

The ADE will monitor implementation of targeted strategies throughout the year and provide the LEA with support in accordance with LEA need. Further, ADE will collaborate and coordinate with the education service cooperatives to efficiently and effectively support and monitor LEA school-level improvement planning and implementation.

Based on state statute, ADE is developing rules that define five levels of support to be provided to LEAs. The supports range from General services to Arkansas State Board of Education directed Intensive intervention and support.

Progressive Levels of Support

Table 21 represents progressive levels of support provided to LEAs (General support to Intensive support). The table includes sample ADE services at each level of support. The table is not meant to serve as an exhaustive list, but rather a sample of services offered at the various levels of support throughout the Cycle of Inquiry.

Table 21. **Sample Progressive Levels of Support Provided to LEAs**

Cycle of Inquiry		General	Collaborative	Coordinated	Directed	Intensive
		ADE provides:	*ADE provides:*	*ADE provides:*	*ADE provides:*	*ADE provides:*
Plan	Consultation	• Electronic consultation to disseminate information and/or answer questions • Regional assistance upon request • On-site consultation upon request	• Review of TSI school-level improvement plan, upon request • LEA support to build capacity for schools' improvement • Assistance with Needs Assessment template	• Assistance in needs assessment, fiscal analysis, LEA planning for improvement and support • Guidance for LEA-created Plan of Support for school improvement plan(s)	• Review of intervention analysis for LEAs with schools not making progress towards exit criteria • Identification of more rigorous interventions or supports	• Comprehensive systems analysis and recommendation to the State Board of Education for interventions and actions to be enacted as requirements for the LEA • Guidance of allocation of resources targeting building needs
	Technical Assistance	• Assistance in identifying evidence-based practices		• Technical assistance from the SEA unit most closely aligned to identified subgroup (i.e., Special Education) • Approval of LEA-created evidence-based practices, including levels of evidence, the context for implementation and potential barriers	• LEA support with development of revised school-level improvement plan • Approval of LEA/SEA developed school-level improvement plan and LEA Plan of Support for each school	
	Tools	• LEA support in collecting, analyzing and using relevant data to create a school-level improvement plan (Needs Assessment) • LEA support in prioritizing use of data and evidence when creating plans • Template support for LEA Plan of Support	• Guidance documents to identify root cause(s), current practices to address issue(s), barriers that may impact the ability to address the problem, etc.	• Assistance with guidance documents	• Guidance for assessing root causes and current practices	• Requirement for LEA to provide evidence of use of tools

Cycle of Inquiry		General	Collaborative	Coordinated	Directed	Intensive
		ADE provides:	*ADE provides:*	*ADE provides:*	*ADE provides:*	*ADE provides:*
Do	Consultation	• Electronic trainings, recorded and live	• Verification of the LEA-approved school-level improvement plan(s) and monitored implementation	• Assistance with monitoring and implementation of school-level improvement plan(s)	• On-site technical assistance addressing concerns, barriers, and communication strategies	• Training and guidance for interventions and actions as identified in the SEA-conducted comprehensive needs analysis
	Professional Development	• Regional training available through consortiums and/or education service cooperatives, STEM Centers, Arkansas IDEAS, and Educational Renewal Zones • Networking LEAs with similar needs through coops				
	Tools	• Sharing of tools to support implementation				

Cycle of Inquiry		General	Collaborative	Coordinated	Directed	Intensive
		ADE provides:	*ADE provides:*	*ADE provides:*	*ADE provides:*	*ADE provides:*
Check	Monitor	• Support budgeting of funds, upon Request	• Assistance in budgeting of funds • Assistance with resource allocation • Follow up technical assistance related to semi-annual on-site monitoring of plan(s) fidelity	• Monitoring expenditure of funds • Assistance with resource allocation analysis • Monitoring of LEA's analysis of plan's implementation	• Guidance to the LEA for analysis of equity in school resources • Guidance for LEA-monitored use of tools throughout the school year	
	Assess/Reflect	• Support LEA in collecting, analyzing, and using relevant data to revise school-level improvement plan (Needs Assessment) • Support in prioritizing use of data and evidence when revising plans • Support LEA in analyzing formative and summative assessment data • Training in self-monitoring of progress and fidelity of implementation of improvement plan available upon request • Support for LEA in monitoring and providing evidence of use of tools, upon request	• Resource review to identify equity gaps	• Support to the LEA for analysis of equity in school resources • Support for LEA in monitoring and providing evidence of use of tools • Review of LEA monitored use of tools throughout the school year		

f. Additional Optional Action

If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

LEAs with a significant number or percentage of schools consistently determined to be in need of support and have not met exit criteria will work with the ADE in a coherent and coordinated manner that benefits schools and LEAs. The ADE will rely on extended analysis of LEA systems to determine if additional actions are necessary. As addressed in section 4.viii.c., More Rigorous Interventions, the additional action(s) will depend in part on what interventions the school previously implemented, the effectiveness of implementation, the LEAs capacity to support the schools' improvement efforts, and other factors that prevented improved outcomes. This analysis will take a concerted effort between ADE and the LEA to examine programs, systems, strategies, and finances that were contributing factors to the lack of improved outcomes. Further actions may include reallocation of resources, reassignment of personnel, or other interventions that ADE considers to be necessary for the LEA plan to succeed. Cross-divisional teams of experts from the ADE will work closely with the LEAs struggling to make improvement. In addition, the ADE will strive to create a network to provide collaborative learning and mentoring for the LEAs with schools identified for improvement. If the LEA demonstrates the lack of capacity to support their schools after additional actions are applied, state statute permits the ADE to direct the use of funds or the State Board of Education to classify the district in need of intensive support.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*)

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.

Arkansas is focused on ensuring that every student has access to a team of effective teachers and effective leaders. The ADE shall determine the rate at which low-income and minority students enrolled in Arkansas's Title I, Part A schools are are disproportionately taught by educators who are ineffective, inexperienced, or teaching a subject for which they are not currently licensed. If there is disproportionality, the state will evaluate and publicly report the progress in addressing the disproportionality.

Data analysis of Arkansas High Poverty (HP) and High Minority (HM) Title I, Part A schools show equity gaps in students' access to experienced teachers who are licensed to teach in their field of preparation. Data also show a higher rate of ineffective teachers in high poverty and high minority schools and also a greater rate of teacher attrition and a less stable workforce than the state average.

High poverty schools are defined as schools that are in the highest 25% of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest 25% of all schools ranked by the percentage of non-white students.

Of Arkansas's 1053 schools, 238 are nonparticipating Title I Part A schools, representing 23% of the schools statewide. Arkansas has analyzed data in all schools statewide and also in Title I, Part A schools specifically

In the 2017-2018 report analysis, it was determined that statewide:

- Students in HP schools that are designated as Title I, Part A have Inexperienced Teachers at a rate of 1.12 times greater than students who are in HP schools that are non-Title I, Part A.
- Students in HM schools that are designated as Title I, I Part A have Inexperienced Teachers at a rate of 1.54 times greater than students who are in HM schools that are non-Title I, Part A.
- Students in all Title I, Part A schools that have Inexperienced Teachers at a rate of 1.29 times greater than students who are in schools that are non-Title I, Part A.
- Students in HP schools that are designated as Title I, I Part A have Out-of-Field Teachers at a rate of 1.13 times greater than students who are in HP schools that are non-Title I, Part A.
- Students in HM schools that are designated as Title I, I Part A have Out-of-Field Teachers at a rate of 1.03 times greater than students who are in HM schools that are non-Title I, Part A.
- Students in all Title I, Part A schools have Out-of-Field Teachers at a rate of 1.83 times greater than the students who are in non-Title I, Part A schools.
- Students in HP schools that are designated as Title I, I Part A have Ineffective Teachers at a rate of 2 times greater than students who are in HP schools that are non-Title I, Part A.
- Students in HM schools that are designated as Title I, I Part A have Ineffective Teachers at a rate of 2 times greater than students who are in HM schools that are non-Title I, Part A.
- Students in all Title I, Part A schools have Ineffective Teachers at a rate equals the total rate of students who are in the schools that are non-Title I, Part A.
- HP schools that are designated as Title I, I Part A have Teacher Attrition at a rate of 1.34 times greater than HP schools that are non-Title I, Part A.
- HM schools that are designated as Title I, I Part A have Teacher Attrition at a rate of 1.50 times greater than HM schools that are non-Title I, Part A.
- In all Title I, Part A schools, the Teacher Attrition rate is 1.07 times greater than the schools that are non-Title I, Part A.

The ADE will work with schools assisted under Title I, Part A whose children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers using their local cycle of inquiry to develop local equity plans to identify root causes of equity gaps and to address disproportionalities.

The ADE will identify schools receiving Title I, Part A funds that have children who are being served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers by using the following methods:

- School Report Card
- ·High Poverty/High Minority Report
- Workforce Stability Index
- Equity Labs

School Report Card

Arkansas has a statutory, comprehensive Teacher Excellence and Support System (TESS) that governs all aspects of teacher and school leader support, development and effectiveness. Using a statewide system for observation, support and ratings for K-12 educators, professional practice performance ratings are reported to the ADE for the purpose of identifying and evaluating educator effectiveness and equity. Each local educational entity reports each teacher's professional performance rating from the teacher's summative evaluation that is conducted at least once every four (4) years.

Beginning with the 2017-2018 school year, per state legislation, the ADE shall include in the school performance reports:

(A) The total number of teachers who are employed in the public school; and

(B) Of that total, the number who meet each of the following criteria:

- Identified as **proficient** or above under the Teacher Excellence and Support System for the school;

The reported information will be used as part of the information needed to determine the rate at which low-income and minority students are disproportionately taught by educators who are ineffective. If there is disproportionality, the state will evaluate and publicly report the progress in addressing the disproportionality.

High Poverty/High Minority (HP/HM) Report

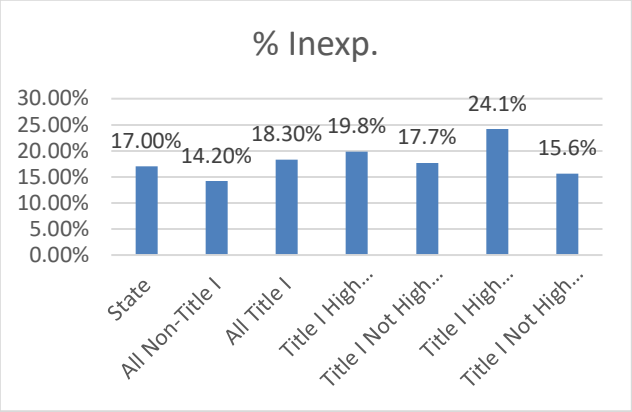
The Arkansas Department of Education's Equitable Access to Excellent Educators (EAEE) Plan was developed to address long-term needs for improving access to excellent Arkansas teachers and leaders. The plan was developed in 2015 and revised in 2016. The 2016 EAEE plan can be accessed here: http://www.arkansased.gov/public/userfiles/Educator_Effectiveness/Educator_Workforce_Resources_Data/Equitable_Access_Plan_2016_Update_11_22_2016.pdf

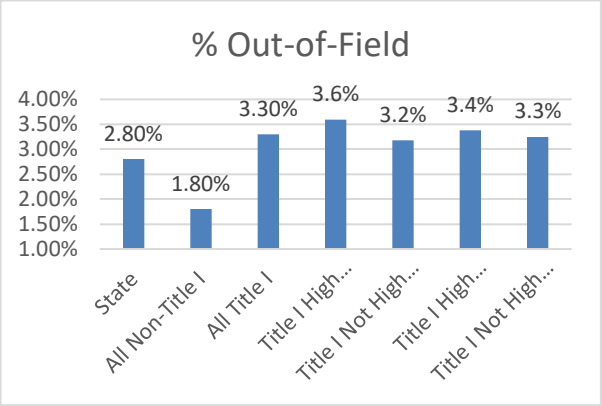
The ADE identified equity gaps through data analysis within the state's schools with the greatest percentages of poverty and minority students. The ADE will annually provide an update on educator equity gaps through a High Poverty/High Minority Report.

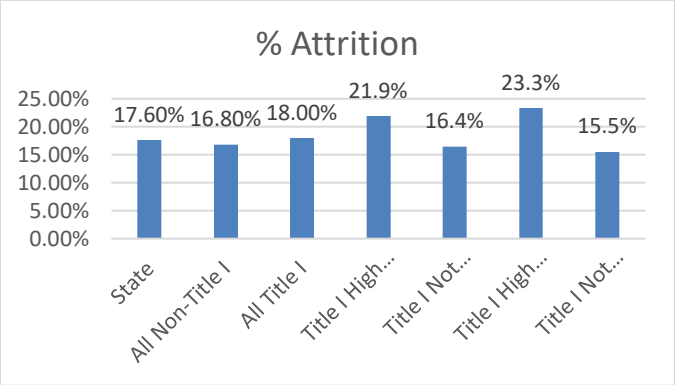
The HP/HM report is available to all stakeholders on the Educator Effectiveness webpage at: http://www.arkansased.gov/divisions/educator%20effectiveness/education-workforce-resources-data/education-workforce-data

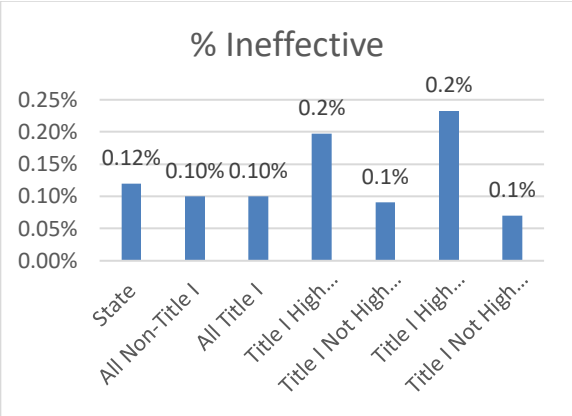
The report provides information on all schools designated as high poverty and/or high minority and their WSI rating. High poverty schools are defined as schools that are in the highest 25% of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest 25% of all schools ranked by the percentage of non-white students. The HP/HM Report will be used in Equity Labs to help determine whether these students are being disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Table 22 2017-18 Statewide Data on Significant Differences in Access to Effective Educators









Workforce Stability Index (WSI)

In order to provide districts with a more systematic comprehension of their local workforce, ADE has developed the WSI as an informational tool. The ADE, schools, districts, and the general public may access WSI information on the ADE's "My School Info" website, at https://myschoolinfo.arkansas.gov/. The WSI is designed to help inform school districts regarding considerations for recruiting, assigning, and retaining a quality, equitable educator workforce. The relative stability of an educator workforce can be estimated by examining factors determined to be relevant to educator quality. WSI is calculated by subtracting the average of Inexperienced, Provisional License, Out-of-Field, Attrition from 100. (WSI = 100 - (Inexperienced + Provisional + Out-of-Field + Attrition) / 4). Beginning January 2018, the ADE has replaced the percent of Provisional licenses with the percent of Ineffective teacher ratings in the WSI. The ADE also uses the Workforce Stability Index information in reviews of LEA federal funding application submission and to provide technical assistance. Utilizing the information in the WSI, LEAs will be able to determine if it has equitably aligned all activities, personnel assignments, and resources to the areas of need within the schools and district. The ADE will also publicly report through the WSI, the percentages of the following factors in an LEA:

- Inexperienced teachers;
- Teachers teaching out-of-field;
- Teacher attrition; and
- Ineffective teachers.

LEAs that have a disproportionate rate of low-income children being taught by ineffective, out-of-field, or inexperienced teachers will be required to attend an Equity Lab and develop a local equitable access

plan to address the disparities or disproportionalities and to direct funding and other resources, if necessary, to schools that are receiving Directed or Intensive support (Levels 4 and 5 under new accountability system).

Figure M: Workforce Stability Index Sample Report

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MY SCHOOL INFO
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2016-2017

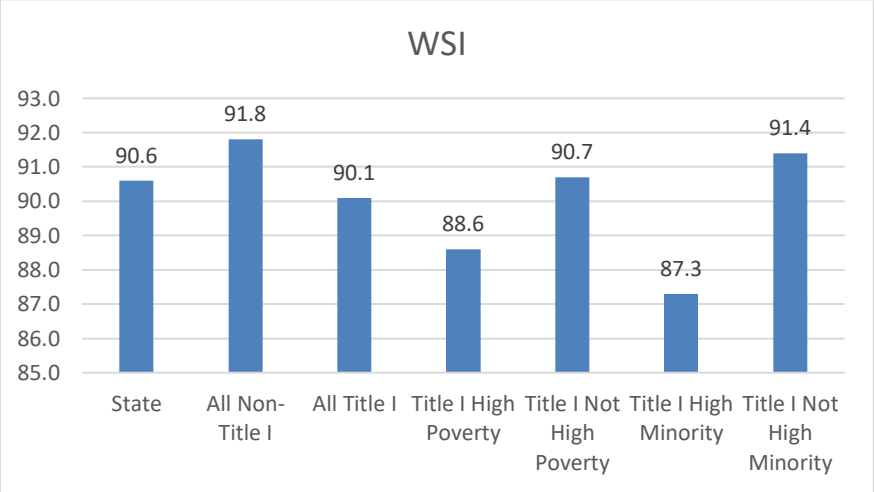
Statewide Report

School Year 2016-2017

Analyze LEAs

LEA	District Name	Personnel		Workforce Stability Index				
		Teachers						
		Percent Core Academic Cl...	Number of National Board...	Percent Inexperienced	Percent Provisional License	Percent Out-of-Field	Percent Attrition	Workforce Stability Index
0101000	Dewitt School District	N/A	N/A	15.25	2.54	6.78	4.24	92.8
0104000	Stuttgart School District	N/A	N/A	17.65	0.84	2.52	43.7	83.82
0201000	Crossett School District	N/A	N/A	0	0	5.8	113.04	70.29
0203000	Hamburg School District	N/A	N/A	19.59	3.38	2.7	20.95	88.34
0302000	Cotter School District	N/A	1	18.57	1.43	10	25.71	86.07
0303000	Mountain Home School District	N/A	2	7.62	0.95	1.27	21.59	92.14
0304000	Norfork School District	N/A	N/A	5.88	0	1.18	17.65	93.82
0401000	Bentonville School District	N/A	3	12.62	0.38	2.94	1.04	95.76
0402000	Decatur School District	N/A	1	24.66	5.48	6.85	31.51	82.88
0403000	Gentry School District	N/A	N/A	13.24	2.21	1.47	5.15	94.48
0404000	Gravette School District	N/A	N/A	13.74	0	1.53	19.08	91.41
0405000	Rogers School District	N/A	2	15.4	1.82	2.99	22.99	89.2
0406000	Siloam Springs School District	N/A	N/A	12.92	0	2.95	19.56	91.14
0407000	Pea Ridge School District	N/A	N/A	27.03	2.7	5.41	18.24	86.66
0440700	Arkansas Arts Academy	N/A	N/A	30	3.33	5	26.67	83.75
0442700	Responsive Ed Solutions Northwest ...	N/A	N/A	52.63	0	0	28.95	79.6
0443700	Haas Hall Bentonville	N/A	N/A	18.75	0	0	12.5	92.19
0444700	Arkansas Connections Academy	N/A	1	78.57	0	0	0	80.36
0501000	Alpena School District	N/A	N/A	18.18	3.64	3.64	30.91	85.91
0502000	Bergman School District	N/A	N/A	13.41	0	4.88	10.98	92.68
0503000	Harrison School District	N/A	N/A	11.06	0.48	3.85	32.69	87.98
0504000	Omaha School District	N/A	N/A	10.94	0	3.13	54.69	82.81
0505000	Valley Springs School District	N/A	1	12.5	0	2.5	11.25	93.44
0506000	Lead Hill School District	N/A	N/A	17.39	4.35	2.17	65.22	77.72
0601000	Hermitage School District	N/A	N/A	25	0	7.69	67.31	75

Table 23 Additional 2017-18 Statewide Data on Access to Effective Educators



Equity Labs

Arkansas is focused on ensuring that every student has access to a team of effective teachers and effective leaders. The ADE has developed a network of Equity Labs that will:

1. Increase awareness among school districts of the educational equity issues in our state;
2. Increase district use of local data to identify equity gaps and root causes and create plans to address those gaps; and
3. Increase district WSI through the use of effective strategies such as improved recruiting and placement practices, and cultural responsiveness.

To achieve these outcomes, the Equity Labs will explore issues and data concerning equity both at a personal level and at the school and district level with local educational stakeholders. Educational stakeholders will include teachers, leaders, local school board members, parents, representatives from the business community, nearby educator preparation programs, regional education service cooperatives, and state leaders about how to serve as a community of practice that will continue to focus on educational equity issues. The ADE Equity Labs will compare the WSI with the student demographics within each school in a district to determine whether there is a significance difference in the rates at which students of minority or low-income households are being served by inexperienced, ineffective, or out-of-field teachers. The ADE intends to follow up the Equity Labs with opportunities for technical assistance at state conferences and at other times arranged with participating districts. Teacher leaders will also be trained to continue the equity work at their districts and at the school level.

The agenda for the Equity Labs consists of a full six-hour day with planned time for school district stakeholders to examine the school district's WSI and other student and workforce data, draw conclusions about equity issues from that data, and consider root causes. The ADE will introduce a toolkit that the school district can use to develop an LEA plan for equitable access to effective educators. School districts that the ADE identifies as having significant difference in rates of students from low-income households or minority students being served by ineffective, out-of-field, or inexperienced teachers will be required to develop a plan for equitable access to effective educators to address the disproportionality. The ADE will discuss strategies for addressing equity issues, and focus on strategies that it will support, such as the effective use of federal monies, Opportunity Culture schools, cultural responsiveness training, equity audits, and the effective use of teacher leaders.

Equity Labs will be implemented on the following timeline:

- Introductory meeting with Teacher Leaders, January 2018;
- Training for implementation teams, Spring 2018;
- Introductory session for education service cooperatives, Spring 2018;
- Two small rural school districts, Spring 2018;
- One large urban school district, Summer 2018;
- A minimum of 15 per school year held at each education service cooperative (5-6 school districts at each) beginning in the 2018-2019 school year.

Data from pre- and post-lab surveys from stakeholders will be used to inform and continuously improve the Equity Labs.

The ADE Equity Labs team consists of a core group from the Educator Effectiveness Division and a larger team composed of members from multiple ADE divisions. This will allow for consistent and

efficient planning, and will draw from the strengths of all educational areas (special education, research and technology, equity office, English Speakers of Other Languages, migrant education, etc.)

6. School Conditions (*ESEA section 1111(g)(1)(c)*)

Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: i) incidences of bullying and harassment; ii) the overuse of discipline practices that remove students from the classroom; and iii) the use of aversive behavioral interventions that compromise student health and safety.

A well-rounded education requires a systemic approach to address all conditions for learning academically, as well as social and emotional learning. Specific to climate and culture, the ADE supports LEAs in the implementation of evidence-based practices and strategies with the intended outcome of

reducing instances of bullying, the overuse of discipline practices that diminishes student access to learning, and the use of aversive behavioral interventions which potentially endanger student health and safety. In addition, state statute requires that LEAs adopt anti-bullying policies. Further, state statute requires the ADE to evaluate the impact of school discipline on student achievement and report findings to the State Board of Education and LEAs. The University of Arkansas Office for Educational Policy provides an analysis of the student discipline report to the State Board of Education on an annual basis.

The ADE has established a Safe Schools Committee. This committee works in partnership with the Arkansas Criminal Justice Institute at University of Arkansas at Little Rock. Yearly training is available on anti-bullying for school resource officers, counselors, principals, and stakeholders through the institute and additional safety agencies and organizations working in conjunction with the ADE.

Collaborative Approach to Student Support Services

The ADE has a commitment to establishing a strong foundation of support to promote the overall development and lifelong success for all children through the ADE School Health Services Office using the Whole School Whole Community Whole Child (WSCC) approach. This approach was developed through a collaborative effort of the U.S. Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum. Whole School Whole Community Whole Child incorporates the five tenants of the Association for Supervision and Curriculum's Whole Child Approach to ensure that each student is healthy, safe, engaged, supported, and challenged. The approach also incorporates the ten components of the U.S. Centers for Disease and Control and Prevention's previous Coordinated School Health Model, which includes: Health Education, Physical Education and Physical Activity, Nutrition Environment and Services, Health Services, Counseling, Psychological Services, Social Services, Social Emotional Climate, Physical Environment, Employee Wellness, and Family and Community Involvement.

Implementation of School Health Index, School Wellness Committees, and Health and Wellness School Improvement Priority

The passing of Arkansas Act 1220 of 2003 launched a state level structure of support, a funding source, and school improvement requirements for Arkansas schools in order to curb the state's childhood obesity epidemic. This legislation, over the past decade has been modified to encompass the full Coordinated School Health Model and thus, created a platform for the ADE to establish a foundation of supports for school personnel seeking resources to address social, health, and personal needs for students. Arkansas Act 1220 of 2003, created a formal relationship between the ADE and the Arkansas Department of Health (ADH) to collaborate and share education and public health staff for the purpose of providing resources and professional development opportunities for LEAs. This statute created a funding source to support a Health Coordinator position at both the agencies, as well as created regional Community Health Nurse and Community Health Promotion Specialist positions to be housed in each education services cooperative for the purpose of building a network of support for district personnel to improve the learning environment for students. The state statute implemented the requirement for every Arkansas public school to:

1. Convene a local wellness committee which is comprised of at least one representative from the following stakeholder groups: local school board, administrator, food services, teacher organization, parents, students, school health professionals, and community members;
2. Conduct an annual assessment using the School Health Index (SHI) Assessment, a research- based instrument developed by the U.S. Center of Disease and Control and Prevention to assess and inform health and safety policies and programs on school campus. The local wellness committee must assess each school campus using five of the eight School Health Index Modules: 1) School Health Policies and Environment, 2) Health Education, 3) Physical Education and Physical Activity Programs, 4) Nutrition Services, and 5) Family and Community Involvement; and
3. Include in the comprehensive school-level improvement plan, goals and objectives which address health and wellness to ensure a safe and healthy learning environment which promotes student learning.

With the intent of reducing chronic absenteeism and improving school connectedness, the School Health Services Office serves as the platform for LEA personnel seeking technical assistance, training, resources, and professional development to implement this system wide approach to enhance student support services. This work is accomplished through collaboration within the agency with programs such as school improvement, guidance counseling, special education, child nutrition, alternative education, migrant education, and the McKinney-Vento Homeless program. The goal of the ADE School Health Services Office it to ensure school personnel have the resources and knowledge necessary to support ADE's mission to promote a well-rounded student focused learning system.

The ADE School Health Office is supported by various state funding sources including the tobacco excise tax, master settlement agreement (MSA) funds, and general public school fund revenue. These resources afford the ADE the opportunity to employee a State School Nurse Consultant, a health and wellness coordinator to focus on school improvement efforts, a school-based mental health specialist, and a school- based health center/joint use agreement grant coordinator. These resources are used to support direct

ADE staff to collaborate within the department, to guide LEA personnel, and to provide special funding opportunities to LEAs through competitive grants such as joint use agreements and school-based health centers. The ADE also utilizes grant funds from the U.S. Centers for Disease Control and Prevention to employ a Coordinated School Health Coordinator. The ADE also employs a surveillance coordinator to conduct the Youth Risk Behavior Student Survey every other year.

The ADE serves as a lead driver in the collective impact group Natural Wonders Partnership Council (NWPC) to identify the health needs of the state's children and construct a collaborative plan for improving health, education, and quality of life. This collective impact group allows the ADE to form strong collaborative bonds with a variety of officials representing a myriad of state agencies including, the Arkansas Department of Human Services (DHS) Division of Behavioral Health, Arkansas Department of Human Services Division of Medicaid Services (DMS), Arkansas Association of Educational Administrators (AAEA), Arkansas Children's Hospital (ACH), Arkansas Center For Health Improvement (ACHI), Arkansas Advocates for Children and Families, Arkansas Blue and You Foundation, and the Arkansas Department of Health. This collaboration provides opportunities for the ADE to leverage supports and funding for programs such as GoNoodle, SPARK it UP, Arkansas! PE Project, and drug and violence prevention programming. While many of these initiatives are primarily funded with state dollars, new flexibility in ESSA (2015) will allow districts and schools to use federal dollars for many of these supports, as well as trainings for teachers to address individual student needs.

To assist LEAs with behavior and discipline issues, the ADE Special Education unit provides each education service cooperative with a behavior support specialist. Services offered include training in the use of behavior tools and de-escalation, both verbal and physical. Additionally, the education service cooperatives offer classroom management training upon request.

The ADE encourages and supports LEAs in the implementation of RTI Arkansas (Response to Intervention). Within the RTI Arkansas framework, Positive Behavioral Interventions and Supports (PBIS) is used to support the reduction of incidences of bullying and harassment and student removal from classrooms. The ADE is currently developing Positive Behavioral Interventions and Supports statewide through the support of the federally funded State Personnel Development Grant and other fund sources. Students who need additional services will have access through developed school-based mental health service programs.

Working with Arkansas Educational Television Network (AETN), the ADE provides a suite of online professional development free to Arkansas teachers. Online RTI Arkansas includes Positive Behavioral Interventions and Supports modules that have been built in partnership with Arkansas' Internet Delivered Education for Arkansas Schools (IDEAS). The online modules are designed to be facilitated in professional learning communities and/or LEA staff meetings. The modules include a facilitation guide that educational specialists at regional education service cooperatives can use to reinforce Positive Behavioral Interventions and Supports work. Positive Behavioral Intervention Supports and classroom management resources are also provided at http://www.arkansased.gov/divisions/learning- services/curriculum-and-instruction/rti.

The Arkansas Opportunity School Choice Act (2004) allows parents and students in schools that are chronically underperforming the opportunity to attend schools that may better serve the needs of the student. School choice is permitted as long as there are no conflicts with active desegregation orders or active court-approved desegregation plans according to Act 560 of 2015 amended Ark. Code Ann. § 6-18-2901 et seq.

The Succeed Scholarship Program provides private school choice opportunities for foster children and children with disabilities who have an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (2004). This Succeed Scholarship program empowers parents and students to select a private school that best meets their needs and provides them with a state-funded scholarship that pays for the private school tuition up to the per-pupil foundation funding amount designated for that school year.

As part of the school improvement process, LEAs with schools in need of Comprehensive Support and Targeted Support use discipline data as one of the leading indicators to guide improvement planning. A data dashboard system has been expanded to permit LEAs to collect and analyze up-to-date information on grades, student attendance and discipline. LEA exclusionary data and the Arkansas Educator Dashboards will support LEAs in data-informed decision making. The Educator Dashboard is a free state system that provides access to both academic and behavioral data serving as an early warning system. It aggregates data from existing sources to show a comprehensive view of each student, including items such as student demographic information, grades and credits, attendance, discipline, state assessment data, local assessment data, college and career readiness, and interventions, as well as roll-up views of the data for classrooms, schools, and LEAs. The discipline reporting features allow LEAs to view graphs of office discipline referrals by time of day, location, discipline incident, action, grade, and student demographics (student with disability, 504, Title I, gifted). The LEAs will use this data to support the implementation of PBIS and reduce out of class removals. For LEAs with schools in need of Comprehensive Support and Improvement and Additional Targeted Support, the ADE requires schools to review and analyze the number of disciplinary referrals, behavioral practices, and teacher and student attendance, through a Diagnostic Needs Assessment. Schools in need of Targeted Support and Improvement are encouraged to review and analyze the number of disciplinary referrals, behavioral practices, and teacher and student attendance to guide planning. The LEAs are required to include meaningful stakeholder engagement during the transition to ESSA. The LEA, school, and stakeholders work collaboratively to develop an improvement plan incorporating strategies for the improvement of climate and culture of all schools identified in need of support.

LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. If physical restraint is used, the ADE Guidelines for the Use of Restraint in Public Schools or Educational Setting https://arksped.k12.ar.us/documents/mainPage/ADEAdvisoryGuidelinesfortheUseofStudentRestraintinPu blicSchoolorEducationalSettings2014.pdf should be reviewed.

7. **School Transitions** ***(ESEA section 1111(g)(1)(D))***

Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

ADE's Theory of Action clearly establishes the LEA as the first line of support for its schools. This is an intentional shift in how ADE will support schools in need of support. In prior accountability plans, schools in need of support that did not have the support of the LEA to address transitions and feeder patterns were limited in their ability to address systemic LEA issues that may have significantly and negatively impacted underperforming schools' outcomes. Under the Theory of Action, LEAs are empowered and encouraged to assess school- and LEA-level factors that may be contributing to their schools' struggles. This will include assessing how transitions and feeder patterns may be contributing to risk factors for LEAs' schools in need of support and improvement.

The ADE emphasizes student-focused learning systems in the Vision, which emphasizes meeting the needs of all students as they transition from one grade to the next. ADE's Vision is supported by a set of coherent academic standards, supportive academic course offerings, content-specific statewide initiatives, and state law.

The ADE has embraced the research demonstrating the positive impact of quality early learning opportunities on the long-term success of students. Arkansas has a strong history of funding Pre- kindergarten through the Arkansas Better Chance for School Success program. The ADE is also collaborating with the Arkansas Department of Human Services—Division of Child Care and Early Childhood Education and other stakeholders. The goals of these partnerships are increasing access, improving the quality of pre-kindergarten across the state, and improving the transition of students from pre-kindergarten to the early elementary grades.

During the revision of the Arkansas English Language Arts Standards (2016), representatives from Early Childhood Education served on the committee and shared the draft *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* with the kindergarten subcommittee to ensure learning expectations aligned, from pre-kindergarten to kindergarten. Other established subcommittees continued the alignment process, articulating the standards document across each grade level and grade band providing a coherent learning progression from pre-kindergarten through grade 12. A similar alignment process is used for grades K-12 when revising all other Arkansas Academic Standards, providing students with a smooth transition from one grade level to the next.

Similar collaboration is occurring through a PK-2 Assessment Task Force. This task force is bringing together expertise from ADE, Arkansas Department of Human Services-Division of Child Care and Early Childhood Education, and Head Start to ensure the PK-2 assessment system is aligned and provides feedback that drives instruction.

The ADE Special Education Unit has partnered with Arkansas's Part C Program (0-3), First Connections, through the development and implementation of the Part C State Systemic Improvement Plan which focuses on parent engagement and early childhood outcomes for three to five year olds. The Special Education Unit works collaboratively with school districts and education service cooperatives to ensure preschoolers with disabilities successfully transition from early childhood programs to school age programs. Evidence collected through the Early Childhood Outcomes Summary process is monitored and analyzed to inform technical assistance needs at the district, state, and regional level.

Academic courses have been developed by Arkansas educators to provide equitable access and to meet the needs of students, including those receiving Title I services who need additional time and support to successfully complete grade-level work. For example, Strategic Reading is a course schools provide for students at grades 6-8 who score below grade level in reading. At the high school level, Arkansas has developed two credit-bearing courses, Critical Reading I and II, to support continued reading instruction in high school. A new math course, Qualitative Literacy, offers students a fourth-year math course that engages students through relevant, practical application of rigorous mathematical concepts. The science standards offer the Accelerated Science Course Pathway to provide more opportunities for students to pursue engaging STEM coursework in high school. In addition, Arkansas offers high school students three transitional course options for math and literacy that provide intensive content instruction to prepare students for transition to college or a career. Offering transitional courses is supported by Arkansas Law. Ark. Code Ann. § 6-15-2012(b) states, "(b) [a] high school shall provide for each student who does not meet the college and career readiness standards under the assessment: (1) [o]ne or more transitional courses designed to help the student reach college and career readiness standards; and (2) [r]elated strategies to allow for accelerated skill and knowledge development consistent with the college and career readiness standards." Arkansas is also piloting High School Ready courses for literacy and math, developed by the Southern Regional Education Board (SREB), expanding support for mid-level students as they transition successfully to high school. All of this engaging and relevant math, literacy, and science course work counts toward graduation and provides students choice and academic support to graduate on time, which reduces their chances of becoming high school drop outs.

The ADE supports several initiatives that provide training and other support for teachers and as a result, students in LEAs that receive Title I assistance. R.I.S.E. Arkansas (Reading Initiative for Student Excellence) establishes a culture of reading, promotes collaboration with community partners and institutions of higher education, and provides professional development for teachers on the science of reading.

A Math Initiative is under development that will focus on numeracy, an identified need for Arkansas students. Numeracy is defined as the ability to interpret data, charts, and diagrams in order to process information, to solve problems, and to make decisions based on logical thinking. Being numerate means having the confidence and competence to use numbers and to think mathematically in everyday life. Educators from different disciplines can promote the idea of numeracy for their students. For example, art teachers can promote numeracy through scale drawings, symmetry, and tessellations. Social studies teachers can promote numeracy through the

use of charts, data, polls, timelines, and maps. Also, music teachers can use ratios, time, speed, and patterns to help their students to become more numerate. Given that the state assessment scores show deficits in Modeling, Justification and Explanation, Ratio and Proportion, and Algebra, the idea of having numerate students is critical.

The ADE is in the process of implementing a multi-year strategic plan for science that includes revising the science standards to reflect three-dimensional science, writing courses that reflect the revised standards, providing professional development to trainers and teachers on the new standards and courses, and rolling out the implementation of the standards.

For a number of years, disciplinary literacy has been a focus of the Literacy Design Collaborative initiative in the areas of English, History/Social Studies, Science, and Career and Technical Education. The ADE provides training to strengthen the RTI Arkansas model in the schools, through which teachers monitor the academic progress of students and provide interventions to move student achievement back up to grade level when appropriate. Each of these initiatives includes a professional development component that increases the ability of teachers to support students, helping them transition successfully to the next grade level.

The ADE supports improved transition and post school outcomes for students with disabilities through Arkansas Transition Services (ATS) which serves all 75 counties in Arkansas. As part of intensive technical assistance work with the National Technical Assistance Center on Transition (NTACT), Arkansas Transition Services is partnering with multiple agencies including Arkansas Rehabilitation Services, the Arkansas Department of Career and Technical Education, the Arkansas Department of Workforce Services, and the Arkansas Division of Services for the Blind to support school districts in the implementation of evidence-based practices to improve employment training opportunities for students with disabilities that positively impact post school outcomes.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*

Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. *The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;*
ii. *Joint planning among local, state, and federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;*
iii. *The integration of services available under Title I, Part C with services provided by those other programs; and*
iv. *Measurable program objectives and outcomes.*

The Arkansas Department of Education (ADE) administers the Arkansas Migrant Education Program (MEP) grant using a sub-granting process. The Arkansas Migrant Education Program funds the four Migrant Education Service Cooperatives to provide a comprehensive program and eliminate redundancies in services. Services provided to migrant students and families include, but are not limited to:

- **Academic Services**
  - Tutoring
    - In school
    - Before and after school
    - In the home
  - Credit recovery
  - Summer migrant school
  - Assistance transitioning to new schools
  - School counseling related to the importance of migrant students being actively engaged in intra- and extra-curricular activities
  - School counseling regarding course-taking and its relationship to graduation
  - School counseling related to college and career post-graduation opportunities
  - Special education services
  - Finding preschool programs and other school resources
  - Providing school supplies
  - Providing educational materials for the home

- **Support Services**
  - Identification of migrant children who need preschool support
  - Provide appropriate supports for preschool aged migrant children
  - Enrollment of migrant children who need preschool support
  - Child nutrition programs
  - Health, dental, and vision care
  - Mental health care
  - School counseling
  - Translation and interpretation
  - Family literacy and language instruction
  - Parenting education programs

    - Transportation
    - Implement dropout-prevention intervention strategies for migrant students at risk.

- To meet Arkansas migrant students' needs, the program must comprehensively identify, recruit, and enroll migrant students and continuously assess the needs of migrant students and their families. A focus on migrant student success must always include attention to student involvement in the school community, academic progress and school attendance. Migrant students who are not involved in intra-curricular and/or extracurricular activities, and/or are not progressing academically and/or who are chronically absent are at risk of dropping out of school and should be provided appropriate interventions to prevent dropping out. Migrant children who have dropped out of school should be recruited back into the school and provided the appropriate helps to recover lost credits. The Arkansas Migrant Education Program follows the Continuous Improvement Cycle recommended by federal Office of Migrant Education (OME) in the Service Delivery Plan (SDP) 2012 Toolkit that includes a Migrant Continuous Needs Assessment (CNA) to identify major concerns, gather data to define needs, and prioritize solutions. The Service Delivery Plan is a multi-step process to convene stakeholders to select research-based strategies, based on the Migrant Continuous Needs Assessment findings, to meet migrant children's needs, develop a plan to implement strategies, and establish measurable goals and targets for accountability. During Migrant Needs Assessment Committee meetings convened by the Arkansas Migrant Education Program office during the 2016–2017 school year, concern statements were developed along with needs indicators and needs statements. The Migrant Needs Assessment Committee reviewed data related to migrant student achievement, attendance, mobility, and migrant program services and activities. Arkansas Migrant Education Program staff and parents from across Arkansas were surveyed to determine migrant students' needs, including the extended needs for those living in isolated locations. The following charts show the data collected when migrant parents noted were surveyed in spring 2016, and reviewed in recent Migrant Needs Assessment Committee meetings.

MIGRANT PARENT SURVEY RESULTS

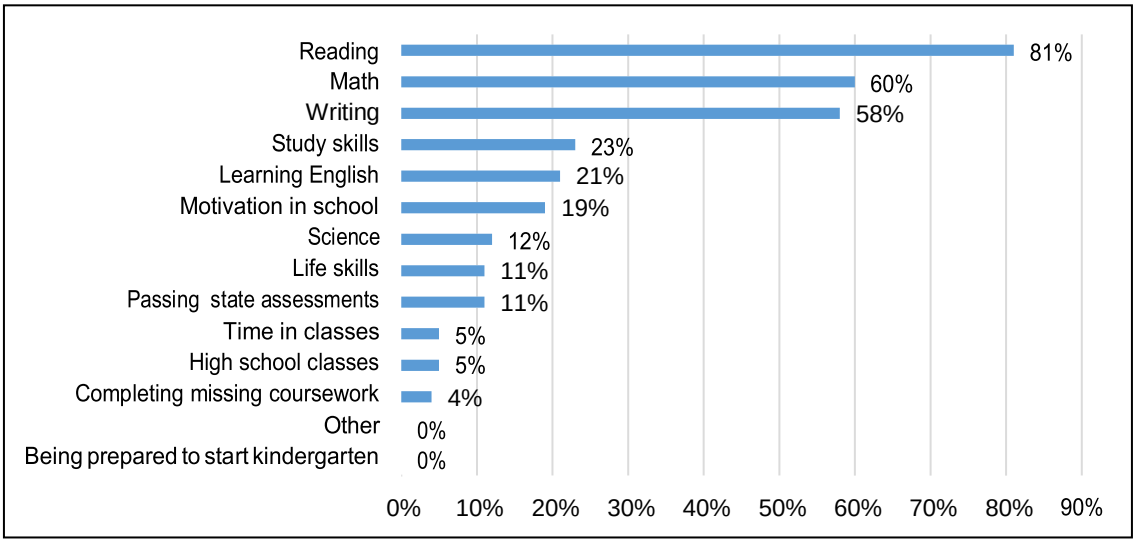


***Figure N*. What kind of instructional help does your child(ren) need?**

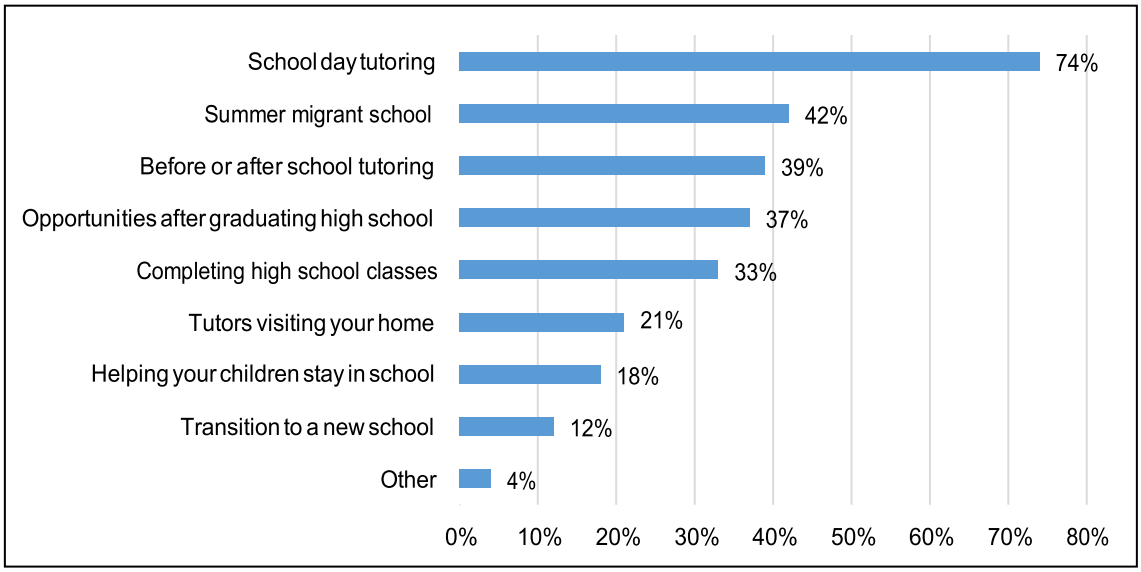


***Figure O*. What types of services would most help your child(ren)?**

MIGRANT STAFF SURVEY RESULTS

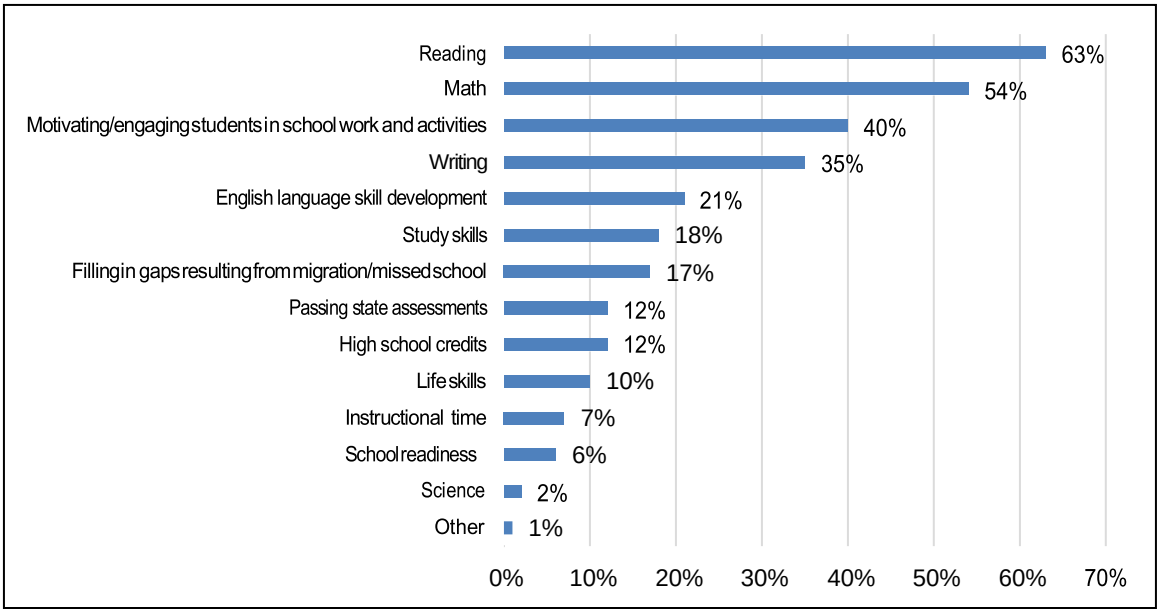


Figure P. **What instructional services do migrant students most need?**

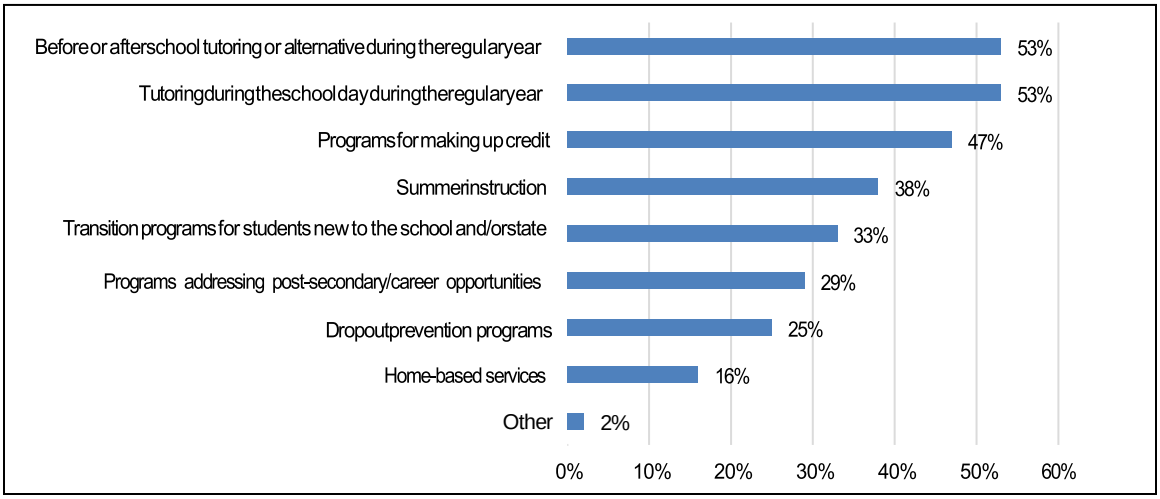


Figure Q. **What types of services are most needed to address gaps in education?**

The Migrant Continuous Needs Assessment's primary purpose is to guide the overall design of the Arkansas Migrant Education Program on a statewide basis and weave the Migrant Continuous Needs Assessment findings into the comprehensive state plan for service delivery. The Service Delivery Plan guides the development and articulation of a clear vision that includes the:

1. Arkansas migrant children's needs
2. Arkansas Migrant Education Program's Services
3. Arkansas Migrant Education Program's measureable performance objectives (MPOs)and performance targets
4. Program evaluation to determine the effectiveness.

The Arkansas Migrant Education Program Service Delivery Plan (SDP) planning committee was comprised of key stakeholders from migrant education as well as

content area experts. Some Service Delivery Plan Committee members also serve on the Migrant Needs Assessment Committee for the Migrant Continuous Needs Assessment process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. The committee met face-to-face twice to provide input on Arkansas Migrant Education Service Delivery Plan requirements and consider recommendations for services to migrant children and youth. The purpose of this continuous process is to ensure that the needs of the current migrant student population are being addressed. The demographics of migrant farmworker families change over time. The Continuous Improvement Cycle facilitates data-driven decision-making through data collection for up-to-date profiles on migrant students, and basing programming on specific research-based solutions. Arkansas Migrant Education Program staff work closely with staff at LEAs to continually monitor the progress of migratory students and adjust the services provided to each individual student based upon data.

Migrant cooperative staff review, monitor, and evaluate school district Migrant Education Programs, local program applications, program implementation, and fiscal expenditures. ADE also completes an annual evaluation of the Arkansas Migrant Education Program with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements, Office of Migrant Education guidelines, and the Arkansas Migrant Education Program. The evaluation systematically collects information to inform the program and help the state make decisions about program improvement and success.

Implementation of all strategies identified in the Arkansas Migrant Education Program Service Delivery Plan is measured using a Fidelity of Strategy Implementation (FSI) tool anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. Fidelity of Strategy Implementation data is gathered by cooperatives and/or local Migrant Education Programs and presented as evidence during on-site monitoring visits, classroom observations, and structured interviews with Arkansas Migrant Education Program staff. The Fidelity of Strategy Implementation uses a four-point rubric that measures the degree of implementation from non- evident to highly effective.

The ADE collects data on migrant students and services from each of its local projects. Data sources include: migrant staff, migrant parents, migrant secondary students, out-of-school youth (OSY), recruiters/advocates, and migrant program administrators. Data will be collected using surveys, focus groups, structured interviews, and records reviews, including assessment results reported through the state system.

To comply with federal guidelines, Arkansas performs an annual performance results evaluation to inform ADE decision-making and prepares an annual written evaluation report including implementation and performance results data. The written report includes implications and recommendations for improving Migrant Education Program services to ensure that the unique educational needs of migrant students are being met.

For all migrant programs and services, progress monitoring calls for the collection of data on identification and recruitment of students, student participation, coordination

activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and adjusting the Migrant Education Program is focused on increasing migrant student achievement.

The ADE supports local Migrant Education Programs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- Implementation of a statewide plan to identify preschool programs in all migrant regions and geographical locations and direct migrant families to programs with open slots.
- Distributing materials to support professional development activities among Arkansas Migrant Education Program staff during regional meetings and statewide workshops that address;
    - school readiness among migrant children entering Kindergarten, and
    - identification of and intervention strategies for migrant students who are potential high school dropouts, and
    - identification of migrant children who have dropped out of school and strategies for reenrollment.
- Providing opportunities for local Migrant Education Programs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- Reviewing program monitoring results and actions for the use of evaluation results for improvement;
- Sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- Including language in the local Migrant Education Program application asking sites to discuss how evaluation results will be used for program improvement purposes;
- Coordinating with the outside evaluator to review processes, procedures, and supports provided to local Migrant Education Programs;
- Offering training sessions to local Migrant Education Programs to improve identification and recruitment among migrant families with young children
- Sharing information among local Migrant Education Programs from ADE and national reading, math, early childhood, and Identification and Recruitment (ID&R) meetings, conferences, and forums that focus on the use of data for improvement;
- Offering training sessions for Migrant Education Program coordinators to support their efforts in assisting local Migrant Education Programs to use evaluation results to make mid-course corrections and improve Migrant Education Programs and services.

The Arkansas Migrant Education Program has developed measurable program objectives for literacy, math, and graduation based on the state's most recent comprehensive needs assessment.

Services for Preschool

Arkansas Migrant Education Program identifies and addresses specific needs of preschool students by using the School Readiness Checklist. This tool includes evaluations on language, writing, and reading skills, as well as mathematical thinking and expression. Other skills evaluated by this tool include social and emotional readiness, physical development, and health and safety awareness. The School Readiness Checklist is administered two times per year. Preschool tutors use this information to guide in-home lessons provided to preschool students. In-home instruction is mostly provided to preschool students who are not enrolled in center-based programs. Arkansas Migrant Education Program also works in close collaboration with local preschool centers such as Arkansas Better Chance (ABC) and Head Start to facilitate enrollment of migratory children in preschool programs. The state will collaborate with other migrant programs across the nation to find more effective ways to serve migratory preschool students by partnering with the Preschool Initiative Consortium (PI). This partnership will provide to the state with evidence-based services to improve school readiness and to strengthen the involvement of migrant parents in their *child's* education. Preschool Initiative Consortium focuses on increasing, not only participation in structured pre-schools, but also promote promising approaches to training migrant educators and parents in strategies that demonstrate improved school readiness. Primary goals of the Preschool Initiative Consortium (PI) are:

- Expand the capacity of state and local Migrant Educational Programs to serve migrant pre-school children
- Ensure that more services are provided to migrant children ages 3 to 5, thereby demonstrating substantial and measurable educational gains
- Disseminate evidence-based and promising practices developed by Preschool Initiative Consortium to the national Migrant Educational community and other stakeholders

Services for Drop-out and Out of School Youth

Arkansas Migrant Educational Program uses the Migrant Student Placement Profile to identify the unique needs of migratory high school students and Out of School Youth (OSY). In an effort to help migrant students stay on track to graduate and reduce the number of high school dropouts, the Arkansas Migrant Education program has designed the *On Track to Success* guide. Tutors in the Arkansas Migrant Education Program use the *On Track to Success* guide to determine if high school students are meeting all state requirements to graduate, as well as identify effective strategies to decrease the likelihood of students dropping out of school. The program also offers strategies to students who are at risk by providing credit recovery through the utilization of Portable Assistance Study Sequence (PASS) courses. Students also have the opportunity to attend the *Moving Up Arkansas* – a Migrant Residential Summer School Program. Arkansas Migrant Educational Program collaborates with local High School Equivalency Programs and provides referrals and facilitates enrollment for high school dropouts and Out of School Youth.

2. **Promote Coordination of Services (ESEA section 1304(b)(3))**

Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Arkansas State Migrant Education Program Student Records Exchange

Arkansas uses MIS2000, which is a Microsoft Windows-based solution for the information needs of states serving migrant children. MIS2000 is fully customized to meet each state's needs. The system provides for the storage, retrieval, and reporting of student information. Records are electronically transferred without a dependency on a national database. The installation process establishes a state database, which is served by multiple sub-state installation sites with region, county, or district levels. Each sub-state site communicates directly with the state system. States using MIS2000 can easily transfer student information from state to state and within the state of Arkansas. MIS2000 allows states to store data from Certificates of Eligibility (COEs), education records, health information, as well as any additional information collected by programs. MIS2000's reporting tools allow states to run preinstalled reports, create personalized reports, print copies of Certificates of Eligibility, run eligible student counts, and federal performance reports.

The Migrant Student Records Exchange (MSIX)

In Section 1308 (b) of the ESEA (1965), as amended by the No Child Left Behind Act (2001), the U.S. Department of Education was mandated by Congress to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. These methods must ensure the linkage of migrant student record systems across the country. In accordance with this mandate, the ADE has implemented the Migrant Student Information Exchange (MSIX) initiative to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Arkansas is operational in Migrant Student Information Exchange and the Arkansas Migrant System/MIS2000 interfaces with it successfully to allow the state to complete reports on interstate and intrastate student records. Arkansas is able to provide student data, as required, for the Comprehensive State Performance Report (CSPR) and meet other federal/state data requirements. Systems are in place to ensure protection of student information based on the Family Educational Rights and Privacy Act (1974) (FERPA). Ongoing training is provided to Arkansas Migrant Education Program staff on all of these systems. Arkansas Migrant Education Program staff also regularly responds to individual requests made from other SEAs and LEAs to help facilitate a timely transition.

3. Use of Funds (ESEA section 1304(b)(4))

Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The Migrant education service cooperatives review, monitor, and evaluate school district Migrant Education Programs, local program applications, program implementation, and fiscal expenditures. The ADE also completes annual evaluation of the Arkansas Migrant Education Program with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and Office of Migrant Education guidelines, and the Arkansas Migrant Education Program. The evaluation will systematically collect information to inform the program and to help the state make decisions about program improvement and success. The evaluation will report implementation and outcome data to determine the extent to which the state performance targets, strategies, and Measurable Performance Objectives (MPOs) in

reading, mathematics, school readiness, and high school graduation/services to out-of-school youth have been addressed and met. Implementation of all strategies identified in this Service Delivery Plan will be measured using a Fidelity of Strategy Implementation (FSI) tool anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. Migrant education service cooperatives and/or local Migrant Education Program Fidelity of Strategy Implementation will gather data to be presented as evidence during on-site monitoring visits, classroom observations, and structured interviews with Migrant Education Program staff. The Fidelity of Strategy Implementation will use a four-point rubric that measures the degree of implementation from non-evident to highly-effective. Data on migrant students and services will be collected by the state from each of its local projects. Data sources include: migrant staff, migrant parents, migrant secondary students and out-of-school youth, recruiters/advocates, and migrant program administrators. Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state system). Data analysis procedures will include descriptive statistics based on Arkansas migrant student demographics, program implementation, and student and program outcomes. Means and frequencies, trend analyses, and inferential statistics will be applied as appropriate. To comply with federal guidelines, Arkansas will perform an annual performance results evaluation to inform ADE decision-making, and prepare a written evaluation report annually that reports implementation and performance results data. The written report will include implications and recommendations for improving Migrant Education program services based on implementation and performance results to help ensure that the unique educational needs of migrant students are being met. For program improvement purposes and in accordance with the evaluation requirements provided in 34 CFR 200.83(a)(4), the evaluation data and demographic information described in Section 3 of this Service Delivery Plan will be compiled, analyzed, and summarized by the external evaluator in collaboration with Arkansas Migrant Education Program staff. These activities will help ADE to determine the degree to which the Migrant Education Program is effective in relation to the state performance targets, strategies, and Measurable Performance Objectives. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the Migrant Education Program. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible. For all programs and services, the progress monitoring plan calls for the collection of data on identification and recruitment, student participation, coordination activities (including interstate coordination and home/school partnerships), staff, and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and making adjustments in the Migrant Education Program is focused on increasing migrant student achievement. The ADE will support local Migrant Education Programs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- Distributing materials to support professional development activities among Arkansas Migrant Education Program staff during regional meetings and statewide workshops;

- Providing opportunities for local Migrant Education Programs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- Reviewing program monitoring results and actions for the use of evaluation results for improvement;
- Sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- Including language in the local Migrant Education Program application asking sites to discuss how evaluation results will be used for program improvement purposes; and
- Coordinating with the outside evaluator to review processes, procedures, and supports provided to local Migrant Education Programs; sharing information among local Migrant Education Programs from state and national reading, math, early childhood, and identification and recruitment meetings, conferences, and forums that focus on the use of data for improvement; and offering training sessions for Migrant Education Program coordinators to support their efforts in assisting local Migrant Education Programs to use evaluation results to make mid-course corrections and improve Migrant Education Program programs and services.

As previously described, parent surveys are an integral component of the Migrant Continuous Needs Assessment and Service Delivery Plan, but many other avenues for migrant parental involvement are available. Each LEA holds at least one Parent Advisory Council (PAC) meeting per year, and this is documented and monitored annually. Migrant parents receive written and oral communication from the Migrant Education Program in a language they can understand. Phone calls, home visits, and parent meetings conducted by migrant staff are documented at the local level and monitored by the migrant cooperative in each region and the staff in the state migrant office.

Until 2016, a state Parent Advisory Council meeting was held annually to elicit the assistance of parents in reviewing and improving programs and services for their children. However, attendance was low and parent input was minimal. Recognizing this problem, regional meetings were held in 2016, with local migrant staff and parents traveling together to more convenient locations. This increased parental involvement, resulting in significant input from parents. This is an example of monitoring and adjusting at the state level to continuously improve the Arkansas Migrant Education Program.

Arkansas Migrant Education Program staff work closely not only with cooperative staff, local migrant staff, and parents, but also with staff in other state and federal program areas to ensure migrant students are receiving appropriate services. The Arkansas Migrant Education Program director serves on the state English Learner/Title III Advocacy Committee led by the Arkansas director of English as a Second Language. Two leaders of district English Learner programs also serve on both the English Learner/Title III Advocacy Committee and attend regional migrant cooperative meetings. The ADE assigned staff member works with migrant education and is an active participant in the Migrant Continuous Needs Assessment process. This

collaboration is critical to meeting the needs of the 24 percent of Arkansas migrant students who are English Learners.

Local Migrant Education Program staff coordinates with special education staff to make certain that proper services for migrant students with disabilities are provided and documentation maintained. Migrant staff help enroll students in 21st Century Community Learning Centers and in Title I after-school programs. In addition, assistance is provided to reenroll migrant dropouts in state alternative learning programs that focus on credit recovery.

During the annual review of each program, there is a focus on ensuring that migrant students are receiving the same services that other Title I students in that school district receive and that the Title I, Part C migrant programs are supplemental and enhance existing programs. Programs are also monitored for the implementation of parental involvement strategies and compliance with other aspects of the migrant program. The Arkansas Migrant Education Program has developed measurable program objectives for literacy, math, and graduation based on the state's most recent comprehensive needs assessment.

Appendix E, entitled the "Arkansas Migrant Education Service Delivery Plan (SDP) Planning Chart," shows the strategies the state is pursuing to achieve each objective. This chart is a draft document that was completed on April 20, 2017.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*

Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

During the 2015–2016 school year, Arkansas reported 400 students receiving transition services in 10 juvenile correctional facilities. Additionally, 59 students received transition services in the state's three adult correctional facilities. These students are required to have a transition plan, and the state of Arkansas further requires that each institution provide a description of the processes and protocols to facilitate the transition of these youth to locally operated programs.

Each facility is required annually to describe the program to be instituted, grades and ages of participants, characteristics of youth in the program, and the circumstances that caused them to be housed at the facility.

Facilities must include a facility description, geographic location information, a description of services provided, and at least two goals. Facilities must also list two major objectives or activities that will be used to accomplish each goal as well as an explanation of how the facility or agency ensures priority is given to youth who will soon be released or who will complete incarceration within two years.

The Arkansas Department of Education (ADE) requires that facilities coordinate with other federal, state, and local programs, such as those under the Job Training and Partnership Act (JTPA), AmeriCorps, Homeless, Workforce, Job Corps, and vocational education programs serving this at-risk population of youth to provide an education that is comparable to one in the local school. Funding as well as additional programs operated under the Juvenile Justice and Delinquency Prevention Act (1974) and other comparable programs must be used.

Through a collaboration with the Arkansas Department of Human Services (DHS) Division of Youth Services (DYS), the ADE and the Arkansas education services cooperatives are able to provide quality online coursework to youth in the criminal justice system using Virtual Arkansas. Virtual Arkansas is a project of ADE and the education services cooperatives that offers online coursework to public school students provided by licensed Arkansas teachers. This enables teachers to connect with students via a secure online system allowing for back and forth communication. Virtual Arkansas provides consistent, high quality education that is standard across all participating correctional facilities.

In March 2017, the ADE formed a task force representative of multiple stakeholder groups to convene around the topic of supporting youth with disabilities involved in the criminal justice system. As a result of this work, guidance documents and other resources have been developed for schools, correctional facilities, as well as youth with disabilities and their families to support the implementation of effective special education services for youth involved in the corrections system. Additionally, a

comprehensive training module that targets transition services for youth with disabilities in correctional facilities will be developed and implemented through a partnership between the ADE and Vocational Rehabilitation.
This module will include the development and implementation of Individualized Education Program transition plans with goals and activities for successful reentry to school and or the community, including career readiness and work experience components. The Correctional Education Task Force will continue to have regular meetings to keep abreast of the needs of youth with disabilities involved in corrections and advise the ADE about needed services and supports.

The ADE works with facilities in an effort to ensure the facility is working with youth and is aware of the child's existing Individualized Education Program, actively encouraging parents and/or extended family involvement. The goal is to try to help parents improve the educational achievement of their child, assist in dropout prevention activities, prevent the involvement of their child in delinquent activities, and to share academic progress. Each LEA and the ADE must consult with probation officers, parole officers, and other experts to provide training and ensure staff meet the needs of youth departing from the facility.

A Transitional Services Liaison for each facility is required. This person is responsible for the provision of transitional services to the youth in the facility and the transitional plan for students. This plan will include a list of the transitional services that will be provided by or made available by the LEA/state agency for students and will include services in the following areas:

- Dropout prevention
- Military
- Higher education
- Career development
- Employment or self-employment
- Community contacts
- Referrals to community resources and outreach programs.

A transition plan must be on file to represent the steps the agency will take to improve the likelihood that youth will complete secondary school, attain a secondary diploma, enter the military, or find employment.

2. **Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A))*

Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

ADE requires that facilities evaluate each program using multiple measures of student progress and annually disaggregate data by gender, race, ethnicity, and age. These data are submitted to the ADE for the purposes of evaluating data related to the same academic content standards and state assessment required of all students and additionally for technical and career skills. ADE requires that each facility and LEA carry out high-quality education programs to prepare youth for secondary school completion, training, employment, or further education. ADE also requires that each

facility and LEA provide activities to facilitate the transition of such youth from the correctional program to further education or employment and operate dropout prevention programs for youth that are at risk.

It is also ADE's goal and responsibility to ensure that each LEA and facility:

- Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;
- Work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children from becoming further involved in delinquent activities;
- Work with children and youth with disabilities to meet an existing Individualized Education Program and an assurance that the agency will notify the youth's local school if the child or youth
  a) Is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and b) Intends to return to the local school;
- Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage them to reenter school once the term of the incarceration is completed, or provide them with the skills necessary to gain employment, continue their education, or achieve a secondary school diploma or its recognized equivalent if they do not intend to return to school;
- Train teachers and other qualified staff to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students; and
- Coordinate the program under this subpart with any programs operated under the Juvenile Justice and Delinquency Prevention Act (1974) or other comparable programs, if applicable.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*

Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Beginning in 2014, the ADE began focused efforts around the education workforce, examining data regarding teacher recruitment and retention trends, and analysis of student access to well prepared, effective teachers and leaders. In June 2015, the Arkansas Department of Education (ADE) filed its Equitable Access to Excellent Educators (EAEE) Plan with the U.S. Department of Education and updated the plan in fall 2016 with a 2016–2017 supplement to include information on the review of more current data and the progress of strategies employed to providing equity and effective teachers and leaders to all Arkansas students.

The ADE identified the following statewide equity gaps through data analysis for the Equitable Access to Excellent Educators Plan, which is consistent with data from the 2015–2016 school year:

- Students in high-poverty and high-minority schools are more likely to have an **inexperienced teacher** than students in low-poverty and low-minority schools;
- Students in high-poverty schools are more likely to have an **out-of-field teacher** than students in low poverty schools;
- Students in high-poverty and high-minority schools are more likely to have an **unqualified teacher** than students in low-poverty and low-minority schools;
- There is a higher rate of **turnover** (as measured by the occurrence rate of inexperienced teachers) in high minority schools based on data for the last 5 years for average number of inexperienced teachers per school per year; and
- More recent **teacher attrition** data (2016–2017) show teachers leave high-poverty and high- minority schools at a higher rate than teachers at low-poverty and low-minority schools. Teachers at high-poverty and high-minority schools also leave at a rate greater than the state average, while teachers in low-poverty and low-minority schools left at a lower rate than the state average.

Building on earlier stakeholder engagement, the ADE now provides Arkansas education stakeholders access to updated information on the Equitable Access web page, found on the ADE's website at http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/equitable- access. On this web page, the public can access the Equitable Access to Excellent Educators Plan and view the Theory of Action. The educator equity section of the ESSA plan is informed by the previous work from the Equitable Access to Excellent Educators Plan.

The ADE will focus Title II, Part A funds on key activities to address our workforce priorities of attracting, preparing, supporting, and developing effective teachers and leaders. Through stakeholder feedback, the ADE developed definitions for reporting,

data analysis, and decision-making and will work within a structure of tiered district support to determine the level of oversight and direction needed.

These actions are timely given the status of Arkansas's teacher pipeline and changes in the workforce. Over the past five years, the enrollment in educator preparation programs has declined by over 50 percent. While the number of program completers has seen a less drastic decrease, the gap between completers and beginning teachers (those who are just beginning their career) is increasing, indicating a gap between preparation and the workforce. Trend data also show that each year, approximately 40 percent of program completers are not employed in Arkansas public schools the following year, as noted in Figure R and Figure S.

Figure R. **Enrollment Trends for Arkansas Teachers**

5 year

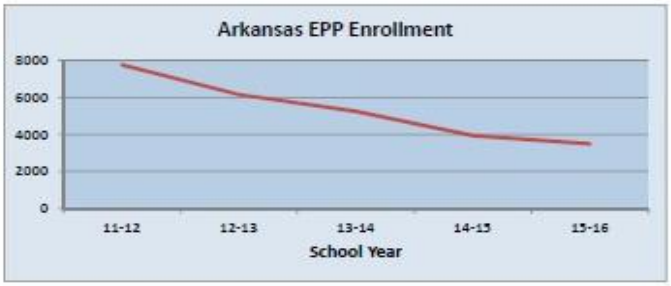
School Year	11-12	12-13	13-14	14-15	15-16
Arkansas EPP	7758	6161	5258	3944	3502

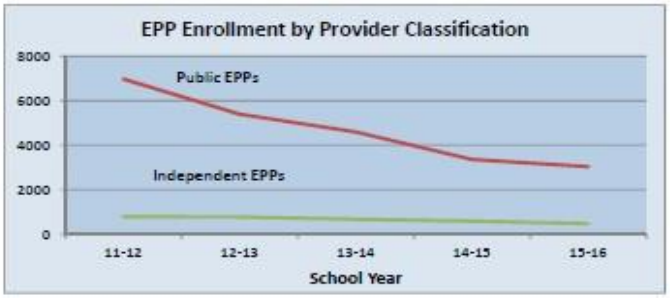
EPP Enrollment by Provider Classification

School Year	11-12	12-13	13-14	14-15	15-16
Public EPPS	6974	5393	4595	3359	3031
Independent I	784	768	663	585	471

EPP Enrollment by Provider Type

School Year	11-12	12-13	13-14	14-15	15-16
Traditional EP	5668	4454	3555	2580	2246
Nontraditiona	2090	1707	1703	1364	1256





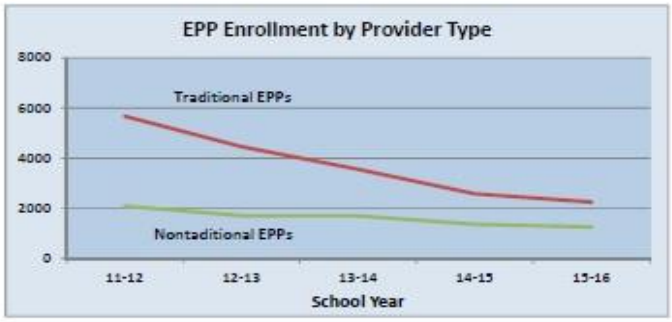
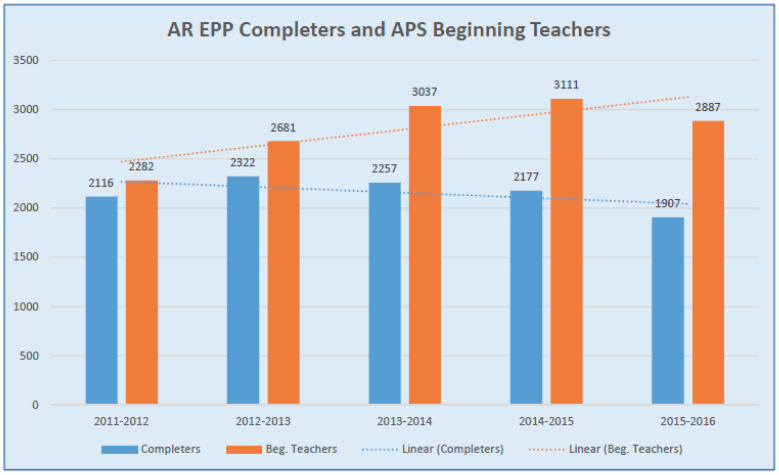


Figure S. **Arkansas Program Completers and Public- School Beginning Teacher**



	Completers	Beg. Teachers
2011-2012	2116	2282
2012-2013	2322	2681
2013-2014	2257	3037
2014-2015	2177	3111
2015-2016	1907	2887

Additional data show changes in the age of Arkansas teachers, with a current trend of a much younger workforce than a decade ago, an occurrence that is particularly important as the attrition rate is highly correlated to age (as noted in Figures S and T). These data are critical to inform actions to ensure that the activities align with efforts to reverse the pipeline trend and to increase year one employment and retention rates

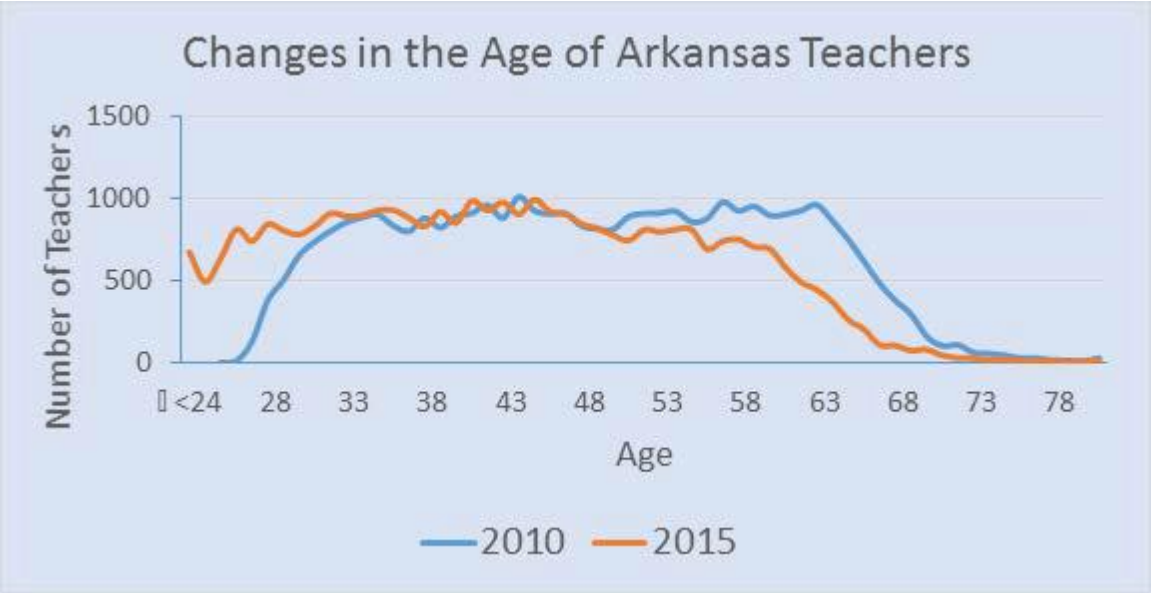


Figure T. **Changes in the Age of Arkansas Teachers**

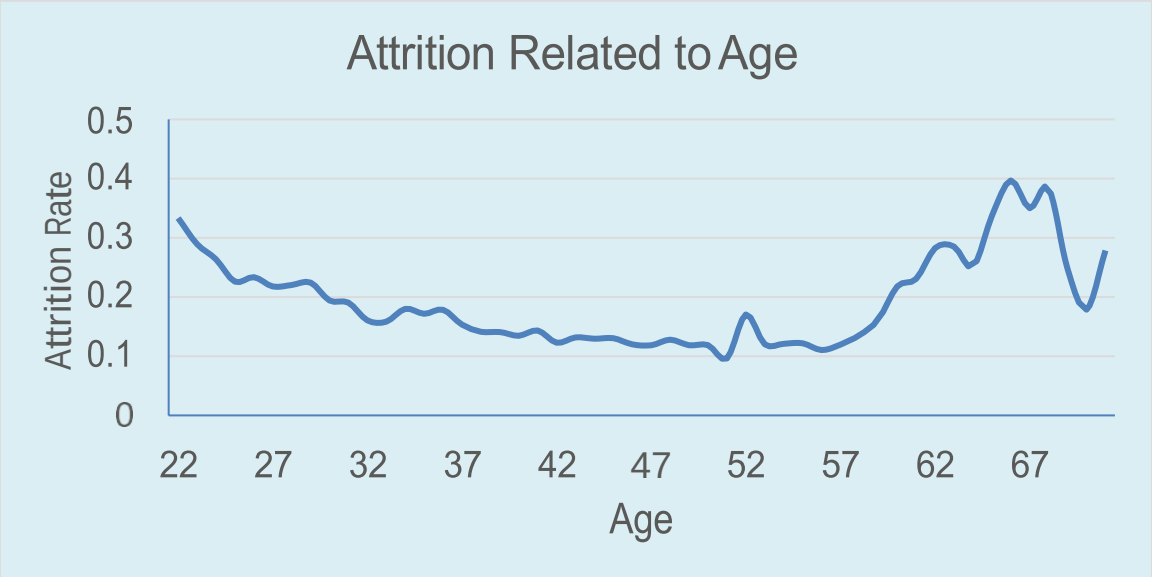


Figure U. **Attrition Related to Age for Arkansas Teachers**

	If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...	Reducing these gaps will likely result in...
	… the ADE identifies critical shortage areas across the state ...	... educator preparation programs and pathways can develop or enhance programs that meet the needs of local LEAs.	Barriers to Attracting Teachers – Geographic Isolation, Community Resources	Primary: Inexperienced Teachers and Out-of-Field Teachers	Improved learning experiences for students in high poverty schools, and high minority schools, which in turn will lead to greater preparedness for college and careers
	…the ADE aligns educator preparation programs and pathways with LEAs through Grow Your Own Programs …	…the right candidates will be prepared for the right positions to meet the talent needs of LEAs.	Barriers to Attracting Teachers – Geographic Isolation	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
	… the ADE improves communication of recruitment incentives	…they will take advantage of existing programs, strategies, and incentives designed to reduce equitable access gaps.	Barriers to Attracting Teachers – Recruitment Incentives	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
Prepare (P)	… educator preparation programs and pathways incorporate learning experiences related to high poverty and high minority school cultures…	... the candidates with the right background knowledge and experiences will be prepared to meet the needs of students.	Misalignment of Educator Preparation and Pathways – Pipeline, Preparation for School Culture	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
	... educator preparation programs and pathways incorporate residency programs that partner with high poverty and high minority schools ...	... the candidates will benefit from the ongoing support to understand the needs of high poverty and high minority students	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Inexperienced Teachers Teacher Attrition Rate	
	…educator preparation programs and pathways develop robust reporting and rating requirements…	…the candidates will graduate ready for employment and understand successful teaching practices and focus on the impact of teachers' practice on student growth.	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Ineffective Teachers Inexperienced Teachers Teacher Attrition Rate	
	…administrators of high poverty, high minority schools have the skills to lead and support teachers …	… they will improve the school culture, teacher assignment processes, and teacher development strategies	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate	
	…teachers in high poverty, high minority schools are given opportunities to lead from the classroom…	… they will be empowered to make a significant contribution to the school as a whole.	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate	

Figure V. **Theory of Action for Arkansas Teacher Pipeline**

The ADE's plans are guided by a Theory of Action that was developed in consultation with stakeholders around previous and current educator workforce equity work Guided by these data, Arkansas's planned activities include supporting the implementation of Opportunity Culture schools within the state, implementing Equity Labs within each education service cooperative, continuing funding for Arkansas's Leadership Quest, and transforming to a system of competency-based, personalized mentoring and professional

learning for educator development. Using the state's teacher and leader support and development systems, data will be available to address equity gaps in connecting students to effective teachers and leaders. These activities align with research-based practices and involve ongoing communication from stakeholders from around the state. The activities also support student-focused learning by preparing and supporting teachers to ensure that teachers make learning opportunities student-focused

To operationalize the work, the ADE consulted with stakeholders to develop key definitions that must be part of the determination of students' access to effective educators. The definitions will provide the ADE and LEAs with a common understanding of qualities and criteria for teacher and leader effectiveness that will be used in data analysis and reporting to provide assurances that disproportionalities do not exist or are being addressed. The ADE will work with LEAs on local uses of Title II-A funds if equity gaps are identified and not being addressed locally.

Table 24. **Definitions of Effective and Ineffective School Leaders and Teachers**

Key Term	Definition
Effective School Leader	An EFFECTIVE SCHOOL LEADER is an educational leader who through training and experience (more than 3 years as a school leader) exemplifies the state's school leadership standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective leader promotes the success and well-being of every student by: • 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.
Effective Teacher	An EFFECTIVE TEACHER is a teacher who through training and experience (more than 3 years of teaching) exemplifies the state's teaching standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective educator: • 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.
Ineffective Teacher (required by ESSA 2015)	An INEFFECTIVE TEACHER is an experienced teacher (completed at least 3 years of teaching) who has shown a pattern of ineffective teaching practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the educator: • Consistently fails to plan and prepare to meet the needs of all students; • Does not establish an environment most conducive for learning; • Does not use highly effective instructional practices; • Does not communicate and collaborate effectively with all stakeholders; and • Does not seek continual professional growth or engage in ethical professional practice.

Ineffective School Leader (not required by ESSA 2015 but created after stakeholder feedback)	An INEFFECTIVE SCHOOL LEADER is an experienced leader (more than 3 years as a school leader) who has shown a pattern of ineffective leadership practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the ineffective leader fails to promote the success and well-being of every student by: • Not effectively supporting the professional growth of educational staff; • Not engaging all stakeholders in shared leadership to accomplish the vision; • Not modeling ethical professional behavior;

Key Term	Definition
	• Not maintaining an equitable and culturally responsible environment; • Not supporting a rigorous curricular system; • Not effectively communicating and collaborating with the community and external partners; and • Not seeking continual professional growth.
Inexperienced Teacher (change from current Equitable Access to Excellent Educators plan)	A teacher with less than three (3) years of teaching experience in a classroom
Low-Income	A student who is eligible for free/reduced price lunch
Minority Student	A student whose race is identified as Non-white (American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, Two or more races)
Non-low-income Student	A student who is not eligible for free/reduced price lunch
Non-minority Student	A student whose race is identified as White
Teacher Attrition Rate	The number and percentage of teachers who taught in a school the previous year, but are not teaching in that school during the current school year
Title I School	A school that receives funds under ESEA Title I, Part A
Unlicensed Teacher (Replacing definition of Unqualified teacher used in the 2015 Equitable Access to Excellent Educators plan)	A person teaching a class under a licensure exception (Act 1240 of 2015 Waiver, Charter School Waiver, School of Innovation Waiver); not to include a teacher on an Additional Licensure Plan (ALP) or a Long-term Substitute Teacher
Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan
Occurrence Rate of Inexperienced Teachers (*referred to as Turnover in the 2013 Plan)	The percentage of new teachers hired each year over the past 5 years

LEAs will report data on ineffective teachers and leaders per requirements of state law. The data will be disseminated through the School Report Card and also used in the Workforce Stability Index to help districts identify targeted ways to address the workforce

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*

If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

As funding is available, the ADE will seek to use funds to provide training and technical assistance for up to 10 Title I schools to implement the Opportunity Culture model (http://opportunityculture.org/) during the 2018–2019 school year. This new school model provides the structure for schools to take an innovative approach as LEAs adopt team-based teaching models that extend the reach of excellent teachers to more students, assume responsibility for those students' outcomes, pay team leaders more

from sustainable sources, and ensure that all teachers have daily support to improve. Opportunity Culture schools can take advantage of opportunities to recruit and prepare new teachers with paid residencies and multi-school leader roles for greater impact. New and marginal teachers work with expert master teachers, maximizing talent by encouraging teacher leaders to take on challenging assignments to reach more students and develop new and marginal teachers to become more effective.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*

Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Providing licensing levels that encourage teachers to lead from the classroom will result in retaining teachers in hard-to-staff areas. Newly passed Arkansas legislation has opened the opportunity for the ADE to promote the educator profession through a career continuum. Through the adoption of new rules and regulations, Arkansas's system of licensing teachers and administrators will recognize educator professional growth and contributions to the profession with advanced licensure opportunities and encourage school districts to structure teacher salary schedules to align with the educator career continuum.

As part of developing a career continuum for Arkansas educators, a new tiered licensure system will be implemented, beginning in the 2018–2019 school year. Arkansas's Equitable Access to Excellent Educators Plan (Supplement 2016) identifies a tiered licensure system as a strategy to address the need to retain effective teachers, particularly in high-poverty and high-minority schools. Under the new system, Arkansas will add one or more advanced licensure levels for teacher leaders, National Board Certified Teachers (NBCT), and those educators who meet other advanced requirements.

To align with our Teacher Excellence and Support System, Arkansas will add an Early-Career Educator level to the tiered licensure system. The Early-Career Educator level will enable school districts to provide greater support for the first three years of licensure to allow the early career teacher to grow as a professional educator.

A career continuum will be developed to support the development of educational leaders. The ADE adopted the 2016 Professional Standards for Educational Leadership (PSEL) and is currently working to re-design state-approved leader preparation

programs with the Professional Standards for Educational Leadership standards. The standards will guide leadership efforts in school leader preparation, school leader development, and in promoting professional standards. The standards will be used for all areas of leadership, including support for new principals, those in low-performing schools, and turnaround leaders. As with new teachers, beginning administrators will receive support for the first three years of licensure, again with the goal of allowing them to grow in their new role as school leaders.

During the 2017 Legislative Session, in an effort by the Arkansas Legislature to complement the ADE's goal to place highly effective teachers in high-poverty schools and high-poverty districts, they passed a law to significantly increase the amount of the yearly bonus to National Board Certified Teachers who teach in a high-poverty school in a high-poverty district.

4. **Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*

Describe how the SEA will improve the skills of teachers, principals, or other school leaders to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on these students' needs.

Arkansas developed a multi-tiered system of support for educators through its Teacher Excellence and Support System (TESS) and Leader Excellent and Development Systems (LEADS). Within Teacher Excellence and Support System and Leader Excellent and Development Systems, Arkansas educators have quality standards for teaching and leading and the state is working to implement opportunities for differentiated supports for early-career, mid-career, and experienced teachers. Institutions of Higher Education Educator Preparation Programs align coursework with national and sometimes program specific competencies to ensure preparation aligns to practice. Education Renewal Zones provide support to aspiring educators through recruitment and intervention during preparation. The ADE has created multiple job-specific rubrics for effectiveness and mentoring support to personalize professional support and development opportunities.

Arkansas is expanding its mentoring system for more comprehensive support to create ongoing, personalized learning opportunities through local Professional Learning Communities, facilitated by expert, experienced educators and providing access to competency-based, personalized learning tools through micro-credentials. The digital badges signify skill attainment of educators, based on specific professional growth areas.

The education service cooperatives will lead the mentoring work for novice teachers, personalizing the learning and support based on regional needs. With support from the ADE and state teacher organizations, the education service cooperatives provide direct support to novices through face-to-face meetings, virtual options, and micro-credentialing support. Supplemental mentoring activities specific to novice special education teachers are also being led by education service cooperatives throughout the state in an effort to recruit and retain quality special education professionals. To support

beginning administrators, the state's administrator association will develop an induction and mentoring program.
The goal will be to connect beginning administrators to needed information and support structures during their first year as a building leader and lead them in self-reflection and goal setting for year two. After the first year of mentoring, administrators will be encouraged to participate in future development through the Arkansas Leadership Quest.

A recent initiative to support leadership development, The Arkansas Leadership Quest, has provided a multi-tier system of support for building level leaders during the 2016–2017 school year. More than 700 principals have participated. The Leadership Quest combines face-to-face human capacity support and technology tools to maximize support for principals and to provide quality, personalized learning that leads to evidence of practice through micro-credentials. Using the optional set-aside funding for leadership, additional leadership development is planned to create a credential for distributed leadership and evidence of leadership to work in turnaround schools. The state will use Title II-A funds to support a leadership development coach, who coordinates leadership activities within the state, five regional support coaches, who work with schools in need of additional leadership assistance, and 16 lead principals, who lead the facilitated Professional Learning Community journeys for each Quest.

Teachers can improve their practice more effectively through competency-based, embedded professional learning. ADE is advancing its professional development system to accept and honor professional learning that educators engage in and value—using proficiency instead of solely using participation (seat time). Competency-based learning can occur through micro-credentials that are aligned with the educator's professional growth plan. ADE believes this will result in greater student achievement as teachers are better able to meet their students' diverse learning needs. In addition, personalized professional development will support the increased effectiveness and retention of excellent educators, and lead to an improved skill set in educators who participate through micro-credentials. The ADE plans to use Title II, Part A funds to support the creation, platform, implementation, and review of these micro- credentials, vetting of resources, and state coordination to standardize the process.

Title II, Part A funds are also used to build the professional capacity of ADE staff members to improve skills related to the ADE program staff's area of work. Funds provide opportunities for professional training and related expenses to build capacity to support curriculum, instruction, assessment, accountability, educator effectiveness and other support services.

The ADE also commits state resources to improving skills of educators through several of its programs. Gifted and Talented educators, school counselors, ESL instructors, Special Education and STEM teachers benefit from specialized professional development efforts led by the ADE. Gifted and Talented Professional Development improves the skills of teachers, principals, and school leaders to identify students with specific learning needs and provide instruction based on the needs of such students. By Gifted and Talented Standard 5.0 (Gifted and Talented Program Approval Standards, 2009), districts are required to allocate sufficient "time and money" to provide for "ongoing training in gifted and talented education" as part of the "district's total staff

development plan." Formal professional development should be based on data obtained from periodic needs assessments and all personnel are to be made aware of the needs assessments and the district's plan for serving gifted and talented students.

All new staff, and when appropriate the entire staff, will be trained on the characteristics and needs of gifted learners, identification procedures, curriculum and teaching strategies, creativity, use of community resources, program evaluation, the district's philosophy and program options for gifted students, and an overview of the state requirements in serving gifted students. Informal staff development should also occur through conversations between the district's gifted coordinator and by providing books and journals on gifted education, links to articles, classroom demonstrations at faculty meetings, and sharing student projects with staff. Licensed teachers serving identified gifted students directly in homogeneous groups are required to hold licensure in gifted education which requires graduate courses about identified subjects in preparation for the Gifted and Talented Praxis Exam with a minimum score of 155 (6.0). Teachers serving identified secondary students in special classes are required to attend professional development which might be the "Teaching the Gifted in Secondary Content Classes" training, College Board's Pre-AP training, College Board's AP training, or International Baccalaureate training (8.0). An annual statewide Gifted and Talented informational meeting is provided by the ADE to assist districts in delivering Gifted and Talented services to students. ADE provides a professional development presentation annually for Gifted and Talented Specialists to use with Gifted and Talented Coordinators. ADE Gifted and Talented staff members visit education service centers on request to provide professional development for Gifted and Talented Coordinators. ADE provides a training for new Gifted and Talented coordinators annually.

The Arkansas Public School Student Services Act (1991) requires that each LEA develop and implement a plan for providing student services to all students in the public school system. School counseling professional development provides guidance to school counselors and administrators on how to design and implement comprehensive data-driven school counseling programs that promote student achievement and develop the whole child. Model comprehensive programs ensure equitable access to rigorous educational opportunities for all students, and are delivered to students through a multi-tiered system of support. School counseling programs focus on student outcomes and data is used to identify student gaps in academic, career and behavior or social/emotional areas. These gaps are addressed in large group, small group, and individual settings. Gap interventions are developed and intensity and frequency of intervention is determined by student need. Counselors are trained to examine data to determine the effectiveness of their program and how it has impacted student growth. The provision of career information includes, but is not limited to the dissemination of career education opportunities, course- taking aligned to student aspirations, the importance of taking rigorous courses at all levels and the development of personal competencies to ensure success in life and community engagement. Counselors are also provided professional development opportunities as trainers to provide the mandated training requirements to other educators and LEA staff.

For several years, the ADE has supported the ESL Academy, an intensive yearlong professional development for teachers to achieve their ESL endorsements. The ADE has partnered with two state universities to provide the academy. Currently, the ADE has

received more than 350 applications for the 2017–2018 school year. The state is also funding additional English for Speakers of Other Languages (ESOL) specialists to provide direct support to education cooperatives throughout the state on the English Language Proficiency standards and content support for English Learners. Launching in the summer 2017 is Ensuring Academic Success for English Learners (EASEL) professional development that will be available to content teachers.

The ADE also supports the improvement of teacher knowledge and differentiated instructional practices in content areas. The ADE provides grants for literacy, mathematics, and science specialists throughout the state to work with educators and school leaders. These content specialists are located regionally at the fifteen education service cooperatives and twelve STEM centers. The work of the specialists is grounded in evidence-based practices and high quality academic standards. The ADE also continues to provide instructional content and program support to all educators in various fields such as library media, fine arts, foreign language, health, and social studies. In addition to these content specialists at the ADE and the education service cooperatives, the ADE also provides support for schools with technology, Alternative Learning Environments, Special Education, Gifted and Talented, and English Learners through specific program specialists located throughout the state.

Elementary education (K-6) and special education (K-12) candidates are required to pass a stand-alone assessment that examines the acquisition of knowledge of essential components of beginning reading instruction based on the science of reading. This ensures that prior to licensure these candidates possess the skills and experience to better support students with low literacy levels. Additionally, Educator Competencies for elementary education (K-6) and special education (K-12) preparation programs have been completely revised to incorporate the essential components of beginning reading instruction based on the science of reading. Programs preparing teachers in these areas are required to update programs aligned to the revised competencies in order to continue to be state approved.

Current teachers who are teaching in elementary education (K-6) and special education (K-12) must demonstrate proficiency on the knowledge of essential components of beginning reading instruction based on the science of reading.

In January of 2017, Arkansas announced the Reading Initiative for Student Excellence (R.I.S.E. Arkansas) with three main goals:

1) Sharpening the Focus and Strengthening Instruction;
2) Creating Community Collaboration; and
3) Building a Culture of Reading.

To address the first goal, the R.I.S.E Academies model was created to provide specialized training in the science of reading, improve overall reading instruction in the classroom, and give support for implementation at the local level. Using Language Essentials for Teachers of Reading and Spelling (LETRS) as the foundational basis, over eighty Arkansas literacy specialists received LETRS certification to serve as trainers for the R.I.S.E. Academies. Trainers also provide local support and reinforcement for implementation. The first cohort of R.I.S.E. Academies was held in the summer of 2017 and consisted of six face-to-face training days and online support for nearly one thousand K-2 teachers and administrators. As part of the training, teachers are exposed to screening and assessment tools to assist with early identification of struggling students and instructional strategies to use in the classroom that emphasize the science of reading and how students learn to read. As additional cohorts

of K-2 teachers continue to be trained, the R.I.S.E. Academy for intermediate grades is being developed to address reading instruction in grades 3-6 and will roll out in the summer of 2018.

Special Education Professional Development Outreach

The State Systemic Improvement Plan (SSIP), a comprehensive, multi-year plan that focuses on improving results for children with disabilities, guides the professional development and technical assistance efforts of the ADE Special Education Unit. Phase I of the State Systemic Improvement Plan consisted of an extensive data and infrastructure analyses involving multiple internal and external stakeholders to identify the central focus of literacy.

In Phase II, the ADE created a plan to implement two strategies to improve the infrastructure of the ADE and LEAs to increase the State-identified Measurable Result (SIMR), the percent of students with disabilities in grades 3–5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.

Strategy 1: Create a system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs' needs as evidenced by data. This strategy is focused on creating a coordinated professional development and technical assistance system that will provide the necessary structures for how LEA services and supports will be identified, managed, and differentiated at the state-level.

Strategy 2: In collaboration with other ADE Units, restructure RTI Arkansas's model using evidence- based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

The ADE Special Education Unit's professional development and technical assistance outreach is grounded in the State Systemic Improvement Plan designed to build the capacity of local special education personnel and, to the extent appropriate, that of general education professionals.

Special Education professional development efforts are inclusive of the following**:**

- **The Arkansas State Personnel Development Grant (SPDG):** The Arkansas State Personnel Development Grant is the "boots on the ground" component of the Arkansas State Systemic Improvement Plan. The State Personnel Development Grant maintains a collaborative relationship with the broader ADE and is centrally involved in numerous ADE initiatives including implementation of the State's Response to Intervention model. State Personnel Development Grant staff work with the ADE Curriculum Support Services Unit to support schools in the implementation of evidence-based literacy and math interventions and Positive Behavioral Interventions and Supports for all students, with an intentional focus on the needs of students with disabilities. Additionally, the State Personnel Development Grant partners with the ADE School Improvement Unit, Assessment Unit, and Office of Educator Effectiveness to assist underperforming schools.

- **Arkansas Transition Services:** Arkansas Transition Services (ATS) serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with

disabilities. Their mission is to effectively assist students with disabilities, educators, parents, agency personnel, and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. Arkansas Transition Services staff provide technical assistance, trainings, and consultation to special education teachers and other relevant staff, as well as to various agency personnel.

- **Arkansas Behavior Support Services:** The behavior support consultants provide individual student assistance, including assistance with behavior plan development and programming. Building capacity at the classroom, building, and district level to meet the social/behavioral needs of students with disabilities is the central focus of this group.
- **Co-Teaching Project:** The Arkansas Co-Teaching Project provides support to schools interested in implementing a new co-teaching program or improving an existing one. Support is provided through blended online and face-to-face comprehensive training, technical assistance, and informational resources.
- **Individuals with Disabilities Education Act (IDEA) Data and Research Office:** The IDEA Data & Research Office provides quality data management, analysis, technical assistance, and research for the enhancement of the ADE's general supervision of LEAs' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.
- **Interagency Collaborations:** The ADE-Special Education Unit continues to be involved in interagency collaborations to enhance the provision of special education services for children with disabilities.
- **Curriculum and Assessment:** The ADE-Special Education Unit works closely with the Student Assessment Unit and the ADE Curriculum Support Services Unit to ensure all students have access to and progress in the general education curriculum with meaningful participation in statewide assessments.
- **Education Services for the Visually Impaired (ESVI):** Education Services for the Visually Impaired consultants provide recommendations for adaptations and modifications to enhance the student's opportunities for learning; assessment, instruction, and consultation in the use of recommended low-vision devices, adaptive mobility devices and canes; provide recommendations for large print or Braille books; recommendations for assistive equipment and materials; and assistance as needed with required Functional Vision Assessments and Learning Media Assessments.
- **Traumatic Brain Injury (TBI) Services:** Traumatic Brain Injury Services include consulting with school districts on intervention strategies that assist schools in managing student behavior; enhancing academic achievement of low performing students; assessment and identification of students potentially in need of special education services; and providing staff development to school faculty and administrators regarding traumatic brain injury.
- **Speech-Language Pathology Services:** Speech-Language services include consultation and technical assistance to individuals and districts on a variety of communication, regulatory, and service delivery issues; professional education information in the form of training, self-study materials, and announcements; and a resource and equipment loan program which includes professional texts, assessment tools, self-study materials, and auditory trainers.

- **Medicaid in the Schools (MITS):** Medicaid in the Schools services include training, technical assistance, support for electronic billing, program management, policy and program development, initiation/development of new revenue streams, and collection/management/and analysis of data.
- **Children and Youth with Sensory Impairments (CAYSI):** Children and Youth with Sensory Impairments is a federally funded program serving individuals from birth to age 21 who are deaf/blind or who are at risk for deaf/blind. Children and Youth with Sensory Impairments consultants provide training, technical assistance, and information to families, educators, and others who work with these individuals. This program supports the philosophy of inclusion of the individual with deaf/blindness in educational, vocational, recreational and community environments.
- **Easter Seals Outreach (ESO):** Easter Seals Outreach consultants provide assessments and recommend services for children with disabilities, ages 3–21. Services include: evaluations for Autism Spectrum Disorder identification and augmentative/alternative communication; psycho- educational assessments; student-centered planning and addressing specific needs of individual students or an entireclassroom.
- **Educational Audiology Resources for Schools (EARS):** Educational Audiology Resources for Schools services include managing hearing screening programs to assist with amplification and other classroom technical assistance; and recommendations for accommodations/modifications for students with auditory processing disorders, cochlear implants, etc. A full range of evaluation services are available including audiological assessments, guidance for parents and hearing conservation education. Speech pathology services include specialized assessments (with a written report), classroom observations, assistance with writing appropriate goals, as well as modeling therapy with individual students.
- **Dispute Resolution Section (DRS):** The Dispute Resolution Section encourages the use of mediation and other collaborative strategies to resolve disagreements between parents and educators around the provision of special education services. This section provides ongoing technical assistance to LEAs on due process rules and regulations, mediations, complaints and hearings.
- **University of Arkansas at Little Rock School of Law Mediation Project:** Trained professional mediators assist parties in finding effective solutions to the problems affecting educational services for children with disabilities. Mediators can facilitate Individualized Education Program (IEP) meetings to guide the process of the meeting and assist members of the Individualized Education Program team in communicating effectively to develop an acceptable Individualized Education Program.
- **Speech/Language Pathology Aides/Assistants:** LEAs may seek approval for a program to use Speech-Language Pathology Support Personnel (assistants and aides) who can perform tasks as prescribed, directed and supervised by master's level speech-language pathologist. The LEAs submit written proposals developed collaboratively by the supervising speech-language pathologist and the administrator(s) who will be most directly involved with the program. The LEAs may design a service delivery model which best meets the needs of students and professionals involved.
- **Arkansas PROMISE Grant:** Arkansas PROMISE is a research project open to youth, ages 14–16 who currently receive Social Security Insurance benefits. For 1,000 youth, PROMISE provides additional services to youth and their families to

support their education and career goals. Services include intensive case management, two paid competitive work experiences, education and employment training and support for youth and families, benefits counseling, health and wellness training, and money to address emergency financial needs.

- **Monitoring and Program Effectiveness (MPE):** The ADE Special Education Unit continues to work toward full implementation of a risk-based tiered system of monitoring and technical assistance, which focuses on results for students with disabilities. This system is designed to: a) ensure LEAs comply with IDEA requirements, b) identify compliance barriers that may negatively impact student results, and c) identify technical assistance needs. Monitoring and Program Effectiveness section personnel work collaboratively with other sections within the ADE Special Education Unit, as well as across divisions within the ADE, to support LEAs in their efforts to improve educational results for students with disabilities and ensure that all LEAs meet the IDEA program requirements.
- **State Program Development:** State program development staff assist public agencies such as schools, institutions of higher education, state and private agencies in the development of programs and trainings to improve services for students with disabilities. This section provides information and assists in the coordination for recruitment and retention of special education personnel and paraprofessional training efforts.

5. Data and Consultation (ESEA section 2101(d)(2)(K))

Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

To promote communication and collaboration to ensure that all students have equitable access to effective teachers and leaders, the ADE will work within its 15 education service cooperatives and Pulaski County support structures to establish equity labs. Equity labs will provide a structure for regional meetings to support implementation planning and provide opportunities for stakeholders to:

- Discuss approaches to ensuring equitable access to effective educators
- Develop communities of practice to explore common implementation challenges and share best practices on data use and analysis, rural access issues, stakeholder engagement, policies, and programs;
- Identify tools and resources to support implementation planning, ongoing stakeholder engagement and communication, supporting LEAs in implementing local strategies, and monitoring and reporting progress; and
- Share state specific support available to address equity gaps.

Title II Part A funds may be used to pay for allowable costs associated with the ongoing meetings.

The ADE will focus Title II, Part A funds on key activities to address our workforce priorities of attracting, preparing, supporting, and developing effective teachers and leaders. Through stakeholder feedback, the ADE developed definitions for reporting, data analysis, and decision-making and will work within a structure of tiered district support to determine the level of oversight and direction needed.

In 2011, the Office of Educator Effectiveness formed the Teacher Evaluation Advisory Committee (TEAC) comprised of stakeholders to provide input and feedback on the design of a statewide educator evaluation system. These stakeholders were invited to consider the current range of positions and levels of roles in schools and districts all over the state. Our TEAC membership was not limited to school personnel, but also included others connected to education through extended service positions such as professional organizations, those in government and education service cooperatives. Information about this committee remains available on the ADE website on the Teacher Support and Development page: http://www.arkansased.gov/divisions/educator%20effectiveness/educator-support-development/teacher-support-and-development>
Meetings were held as the work of continuous improvement to the Arkansas Teacher Excellence & Support System (TESS) progressed. The format and focus of the committee (as well as membership) evolved to design the system's effectiveness based on practitioner input and stakeholder agreement.

As a result of the success of our initial work with TEAC, the ADE made the decision to form an advisory committee for the Division of Educator Effectiveness as a whole to expand stakeholder input on all issues impacting Educator Effectiveness. In 2017, the Arkansas Professional Educators' Council (APEC) was formed for this purpose. Members are selected through a recommendation and/or application process which expands the inclusion of stakeholders. A subcommittee of APEC, the Teacher and Leader Advisory Group (TLAG), concentrates efforts on current priorities which are the Educator Career Continuum, Equity, and Family/Community Engagement. See Appendix H As we move from compliance to competency, the network of support for statewide student growth has enhanced the strategic and collaborative work of ADE divisions, giving a foundation to efficiency and effectiveness throughout the agency.

6. **Teacher Preparation** *(ESEA section2101(d)(2)(M))*

Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

As the ADE has examined its educator workforce needs, stakeholders are realizing the importance of "Grow Your Own" initiatives to cultivate local talent and create pathways to the educator profession with early career experience and extending support through college into the workforce. Arkansas's LEAs have expanded the Teacher Cadet program to more than 38 districts with participating high schools for the 2017–2018 school year with more than 450 students involved. Next year, an additional 21 schools will participate with an expected additional 250 students. The state has recently partnered with Educators Rising (https://www.educatorsrising.org/) to provide high school students with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. Partnering with the state's institutions of higher education educator preparation programs, Educator's Rising will be the umbrella for all recruitment initiatives, providing resources through a strong network of supports, with the goal of growing the next generation of teachers.

Teachers who have a higher degree of cultural competency are more likely to remain in the school. In many cases, preparation programs are not equipped to provide the diverse learning experiences or content background to prepare educators for the students they may teach. The ADE seeks opportunities to provide teacher candidates with learning experiences for culturally responsive teaching. The ADE Offices of Educator

Preparation, Educator Effectiveness, and Professional Development will continue to review the current research on cultural competency for teachers and collaboratively develop micro- credentials to provide current enrollees with the option to complete their preparation program with a value-added degree, earning a micro-credential in culturally responsive teaching. The ADE will also work to develop specific professional development micro-credentials for current teachers and leaders.

In support of new Title II regulations, the ADE in collaboration with higher education preparation programs will annually measure and report the performance of educator preparation programs, using multiple outcome measures to evaluate student growth (of program completers' students), employment outcomes, surveys, and program approval and accreditation. Program completers will be followed for the first 3 years after completing a preparation program. Through this work, the state will hold traditional and alternative educator preparation programs accountable for their completers' and graduates' impact on student learning.

Teacher Residency Programs

With new legislation supporting ESSA's (2015) flexibility, the ADE will work through the rules process to define "residency program." Currently, the ADE has a charter school implementing an intensive three- year training program for aspiring teachers with degrees in STEM fields and no formal teacher training. The residency program will increase its numbers in fall 2017. The ADE will provide technical assistance to ensure alignment with changing rules and policies for this and new programs that emerge. The ADE will encourage education service cooperatives, districts, and schools to follow the model that is now in its fourth year.

Paraprofessional to Teacher Programs

The ADE will be working to scale up Paraprofessional-to-Educator programs that are currently being piloted by the University of Arkansas at Monticello, the University of Arkansas-Fayetteville, and Harding University. The ADE will share data and lessons learned with other institutions of higher educator interested in following the models.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2))*

Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Identifying which students in Arkansas are English Learners is critical to the success of these students. To facilitate consistent identification of English Learners, reclassification to Former English Learners, and monitoring of Former English Learners, Arkansas Department of Education (ADE) has standardized statewide entrance and exit procedures effective in the 2017-18 school year. These standardized entrance and exit procedures were developed after consulting with 51 English for Speakers of Other Languages Coordinators throughout Arkansas and gathering feedback from English for Speakers of Other Languages Coordinator groups at several education service cooperatives, as well as in collaboration with the Arkansas English Learner/Title III Advocacy Group representing districts of various sizes throughout the state.

Entrance Procedures

Timeline: All Arkansas students who may be English Learners will be assessed and placed within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.

Home Language Survey (HLS): A common Home Language Survey will be administered to all Arkansas students initially enrolling in each LEA. For those students whose Home Language Survey responses indicate a language other than English, LEAs will:

1. Code the students as a "Language Minority Student;"
2. Record the language other than English as the "Student Language" in the State Information System (currently eSchool); and,
3. Screen the student for English proficiency.

English Learner Referral (ELR) form: If a student or his/her family demonstrates usage of a language other than English, even though their responses on the Home Language Survey were all English, LEAs will document such usage on a statewide common English Learner Referral (ELR) form and LEAs will:

1. Code the students as a "Language Minority Student";
2. Record the language other than English as the "Student Language" in the State Information System (currently eSchool); and
3. Screen the student for English Language Proficiency.

Statewide initial English proficiency screener: Arkansas is adopting the usage of ELPA21's Language Proficiency Screener as the statewide English Language Proficiency

screener beginning with the 2017-18 school year pending release of the operational screener from ELPA21.

- ADE proposes to transition during the 2017–2018 school year with 2018–2019 being full implementation of the ELPA21 Screener statewide.
- The proposed two-year implementation timeline will allow the ADE the time to fully implement the ELPA21 screener, and to provide training for all LEAs in the state. The proposal gives LEAs the option of using the ELPA21 screener or their current state approved identification assessment for 2017–2018 (LAS/LAS Links, MACII, or TELPA). If LEAs opt to use their current identification assessment, they are required to use the proficient score chart approved by the ADE. This chart is being developed in collaboration with stakeholders and after careful review of Arkansas's legacy English Language Proficiency screener manuals which is expected to be available in June 2017. LEAs are strongly encouraged to transition to full use of ELPA21 within the 2017-18 school year. Beginning with screening for the 2018–2019 school year, all LEAs will be required to use the ADE ELPA21 screener.

Table 25. **Criteria for Initial Placement of Screened Students**

	English Learner	Former English Learner, Year 1	Former English Learner, Year 2 and beyond
Evidence of Other Language	Home Language Survey/English Language Referral Indicates a language other than English		
English Language Proficiency assessment results	ELPA21 Screener = Not Proficient *Arkansas Legacy Screener = Not Proficient	ELPA21 Screener = Proficient *Arkansas Legacy Screener = Proficient	LEA obtains copies of prior placement/exit documentation from another LEA.
Other Factors	Recent prior placement as an English Learner in a school that uses the ELPA21 Screener or one of Arkansas Legacy Screeners as long as LEA obtains copies of prior placement decision made by a Language Proficiency and Assessment Committee (LPAC).	Completed "Professional Judgment Rubric" indicates student is "Proficient" (see exit criteria for more information).	Year of monitoring (up to 4 years) will be based on time elapsed since Exit Date on prior LEA documentation and student maintaining exit status as per monitoring.

**Arkansas Legacy Screeners permitted only in 2017-18 using state approved proficient score chart.*

Documenting Initial Placement Decisions

1. Placement decisions are made by a site-based Language Proficiency and Assessment Committee consisting of at least three educators, one from each category:
    a. Building administrator (principal, assistant principal)
    b. English for Speakers of Other Languages Teacher (English as a Second Language-endorsed and/or trained to work with English Learners)

    c. Certified educator familiar with the student's data and performance in the classroom.
2. The Language Proficiency and Assessment Committee will meet within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter to review assessment results and other available data and determine an initial placement along with any recommended classroom and assessment accommodations.
3. Placement into specific English Learner services remains a local decision. LEAs are expected to offer appropriate English Language Development services and access to content area instruction to English Learners.

Notification of Parents/Guardians

1. Parents/guardians must be notified of their child's identification as an English Learner or Former English Learner within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.
2. Notification must include the following elements and be provided in a language and manner the parents/guardians can understand:
    a. The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
    b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
    c. The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
    d. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
    e. How such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion andgraduation;
    f. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
    g. In the case of a child with a disability, how such program meets the objectives of the Individualized Education Program of the child;
    h. Information pertaining to parental rights that includes written guidance—
        i. detailing —
            1. the right that parents have to have their child immediately removed from such program upon their request; and
            2. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    i. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Exit Procedures

Timeline: LEAs will annually review every identified English Learner's progress in acquiring English.

1. This review will be conducted by a site based Language Proficiency and Assessment Committee.
2. Annual reviews will include a committee analysis of ELPA 21 summative assessment scores and other available student performance data.

Table 26. **Criteria for Annual Review Placement**

	English Learner	Former English Learner, Year 1
ELPA21 Summative Overall Score	"Emerging" or "Progressing"	"Proficient"
Professional Judgment Rubric	N/A	"Proficient"
Language Proficiency and Assessment Committee	Recommends appropriate English Learner services, classroom accommodations, assessment accommodations	Recommends exit to Former English Learner status
Parent Notification	Continued identification as an English Learner	Exit from English Learner status and to be monitored for four years to ensure continued success

Monitoring Former English Learner Procedures

1. Language Proficiency and Assessment Committees will at least annually review Former English Learner performance and progress for four years. To continue as a Former English Learner, students must demonstrate academic performance comparable to English-only peers as indicated on the "Professional Judgment Rubric" being developed by the ADE in consultation with experts in the field as well as with stakeholders.
2. Schools will monitor Former English Learner performance as they do all other non-English Learner students and respond appropriately should the student begin to struggle academically or otherwise.
3. If the Language Proficiency and Assessment Committee determines that a Former English Learner would benefit from returning to English Learner services, the student may be reclassified as an English Learner. Parent is to be notified of a student's reclassification and placement as an English Learner.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6))

Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

The ADE is working to develop a statewide long-term educational plan for English Learners who are in our K–12 education system. The Arkansas English Learner Strategic Plan (AELSP) addresses gaps and unequal outcomes by examining relevant data and applying culturally appropriate best practices.

Arkansas's Title III program currently serves 42 districts which are identified as collaborating with ADE to improve outcomes for their English Learners.

Some of the supports provided to all LEAs include: state funding, coaching in best practices for working with English Learners, specialized professional development, LEA identified needs assessments, and culturally responsive support.

ADE is working to align Arkansas's English Learner Strategic Plan with the Arkansas Educational Support and Accountability System to leverage support for all LEAs in meeting the state's long-term goals and measures of interim progress based on Arkansas's English Language Proficiency standards and Arkansas's academic standards in English language arts and math.

ADE will use Title III funds to enhance Arkansas's English Learner state initiatives by providing additional technical assistance and professional development to Title III eligible entities. Some activities supported by Arkansas's English Learner Strategic Plan include:

- Professional development on implementation of Arkansas's English Language Proficiency Standards
- Professional development on effective English Language Development models
- Professional development on effective models for providing English Learners with access to content area curriculum
- Professional development on creating school climates that embrace and enhance equity
- Professional development on sheltered instructional strategies
- Support for purchases of culturally relevant instructional materials
- Guidance on engaging parents and community members in their child's education
- Translation/interpretation guidance to support parent/community members.

Title III funds will be used to enhance the Arkansas English Learner Strategic Plan activities by including:

- Support for purchasing supplemental culturally relevant instructional materials
- Support for data-informed decisions to improve English Learner outcomes and determine professional development needs
- Translation/interpreting Title III-required activities
- Additional Title III parent/community engagement guidance and resources
- Evaluation of Title III English Learner program outcomes in order to improve Title III programs
- Participation in the annual Arkansas Teachers of English to Speakers of Other Languages (ARKTESOL) and ADE English Learners' Coordinators' Conferences– providing professional development to educators on ways to support Arkansas's English Learners
- Collaboration with various ADE units to support Arkansas's English Learner statewide initiatives
- Collaboration with national experts, providing ADE the opportunity to meet directly with researchers on improving outcomes for English Learners
- Collaboration with Arkansas's English Learner advocacy groups and community-based organizations to better support teachers, administrators, parents and students.

The aforementioned activities are examples of available long-term supports. Additional technical support may be provided as appropriate. ADE's Cycle of Inquiry ensures that the needs of historically and traditionally marginalized students and historically

underrepresented populations are addressed and that outcomes for these students improve.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*

Describe:

i. *How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and*
ii. *The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.*

Monitoring and Technical Assistance of Title III eligible entities is ongoing and systematic. Each eligible entity is reviewed based on its own unique English Learner needs and outcomes. Regular monitoring includes, but is not limited to:

Annual Review

- Review of English Learner data (counts, progress learning English, proficiency in English, effective teachers)
- Review of English Learner identification and exiting procedure implementation
- Review of Title III expenditures
  - Measurement of effectiveness of district provided professional development for teachers/administrators of English Learners
  - Measurement of effectiveness for district provided instructional materials

Biennial Review

- Review of district local plans including district evaluation of English Learner program
- Compare data trends on English Learner progress – prioritize Title III eligible entities whose English Learner outcomes are not met for additional technical support from ADE (for LEAs with two years not meeting English Learner outcomes)
  - Determine specific areas of need for each LEA and create a joint SEA/LEA technical assistance plan to address district-specific needs

Every Three Years

- Review English Learner data trends on English Learner progress – prioritize Title III eligible entities whose English Learner outcomes continue to not meet outcomes for program monitoring (for districts with three or more consecutive years of not meeting English Learner outcomes)
  - Review and update technical assistance plan with LEA

Based on all of the above criteria, a Title III-eligible entity may be selected for Title III compliance monitoring. Monitoring could be either a desk monitoring, targeted on-site monitoring based on a specific concern, or on-site comprehensive monitoring.

To assist eligible Title III districts with low English Learner outcomes, ADE proposes to use a system of support that is similar to the one currently in place to support districts which are identified for state support with ADE's proposed accountability provisions under ESSA (2015) and the state's support and accountability system. The system of support for districts will similarly be aligned. Currently, ADE provides the following support to LEA identified with opportunity for growth along multiple measures.

- LEAs were identified based on needs and achievement outcomes. Multiple indicators are used to establish English Learner language acquisition and academic progress. Additionally, the identification process looks at the needs the LEAs have for professional development, including instructional materials, increasing parent engagement and LEA communication with parents, student academic support, and potentially coaches provided to LEAs.
- Individualized support is available to LEAs based on LEA root cause analysis and needs evaluation.
- Research-based best practice and promising practice is required and expected. Exemplar LEAs are engaged to offer best and promising practice supports for other LEAs of like size, outcomes, and needs.

Title III support will complement other ADE assistance providing additional opportunities to improve outcomes for English Learners. ADE school improvement staff and Title III staff will collaborate on LEA needs and provide a collaborative, cohesive support structure.

ADE implements a statewide education plan for English Learners in kindergarten through grade 12. The plan addresses disparities experienced by English Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from kindergarten through grade 12 education, by examining and applying culturally appropriate best practices. As part of the plan it requires the LEAs to annually report, by July 1st of each year, allocations and expenditures related to English Learner programs.

ADE reviews English Learner Outcome potential data and indicators to be used to identify LEAs for technical assistance and progressive interventions. The indicators used to identify districts are:

- Progress in attaining English Language Proficiency, as measured by the state's English Language Proficiency Assessment;
- Growth in English language arts and mathematics proficiency, as measured by state assessments;
- Graduation rate; and
- Postsecondary enrollment of English Learners.

F. Title IV, Part A, Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A))

Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The Arkansas Department of Education (ADE) understands that much like students, schools are unique. As such ADE encourages LEAs to acknowledge these differences and align supports and funding to provide differentiation between schools. The ADE believes that there must be space for innovation, and states must support innovation through funding, autonomy, and flexibility where allowable. In an effort to encourage Arkansas LEAs to provide a well-rounded, student focused education within a safe and civil environment, the ADE currently supports a number of efforts and opportunities. Some of these efforts are programs, such as:

- **The Arkansas Advanced Initiative for Math and Science (AAIMS):** An initiative to strengthen Advanced Placement in math, science and English courses while increasing the number of participants with an emphasis on equity
- **Advanced Placement (AP) courses:** State legislation requires Advanced Placement offerings in all secondary schools and provides funding for Advanced Placement exams
- **Dual Enrollment:** Initiative for high school student's enrollment in postsecondary coursework for college credit
- **A+ schools for expansion of the arts:** Provides a rigorous academic program with a purposed integration of the arts
- **Arkansas School for Mathematics, Science and the Arts:** A public, residential high school for academically advanced juniors and seniors
- **Arkansas Network of Science, Technology, Engineering, and Math (STEM) Centers:** Services enrich the knowledge and teaching practices of teachers in Science, Technology, Engineering, and Mathematics by linking institutions of higher education to K-12 public schools and businesses. The centers also provide services, current information, and resources for teachers, administrators, and students as it relates to trends in STEM education
- **Comprehensive School Counseling:** Provides counseling focused on career, academic, and social/emotional development for all students provided within the structure of a multi-tiered system of support
- **Reading Initiative for Student Excellence (R.I.S.E.):** R.I.S.E. Arkansas is a statewide reading campaign aimed at changing the culture of reading in the state by coordinating with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. The state is also supporting professional development to strengthen instruction in the classroom based on the science of reading
- **ARKidsCanCode:** Initiative for promoting K–12 computer coding to advance critical thinking, logic, and problem solving while learning to create technology
- **Computer Science Specialists:** In the interest of providing Arkansas educators with access to quality computer science professional development, the ADE Office of Computer Science has provided grants for Computer Science Specialists
- **Governor's School:** A six-week summer program available to rising high school seniors that seeks to engage students in exploring cutting-edge theories in the arts,

civics, math and sciences, and to develop a greater understanding of how art, culture, and knowledge change with time

- **Schools of Innovation:** An application process by which all schools in Arkansas can apply to design new and creative alternatives to the existing instructional and administrative practices
- **The ACT:** College entrance assessment accessible for free to all high school juniors in the state of Arkansas
- **Arkansas Better Chance:** State grants for funding pre-schools in low-socioeconomic communities and neighborhoods.

In concert with state efforts, ADE expects to use funding from the new block grant to expand upon the current available opportunities. Further, funding would be utilized to provide LEAs with technical assistance related to greater awareness to research based programs in the allowable areas. Specifically, the ADE will seek to expand awareness of evidence-based practices to address chronic absenteeism, and/or to improve climate and culture within Arkansas schools.

While ESSA (2015) eliminated several programs, Title IV, Part A was restored as a block grant, Student Support and Academic Enrichment Grants Program (SSAEG). This block grant authorizes expenditures in supporting safe and healthy students, providing students with a well-rounded education, and supporting effective use of technology. Based on a needs assessment funds may be utilized in a number of ways.
Some examples of activities to fund under the law are (not an inclusive list):

- Safe and healthy activities: Mental Health Awareness Training, School-Based Counseling, Student Safety and Violence Prevention, Professional Development for Specialized Instructional Support Personnel, Nutrition Education, Physical Education, Bullying and Harassment Prevention, and Integrated Systems of Student and Family Supports;
- Well-rounded activities: college and career guidance programs, using music and the arts to promote student engagement, STEM and computer science programs, increasing access to accelerated coursework, community service, social studies, foreign languages, enhanced library media services, environmental education, and almost anything else that supports a well-rounded educational experience;
- Technology activities: educator professional development in the use of technology, building technology infrastructure, using blended learning projects, and providing students in rural communities with resources for digital learning experiences.

Arkansas Activities
In concert with state efforts, ADE expects to use Title IV state activity funds to provide LEAs with technical assistance related to the LEA's Needs Assessment. The intent is to provide a greater awareness of how Title IV can help fund research based programs and professional development within the three broad areas.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*

Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2). The SEA will award subgrants to LEAs by formula in the same proportion as to the LEAs' prior

year's Title I, Part A allocations. If the SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of $10,000, it will ratably reduce the LEA allocations.

The ADE will award subgrants to eligible LEAs by formula in the same proportion as to the LEAs' prior year's Title I, Part A allocations. The ADE will provide a minimum grant award of $10,000 to all eligible LEAs through an application process according to requirements outlined in ESSA (2015). If any LEA does not generate sufficient funds to equal the minimum of $10,000, the ADE will ratably reduce all LEA allocations. These dollars will allow LEAs to determine and prioritize needs of students in the allowable areas. State activity funds will provide for technical assistance to LEAs as they research safe and healthy environments (inclusive of mental health services), effective use of technology, or to enhance well- rounded educational opportunities. Additionally, through a single application, LEAs may form a consortium with other LEAs and combine their allocations to jointly carry out the local activities identified in the plan.

Any LEA that receives a formula allocation of $30,000 or above must conduct a needs assessment and then expend 20 percent of its grant on safe and healthy school activities and 20 percent to provide a well- rounded education. The remaining 60 percent of the money can be spent on all three priorities, including technology. If the LEA receives an allocation below $30,000, it must spend the money on activities in at

least one of the three categories. Regardless of the allocation, there is a 15 percent technology infrastructure spending cap.

This funding will allow LEAs to determine and prioritize needs of students in the allowable areas. State activity funds will provide for technical assistance to LEAs as they research safe and healthy environments (inclusive of mental health services), effective use of technology, or to enhance well- rounded educational opportunities.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*

Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The Arkansas Department of Education will award competitive grants at a minimum of $50,000 per applicant year. Grants are awarded on a three to five-year cycle. Continuation of grants from year to year is awarded subject to availability of funds from the United States Department of Education and satisfactory performance of the grantee during the grant period. Satisfactory performance is determined based on the following:

- progress toward program goals;
- attendance of required personnel to mandatory training and professional development, timely and accurate entry of required program data;
- demonstration of appropriate grant fund management which is consistent with the requirements of the statute and the operational requirements set forth in the Educational Department Administrative Regulations (EDGAR), Office of Management and Budget Circulars, US Non-Regulatory Guidance and ADE 21st Century Community Learning Centers Grant Guidance;
- submittal of all final evaluation reports and data as required;
- submittal of all requests for reimbursements according to federal grant regulations and ADE 21st Century Community Learning Centers Grant Guidance;
- submittal of end of year budget and continuation reports;
- maintenance of an acceptable program quality score as determined by the program quality assessment tool;
- participation in required planning with data training and submittal of program improvement plans; and
- program operation is in alignment with the awarded grant application serving the target population.

Grants are awarded with the purpose to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards; offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
Agencies and organizations eligible to receive the 21st Century Community Learning Centers program funds include, but are not limited to:

- Local Educational Agencies (LEA);
- Indian Tribe or tribal organization;
- educational consortia;
- non-profit agencies;
- city or county government agencies;
- community based organizations (CBO) and faith-based organizations(FBO);
- institutions of higher education;
- for-profit corporations.

In addition to issuing competitive awards to Out of School Time programs, up to two percent of funds will be used for:

- the administrative costs of carrying out its responsibilities under Title IV, Part B to administer the 21st Century Community Learning Centers grant program;
- establishing and implementing the rigorous peer review process for subgrant applications described in detail in the following pages of this section; and
- awarding of funds to eligible entities.

Additionally, up to five percent of 21st Century Community Learning Centers funding will be used for:

- monitoring 21st Century Community Learning Centers programs and activities;
- evaluation of 21st Century Community Learning Centers programs utilizing a continuous improvement model;
- providing capacity building, training, and technical assistance to 21st Century Community Learning Centers;
- conducting a comprehensive evaluation of the effectiveness of 21st Century Community Learning Centers programs and activities;
- providing state-wide training, grant writing support and technical assistance to eligible entities that are applicants for or recipients of 21st Century Community Learning Centers funding;
- ensuring that any eligible entity that receives an award under 21st Century Community Learning Centers from the state aligns the activities provided by the program with the challenging state academic standards;
- ensuring that any eligible entity that receives an award under 21st Century Community Learning Centers from the state identifies and partners with external organizations, if available, in the community;
- working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices support the implementation of high- quality programs; and
- providing a list of prescreened external organizations, that could provide assistance in carrying out the activities under 21st Century Community Learning Centers and develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process.

2. **Awarding Subgrants** *(ESEA section 4203(a)(4))*

Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help

participating students meet the challenging State academic standards and any local academic standards.

Eligible applicants will: Serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program. Applicants will have submitted an application jointly between at least one LEA that is eligible to receive funds as a Title I school-wide program, and at least one public or private community organization. Each eligible organization receiving an award will use the funds to carry out a broad array of before- and after-school, summer, weekend, and/or holiday activities that advance overall student achievement, and support student success.

Absolute Priority: The ADE awards sub-grants only to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as poverty percentage

(i.e., the percentage of eligible students for free or reduced price meals) of at least 40% qualify to receive free or reduced-price meals through the National School Lunch Program.

Competitive Priority: The ADE may award the following competitive priority points inclusive of but not limited to the following dependent upon changing state needs and data in the state evaluation report.

- Competitive Priority I:
  (5 pts.) Applicants that will serve students attending schools that have been identified in need of Comprehensive Support and Improvement.
  (3 pts.) Applicants that will serve students attending schools that have been identified in need of Additional Targeted Support.
  (1 pt.) Applicants that will serve students attending schools that have been identified in need of Targeted Support and Improvement.

- Competitive Priority II: (5pts.) Applicants that incorporate a summer component (minimum of 3 weeks) in addition to regular out-of-school programming.

- Competitive Priority III: (5pts.) Applicants that will serve High School attending Students.

- Competitive Priority IV: (5pts.) Novice Applicants; Applicants must either be or partner with an LEA that has never received a 21st Century Community Learning Centersgrant.

The ADE State Request For Application (RFA) Peer Review Process: The review process will begin approximately two weeks after the deadline for grant submission and will be led by the 21st Century Community Learning Centers program team. The team will review each application. Applicants may request funds ranging annually based on need and proposed services to the target population. Review teams will be formed consisting of the following individuals who have knowledge about community learning centers:

- Day-school and after-school teachers/staff;
- Community educators;
- Faith-based leaders;
- Community-based leaders;
- Building leaders (principals/teacher leaders};
- Central office curriculum specialists;
- Employees of a state educational agency who are familiar with 21st Century Community Learning Centers programs and activities (excluding ADE 21st Century Community Learning Centers staff who are working on the program); and
- Experts in the field with expertise in providing effective academic, enrichment, youth development, and related services to children.

A call for readers request is developed by the ADE's 21st Century Community Learning Centers staff and is distributed to external and internal stakeholders and audiences. Reviewers provide contact information, define any conflicts of interest, and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member shall disclose the contents of responses to anyone outside the team, and all internal workings of the team shall be kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members must affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All potential conflicts of interest must be reported to the 21st Century Community Learning Centers team prior to reviewing applications.

Peer review team members will participate in grant training webinars to help ensure consistent and objective grant review. Reviewer team members will rate each application individually and then participate in a review team call to discuss scoring discrepancies. Each team will then work to reach consensus on a final score for each proposal. Scores are then ranked by the readers, and the highest scoring grants reflecting priority areas will be funded until available funding is depleted.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*

Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Arkansas Department of Education (ADE), will fund Rural and Low Income School Program (RLIS) grants to eligible Local Education Agencies (LEAs). Rural and Low Income School Program eligible LEAs are those in which 20 percent or more of children ages 5–17 are from families with income below the poverty line and are designated with an eligible locale code as determined by U.S. Department of Education.

Upon completion of a comprehensive needs assessment, the ADE expects LEAs to meet RLIS standards by utilizing the flexible funds provided by the program to improve teaching and learning in the classroom. It is also an expectation that the LEAs will improve equity in the classroom for students, especially for subgroups that are typically disadvantaged in education, such as poverty, minority students, English Language Learners, and students with disabilities. Each LEA will identify the amount of RLIS funding dedicated to meeting the program objectives in the application process. The specific measurable program objectives and outcomes for each participating LEA related to the RLIS program will be driven by the needs and key planning decisions identified in each LEAs plan for educating its students.

RLIS funds are designed to carry out the following allowable activities that may be used to improve teaching and learning as well as improve equity in the classroom:

- teacher recruitment and retention including the use of signing bonuses and other financial incentives,
- teacher professional development including programs that train teachers to use technology to improve teaching and that train teachers of students with special needs, and other Title II-A activities that support effective instruction and meet that programs outcomes and objectives;
- **Title I-A** activities focused on outcomes and objectives of improving basic programs operated by local education agencies, which would include parental involvement activities;
- **Title III** allowable activities to increase services for English learners and immigrant students and;
- **Title IV-A** activities (Student Support and Academic Enrichment) activities to support safe and healthy students such as drug and violence prevention programs, school-based mental health programs, and programs on nutrition and healthful living; activities to support the effective use of technology in the classroom; activities to support a well-rounded education such as providing greater access to STEM programming or programs that include are and/or music as tools to support student success; and parental engagement activities to promote school/family collaboration and student success.

The ADE Federal Programs Unit will approve the Rural and Low-Income LEA grants and monitor recipients to ensure that 100 percent of the grant implements activities allowed under the applicable title program regulations.

2. **Technical Assistance** *(ESEA section 5223(b)(3))*

Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The ADE will provide technical assistance training to eligible LEAs on how to: conduct needs assessments, use the funds to address the identified needs, identify priorities and goals, conduct an annual program evaluation, identify allowable expenditures, provide notification to eligible LEAs of expiring funds, and offer assistance through e-mail communication, via telephone, and any other available means to support eligible LEAs.

I. Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*

Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Identification of children and youth experiencing homelessness will primarily be the responsibility of local educational agencies (LEA), with support materials provided by the Arkansas Department of Education (ADE) Office of Homeless Education. LEAs are trained on the identification of students according to the McKinney-Vento definition. The McKinney-Vento Act Homeless Assistance Act (1987), in section 725, defines "homeless children and youth" (school-age and younger) as children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters; or
- Abandoned in hospitals.

LEA liaisons are trained in the identification procedures. The liaisons place posters in all buildings and around the community with contact information for the LEA liaison as well as the State Coordinator. Liaisons collaborate with homeless shelters and other partners to ensure all children experiencing homelessness are identified.

The ADE Office of Homeless Education has a State Residency Form for all LEAs to use in the identification process. All students will receive the Residency Form at the beginning of each school year. The LEA liaison will determine eligibility after speaking with parents/students about their living situation. Parents of all identified homeless students will receive a copy of the educational rights and services. Upon identification and enrollment, LEAs will assess the needs of children and youth experiencing homelessness through a collaborative effort of assessments administered by various departments. Those participating in the assessments include the Special Education Supervisor, Speech Pathologist, English for Speakers of Other Languages Coordinator, and School Nurse.

2. Dispute Resolution *(722(g)(1)(c) of the McKinney-Vento Act)*

Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The ADE Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a LEA decision on eligibility, school selection, and enrollment or transportation to the school of origin. All disputes will be handled in a timely manner and the student will be enrolled and attend school until the dispute is settled.

The dispute resolution process involves key steps aimed at ensuring that disputes are resolved promptly while safeguarding the rights of all parties. Every student must be immediately enrolled regardless of any dispute that arises. In the case of a dispute, the matter is first referred to the LEA's homeless liaison, with a written explanation from the disputing school. The liaison then makes a determination regarding school selection, eligibility, or enrollment. If unresolved or appealed, the matter is referred to the ADE Office of Homeless Education's dispute team, where the school selection, eligibility, or enrollment decision will be reviewed within in thirty working days of receipt of dispute materials.

LEA liaisons have been provided a sample of a dispute resolution form for parents and a sample response form informing the parents of the following:

- Resolution by the Homeless Liaison will be made within seven business days of receipt of Dispute Resolution Form.
- If the matter is not resolved at that level, the Superintendent shall issue the District's decision within ten business days of the second dispute by parent/guardian.
- If the matter is not resolved at that level, the parent/guardian may appeal this decision by contacting the Arkansas Department of Education Homeless Education Coordinator.
- The student listed above has the right to enroll immediately in the requested school, including full participation in all school activities pending resolution of the dispute.
- You may contact the state coordinator if further help is needed:
    - State Coordinator for Homeless Education
    - Department of Education
- You may seek the assistance of advocates or attorneys.

See Appendix B for Dispute Resolution Form.

3. Support for School Personnel ***(722(g)(1)(D) of the McKinney-Vento Act)***

Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The ADE Office of Homeless Education will provide ongoing training to all school personnel (liaisons, school counselors, social workers, principals, and superintendents) on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness and runaway homeless children and youth. These training opportunities include in-person meetings, webinars, state conferences, and trainings conducted at the education service cooperatives throughout the state of Arkansas. School counselors, social workers, principals, superintendents and shelter administrators are also invited to attend these trainings. See Appendix B for all topics used in trainings.

4. Access to Services ***(722(g)(1)(F) of the McKinney-Vento Act)***

Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

i. The State Coordinator for Homeless Education collaborates and coordinates with the Division of Child Care and Early Childhood Education to ensure access to public preschool programs.
LEA Liaisons identify homeless families with preschool-age children during initial school enrollments and is responsible to ensure that the homeless children have equal access to preschools available in their community. The district liaison will make referrals to all early childhood programs within their community. The State Coordinator for Homeless Education includes facts on accessing public preschool programs in training materials for LEAs.

ii. a. To ensure that homeless youth who are separated from public schools are identified and accorded equal access, without barriers to full or partial credit, outreach by LEA Homeless Education Liaisons is a critical element in trainings at the local, regional and state levels. Outreach procedures are included in the monitoring of LEA McKinney-Vento programs.
b. Access to online courses, summer school and tutoring through Title I-A will be developed and enhanced for credit recovery for students experiencing homelessness through collaboration and coordination with district program administrators and McKinney-Vento Liaisons.
c. A goal for McKinney-Vento is to develop formal guidance and procedures at state levels for granting partial and/or full credit for school work satisfactorily completed in a previous school/district by youth experiencing homelessness. This guidance would then be approved by the Arkansas State Board of Education. Training on this new guidance will also be provided to McKinney-Vento Liaisons, as well as high school counselors, principals and administrators.

iii. a. The State Coordinator for Homeless Education provides training and technical assistance to McKinney-Vento LEA Liaisons and staff on all provisions of the McKinney-Vento Homeless Assistance Act, Every Student Succeeds Act and the U.S. Department of Education McKinney- Vento Guidance, including those specifying that students experiencing homelessness must not face barriers to accessing any academic or extracurricular activities including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for which they are eligible.

b. To prevent any enrollment delays, McKinney-Vento LEA Liaisons receive training and are provided with state sample forms to assist homeless parents or youth in obtaining any necessary enrollment documents.

c. The State Coordinator has coordinated and collaborated with the Arkansas Athletic Association to ensure a process for homeless students to continue eligibility to participate in sports when changing districts.

5. **Strategies to Address Other Problems** ***(722(g)(1)(H) of the McKinney-Vento Act)*** *Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:*

i. requirements of immunization and other required health records;
ii. residency requirements;
iii. lack of birth certificates, school records, or other documentation;
iv. guardianship issues; or uniform or dress code requirements.

Training and technical assistance is provided to all LEA Liaisons and school staff, regarding the removal of any enrollment or participation barriers for children and youth experiencing homelessness who lack required health records, birth certificates or documentation of guardianship or residency. The LEA Liaison is responsible for obtaining documentation for children and youth experiencing homelessness in a timely manner. LEA Liaisons are trained to retrieve school records as quickly as possible by contacting the sending district and requesting information by phone or fax, while official school records are being processed and sent, allowing for expedited placement of homeless students in appropriate schools and classes. The State Coordinator provides training and technical assistance to LEA Liaisons on all provisions of the McKinney-Vento Act, ESSA (2015) and the U.S. Department of Education McKinney- Vento Guidance, including dress code and uniform requirements. McKinney-Vento Homeless Education Grant funds and Title I-A Homeless Reservation funds are also used to provide necessary clothing for school dress codes or school activities. Overview is available in Appendix B.

6. **Policies to Remove Barriers** ***(722(g)(1)(I) of the McKinney-Vento Act)*** *Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.*

i. The State Coordinator for Homeless Education provides training and technical assistance to McKinney-Vento LEA Liaisons and other staff members on all provisions of the McKinney- Vento Homeless Assistance Act, ESSA (2015), and the U.S. Department of Education McKinney-Vento Guidance, including those related to fees, fines, and absences. These trainings include a yearly state McKinney-Vento Conference and yearly trainings at the education service cooperatives throughout the state. Individual LEA training is scheduled when requested. All trainings emphasize the importance of students remaining in the school of origin the remainder of the school year, regardless of attendance status, unless an official withdrawal or record transfer request is submitted.

ii. ADE will ensure that barriers related to outstanding fees, fines, or absences are specifically addressed. ADE will address these barriers at all trainings and will specifically have conversations pertaining to fees, fines and absences during monitoring visits.

~~*iii.*~~ The LEA monitoring protocol for the McKinney-Vento Education of Homeless Children and Youth Assistance Act programs includes requirements that LEAs have school board policies and procedures for making exceptions for homeless youth in any policy area that poses barriers to their enrollment, retention, and success. Policies for districts are created by the Arkansas School Board Association. The State Coordinator collaborates with the Arkansas School Board Association's Policy Services Director annually to review and update as necessary the SEA McKinney-Vento policies and policies for school districts which include those related to the identification enrollment and retention of homeless children and youth, including barriers to enrollment and retention due to outstanding fees, fines and absences. Assistance will be provided to any LEA's to update policies and procedures if needed.

7. Assistance from School Counselors *(722(g)(1)(K))*

A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Arkansas State Coordinator for Homeless Education provides professional development and technical assistance for school counselors at the Arkansas counselor's annual conference. Counselors are trained on the identification of unaccompanied homeless youth (UHY) and the rights granted to the population under the McKinney-Vento Act. ADE encourages LEA liaisons to help promote and encourage college readiness programs to motivate students eligible to pursue post-secondary education. Counselors are encouraged to engage in such activities as: college application week in which students are given time and support in school to complete applications. All counselors are invited to the McKinney-Vento State Conference to obtain additional information specific to the needs of youth who are experiencing homelessness and in disseminating requirements and information to remove barriers to learning and support the transition from high school to post-secondary education. Counselors are provided information on topics for presentation and strategies focusing on enhancing work readiness and life skills and achieving success in post-secondary studies and in employment, including areas such as strong work ethic, being on time, communication, time management, teamwork and problem solving. Counselors are provided information th the following topics:

- Educational challenges for youth experiencing homelessness
- Barriers to college access and success
- Waiver eligibility requirements for ACT and SAT
- College application process and fee waiver
- Factors to consider when choosing a college

Youth who are homeless may sometimes face barriers in accessing and completing post-secondary education, such as difficulties in applying for, receiving financial aid and lacking a support network. District Liaisons and school counselors have been trained to

complete a verification form (provided by ADE) for any graduating UHY, documenting their homeless status for the Free Application for Federal Student Aid and college financial aid staff to help with these barriers. Creating connections between LEA homeless liaisons, school counselors, and the Homeless and Foster Student Liaisons is essential for homeless youth to prepare for college.

See a link to the Verification Form in Appendix B

Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

The Arkansas Technical Advisory Committee for Assessment and Accountability recommended the ADE use prior improvement trends to provide insight for setting Checkpoints for Progress. The ADE used prior quantile trends to develop the Checkpoints for Progress for Academic Achievement. The checkpoints are informed by prior improvement trends and take into account the increased rigor of the achievement levels reflected in the ACT Aspire. The checkpoints provide measurements to help schools gauge their progress toward the long-term goal for all student groups. By providing three-year checkpoints, the ADE is signaling to schools that year-to-year variation is expected and the overall improvement trend may take a longer time period than just one year as was implied by annual targets under No Child Left Behind (2001). It is the ADE's intent that checkpoints are responsive to stakeholders and encourage schools to focus on what matters most for learning by acknowledging that deeper, sustained learning of more rigorous standards may take more time to be reflected in the achievement levels of greater proportions of students. If the vast majority of students achieve deeper, sustained learning throughout their tenure in an LEA, then the entire system is elevated for current and future cohorts of students.

The ADE used prior year trends from 2005 to 2013 for evidence of rates of improvement based on Arkansas's population of students and previous school improvement efforts. The last standard setting on Arkansas's exams occurred in 2005. Schools' performance on ADE's prior exams peaked in 2013 as schools shifted instruction to college- and career-ready standards. Tables A-1 and A-2 show average annual increase attained by schools at various points in the statewide distribution of school achievement in English Language Arts and math during prior cycles of improvement (No Child Left Behind Act of 2001 and ESEA Flexibility).

Table A-1. **English Language Arts School Achievement Trends from Prior School Improvement Efforts**

Position of School in Statewide Distribution	Baseline Value in 2005	Peak Value in 2013 (Year 8)	Change in Value over 8 years	Average Annual Increase in Value
99th Percentile Schools	82	96	14	1.750
95th Percentile Schools	76	92	16	2.000
90th Percentile Schools	71	90	19	2.375
75th Percentile Schools	62	85	23	2.875
50th Percentile Schools	53	79	26	3.250
25th Percentile Schools	41	71	30	3.750
10th Percentile Schools	29	63	34	4.250
5th Percentile Schools	21	54	33	4.125
1st Percentile Schools	6	36	30	3.750

Table A-2. **Math School Achievement Trends from Prior School Improvement Efforts**

Position of School in Statewide Distribution	Baseline Value in 2005	Peak Value in 2013 (Year 8)	Change in Value over 8 Years	Average Annual Increase in Value
99th Percentile Schools	84	97	13	1.625
95th Percentile Schools	75	93	18	2.250
90th Percentile Schools	69	90	21	2.625
75th Percentile Schools	60	86	26	3.250
50th Percentile Schools	50	79	29	3.625
25th Percentile Schools	37	68	31	3.875
10th Percentile Schools	23	57	34	4.250
5th Percentile Schools	14	47	33	4.125
1st Percentile Schools	4	31	27	3.375

The prior improvement trends show that the schools in the top quartile were able to achieve at least 85 percent of students meeting grade level proficiency in the 8-year time frame under prior standards and aligned assessments, which were less rigorous than current standards and assessments. Although schools in the other quartiles did not achieve at least 85 percent of students at grade level proficiency, their average annual improvement rates were higher than that of schools in the top quartile, indicating that the schools that were further behind were making more progress in the same time period since they had more distance to cover to the prior long-term goals. Schools at the very bottom of the distribution were the exception to this pattern, improving at a slightly lower rate than schools at the fifth or higher percentiles. This underscores the importance of Arkansas's proposed Theory of Action which focuses on supporting LEAs as they exercise their ability to impact their most struggling schools by engaging in deep analysis to determine the best course of action across the LEA system to ensure all students are accessing opportunities to succeed and excel.

The proposed checkpoints in the next tables, coupled with the ESSA School Index, will help LEAs and their schools gauge their progress toward long-term goals. ~~Although t~~The long-term goals and checkpoints focus ~~on the individual indicators~~general improvement trends ~~and on~~ relative to ~~the~~ grade level

proficiency. T~~ cut point, the~~ ESSA School Index demonstrates how the index-based system for annually differentiating schools will recognize and count schools' efforts to move all students further on the achievement continuum regardless of whether they start as a high achiever or a student who is far behind.

***Table A-3*. Checkpoints to Gauge Interim Progress toward Long-Term Goals for English Language Arts**

Grade Span K-5	Number of Students	Baseline Value	12 Year Gap with 80%	Average Annual Rate of Change Needed to Reach 80% in 12 Years	2021 Checkpoint	2024 Checkpoint	2027 Checkpoint	2030 Long-Term Goal
All	123,206	42.90	37.10	3.09	52.17	61.44	70.71	≥ 80.00
African American	25,069	22.70	57.30	4.78	37.04	51.38	65.72	≥ 80.00
Hispanic/Latino	16,368	37.02	42.98	3.58	47.76	58.50	69.24	≥ 80.00
White	75,199	50.58	29.42	2.45	57.93	65.28	72.63	≥ 80.00
Economically Disadvantaged	83,078	34.04	45.96	3.83	45.53	57.02	68.51	≥ 80.00
English Learners	13,321	34.82	45.18	3.77	46.13	57.44	68.75	≥ 80.00
Students with Disabilities	16,960	13.40	66.60	5.55	30.05	46.70	63.35	≥ 80.00
Grade Span 6 – 8	**Number of Students**	**Baseline Value**	**12 Year Gap with 80%**	**Average Annual Rate of Change Needed to Reach 80% in 12 Years**	**2021 Checkpoint**	**2024 Checkpoint**	**2027 Checkpoint**	**2030 Long-Term Goal**
All	90,506	47.38	32.62	2.72	55.54	63.70	71.86	≥ 80.00
African American	17,871	24.77	55.23	4.60	38.57	52.37	66.17	≥ 80.00
Hispanic/Latino	12,294	39.96	40.04	3.34	49.98	60.00	70.02	≥ 80.00
White	54,987	55.79	24.21	2.02	61.85	67.91	73.97	≥ 80.00
Economically Disadvantaged	54,845	35.93	44.07	3.67	46.94	57.95	68.96	≥ 80.00
English Learners	9,347	34.28	45.72	3.81	45.71	57.14	68.57	≥ 80.00
Students with Disabilities	11,395	10.97	69.03	5.75	28.22	45.47	62.72	≥ 80.00
Grade Span 9 - 12	**Number of Students**	**Baseline Value**	**12 Year Gap with 80%**	**Average Annual Rate of Change Needed to Reach 80% in 12 Years**	**2021 Checkpoint**	**2024 Checkpoint**	**2027 Checkpoint**	**2030 Long-Term Goal**
All	79,389	45.43	34.57	2.88	54.07	62.71	71.35	≥ 80.00
African American	14,271	22.27	57.73	4.81	36.70	51.13	65.56	≥ 80.00
Hispanic/Latino	9,782	36.53	43.47	3.62	47.39	58.25	69.11	≥ 80.00
White	51,498	53.15	26.85	2.24	59.87	66.59	73.31	≥ 80.00
Economically Disadvantaged	47,779	34.09	45.91	3.83	45.58	57.07	68.56	≥ 80.00
English Learners	6,992	26.84	53.16	4.43	40.13	53.42	66.71	≥ 80.00
Students with Disabilities	8,750	8.33	71.67	5.97	26.24	44.15	62.06	≥ 80.00

~~Grade Spans K-5~~	~~Number of Students~~	~~Baseline Value~~	~~Twelve Year Gap with 80%~~	~~Annual Rate of Change Needed to Reach 80% in 12 Years~~	~~2020 Checkpoint~~	~~2023 Checkpoint~~	~~2026 Checkpoint~~	~~2029 Longterm Goal~~
~~All Students~~	~~131,993~~	~~50.35~~	~~29.65~~	~~2.47~~	~~57.76~~	~~65.17~~	~~72.58~~	~~≥ 80.00~~
~~African American~~	~~25,270~~	~~29.86~~	~~50.14~~	~~4.18~~	~~42.40~~	~~54.94~~	~~67.48~~	~~≥ 80.00~~
~~Hispanic/Latino~~	~~16,973~~	~~44.10~~	~~35.90~~	~~2.99~~	~~53.07~~	~~62.04~~	~~71.01~~	~~≥ 80.00~~
~~White~~	~~82,557~~	~~57.54~~	~~22.46~~	~~1.87~~	~~63.15~~	~~68.76~~	~~74.37~~	~~≥ 80.00~~
~~Economically Disadvantaged~~	~~87,116~~	~~40.90~~	~~39.10~~	~~3.26~~	~~50.68~~	~~60.46~~	~~70.24~~	~~≥ 80.00~~
~~English Learners~~	~~13,096~~	~~41.06~~	~~38.94~~	~~3.25~~	~~50.81~~	~~60.56~~	~~70.31~~	~~≥ 80.00~~
~~Students with Disabilities~~	~~17,585~~	~~15.80~~	~~64.20~~	~~5.35~~	~~31.85~~	~~47.90~~	~~63.95~~	~~≥ 80.00~~
~~Grade Spans 6-8~~	~~Number of Students~~	~~Baseline Value~~	~~Twelve Year Gap with 80%~~	~~Annual Rate of Change Needed to Reach 80% in 12 Years~~	~~2020 Checkpoint~~	~~2023 Checkpoint~~	~~2026 Checkpoint~~	~~2029 Longterm Goal~~
~~All Students~~	~~79,053~~	~~58.36~~	~~21.64~~	~~1.80~~	~~63.76~~	~~69.16~~	~~74.56~~	~~≥ 80.00~~
~~African American~~	~~16,372~~	~~37.22~~	~~42.78~~	~~3.57~~	~~47.93~~	~~58.64~~	~~69.35~~	~~≥ 80.00~~
~~Hispanic/Latino~~	~~10,724~~	~~52.14~~	~~27.86~~	~~2.32~~	~~59.10~~	~~66.06~~	~~73.02~~	~~≥ 80.00~~
~~White~~	~~47,744~~	~~66.47~~	~~13.53~~	~~1.13~~	~~69.86~~	~~73.25~~	~~76.64~~	~~≥ 80.00~~
~~Economically Disadvantaged~~	~~48,815~~	~~47.92~~	~~32.08~~	~~2.67~~	~~55.93~~	~~63.94~~	~~71.95~~	~~≥ 80.00~~
~~English Learners~~	~~7,933~~	~~46.11~~	~~33.89~~	~~2.82~~	~~54.57~~	~~63.03~~	~~71.49~~	~~≥ 80.00~~
~~Students with Disabilities~~	~~9,469~~	~~15.53~~	~~64.47~~	~~5.37~~	~~31.64~~	~~47.75~~	~~63.86~~	~~≥ 80.00~~
~~Grade Spans 9-12~~	~~Number of Students~~	~~Baseline Value~~	~~Twelve Year Gap with 80%~~	~~Annual Rate of Change Needed to Reach 80% in 12 Years~~	~~2020 Checkpoint~~	~~2023 Checkpoint~~	~~2026 Checkpoint~~	~~2029 Longterm Goal~~
~~All Students~~	~~78,467~~	~~53.41~~	~~26.59~~	~~2.22~~	~~60.07~~	~~66.73~~	~~73.39~~	~~≥ 80.00~~
~~African American~~	~~14,480~~	~~31.15~~	~~48.85~~	~~4.07~~	~~43.36~~	~~55.57~~	~~67.78~~	~~≥ 80.00~~
~~Hispanic/Latino~~	~~9,183~~	~~45.77~~	~~34.23~~	~~2.85~~	~~54.32~~	~~62.87~~	~~71.42~~	~~≥ 80.00~~
~~White~~	~~51,134~~	~~60.78~~	~~19.22~~	~~1.60~~	~~65.58~~	~~70.38~~	~~75.18~~	~~≥ 80.00~~
~~Economically Disadvantaged~~	~~46,953~~	~~42.50~~	~~37.50~~	~~3.13~~	~~51.89~~	~~61.28~~	~~70.67~~	~~≥ 80.00~~
~~English Learners~~	~~6,403~~	~~34.92~~	~~45.08~~	~~3.76~~	~~46.20~~	~~57.48~~	~~68.76~~	~~≥ 80.00~~
~~Students with Disabilities~~	~~8,223~~	~~11.02~~	~~68.98~~	~~5.75~~	~~28.27~~	~~45.52~~	~~62.77~~	~~≥ 80.00~~

Table A-4. **Checkpoints to Gauge Interim Progress toward Long-Term Goals for Math**

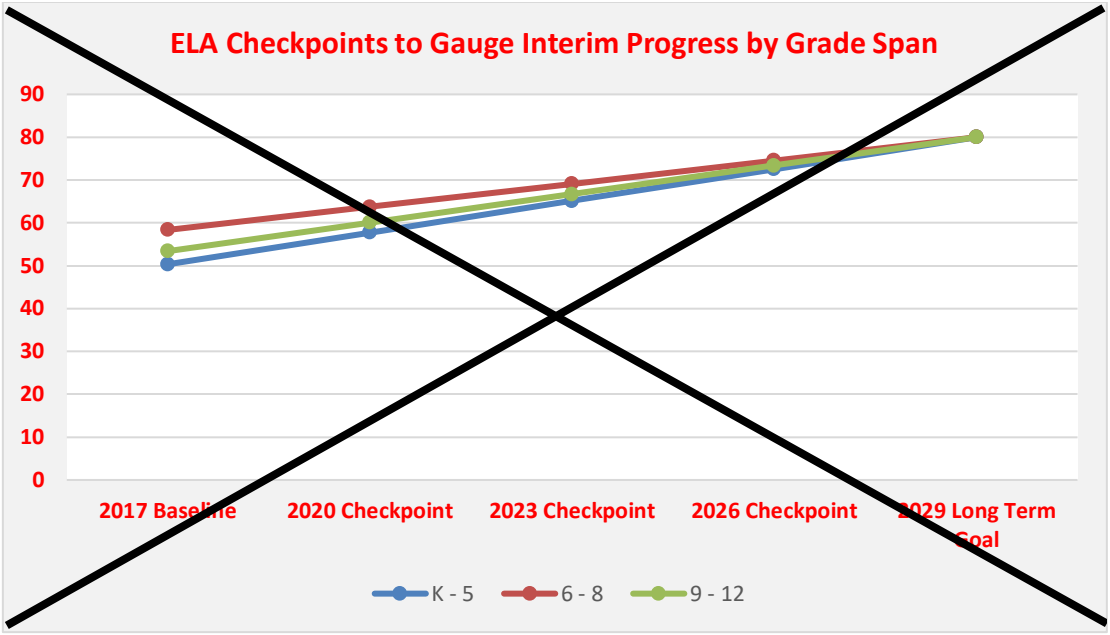
Grade Span K-5	Number of Students	Baseline Value	12 Year Gap with 80%	Average Annual Rate of Change Needed to Reach 80% in 12 Years	2021 Checkpoint	2024 Checkpoint	2027 Checkpoint	2030 Long-Term Goal
All	123,250	55.43	24.57	2.05	61.58	67.73	73.88	≥ 80.00
African American	23,916	32.10	47.90	3.99	44.07	56.04	68.01	≥ 80.00
Hispanic/Latino	14,544	51.97	28.03	2.34	58.99	66.01	73.03	≥ 80.00
White	74,954	63.52	16.48	1.37	67.63	71.74	75.85	≥ 80.00
Economically Disadvantaged	83,108	46.91	33.09	2.76	55.19	63.47	71.75	≥ 80.00
English Learners	11,958	50.69	29.31	2.44	58.01	65.33	72.65	≥ 80.00
Students with Disabilities	15,855	21.28	58.72	4.89	35.95	50.62	65.29	≥ 80.00
Grade Span 6 – 8	**Number of Students**	**Baseline Value**	**12 Year Gap with 80%**	**Average Annual Rate of Change Needed to Reach 80% in 12 Years**	**2021 Checkpoint**	**2024 Checkpoint**	**2027 Checkpoint**	**2030 Long-Term Goal**
All	90,552	51.53	28.47	2.37	58.64	65.75	72.86	≥ 80.00
African American	17,481	25.10	54.90	4.58	38.84	52.58	66.32	≥ 80.00
Hispanic/Latino	11,875	45.79	34.21	2.85	54.34	62.89	71.44	≥ 80.00
White	54,931	60.69	19.31	1.61	65.52	70.35	75.18	≥ 80.00
Economically Disadvantaged	54,887	40.26	39.74	3.31	50.19	60.12	70.05	≥ 80.00
English Learners	8,721	41.75	38.25	3.19	51.32	60.89	70.46	≥ 80.00
Students with Disabilities	11,290	15.93	64.07	5.34	31.95	47.97	63.99	≥ 80.00
Grade Span 9 - 12	**Number of Students**	**Baseline Value**	**12 Year Gap with 80%**	**Average Annual Rate of Change Needed to Reach 80% in 12 Years**	**2021 Checkpoint**	**2024 Checkpoint**	**2027 Checkpoint**	**2030 Long-Term Goal**
All	79,486	35.19	44.81	3.73	46.38	57.57	68.76	≥ 80.00
African American	12,944	12.66	67.34	5.61	29.49	46.32	63.15	≥ 80.00
Hispanic/Latino	7,285	28.33	51.67	4.31	41.26	54.19	67.12	≥ 80.00
White	50,023	42.43	37.57	3.13	51.82	61.21	70.60	≥ 80.00
Economically Disadvantaged	46,416	24.51	55.49	4.62	38.37	52.23	66.09	≥ 80.00
English Learners	5,547	22.64	57.36	4.78	36.98	51.32	65.66	≥ 80.00
Students with Disabilities	4,275	7.74	72.26	6.02	25.80	43.86	61.92	≥ 80.00

Grade Spans K-5	N Number of Students	Baseline Value	Twelve Year Gap with 80%	Anual Rate of Change Needed to Reach 80% in 12 Years	2020 Checkpoint	2023 Checkpoint	2026 heckpoint	2029 Long-term Goal
All Students	132,181	57.81	22.19	1.85	63.36	68.91	74.46	≥ 80.00
African American	25,288	35.84	44.16	3.68	46.88	57.92	68.96	≥ 80.00
Hispanic/Latino	17,072	52.59	27.41	2.28	59.43	66.27	73.11	≥ 80.00
White	82,588	65.24	14.76	1.23	68.93	72.62	76.31	≥ 80.00
Economically Disadvantaged	87,267	48.95	31.05	2.59	56.72	64.49	72.26	≥ 80.00
English Learners	13,237	50.18	29.82	2.49	57.65	65.12	72.59	≥ 80.00
Students with Disabilities	17,609	22.68	57.32	4.78	37.02	51.36	65.7	≥ 80.00

Grade Spans 6-8	N Number of Students	Baseline Value	Twelve Year Gap with 80%	Anual Rate of Change Needed to Reach 80% in 12 Years	2020 Checkpoint	2023 Checkpoint	2026 heckpoint	2029 Long-term Goal
All Students	79,184	51.08	28.92	2.41	58.31	65.54	72.77	≥ 80.00
African American	16,384	26.90	53.10	4.43	40.19	53.48	66.77	≥ 80.00
Hispanic/Latino	10,806	45.18	34.82	2.90	53.88	62.58	71.28	≥ 80.00
White	47,762	60.17	19.83	1.65	65.12	70.07	75.02	≥ 80.00
Economically Disadvantaged	48,914	40.63	39.37	3.28	50.47	60.31	70.15	≥ 80.00
English Learners	8,029	39.48	40.52	3.38	49.62	59.76	69.9	≥ 80.00
Students with Disabilities	9,488	16.77	63.23	5.27	32.58	48.39	64.2	≥ 80.00

~~Grade Spans 9-12~~	~~N Number of Students~~	~~Baseline Value~~	~~Twelve Year Gap with 80%~~	~~Anual Rate of Change Needed to Reach 80% in 12 Years~~	~~2020 Checkpoint~~	~~2023 Checkpoint~~	~~2026 heckpoint~~	~~2029 Long-term Goal~~
~~All Students~~	~~78,632~~	~~32.01~~	~~47.99~~	~~4.00~~	~~44.01~~	~~56.01~~	~~68.01~~	~~≥ 80.00~~
~~African American~~	~~14,489~~	~~12.06~~	~~67.94~~	~~5.66~~	~~29.04~~	~~46.02~~	~~63~~	~~≥ 80.00~~
~~Hispanic/Latino~~	~~9,292~~	~~25.03~~	~~54.97~~	~~4.58~~	~~38.77~~	~~52.51~~	~~66.25~~	~~≥ 80.00~~
~~White~~	~~51,161~~	~~38.45~~	~~41.55~~	~~3.46~~	~~48.83~~	~~59.21~~	~~69.59~~	~~≥ 80.00~~
~~Economically Disadvantaged~~	~~47,098~~	~~22.71~~	~~57.29~~	~~4.77~~	~~37.02~~	~~51.33~~	~~65.64~~	~~≥ 80.00~~
~~English Learners~~	~~6,530~~	~~18.68~~	~~61.32~~	~~5.11~~	~~34.01~~	~~49.34~~	~~64.67~~	~~≥ 80.00~~
~~Students with Disabilities~~	~~8,232~~	~~7.96~~	~~72.04~~	~~6.00~~	~~25.96~~	~~43.96~~	~~61.96~~	~~≥ 80.00~~

The tables provide information about the statewide baselines and expected checkpoints given the baselines of each group. These checkpoints can inform LEAs as they plan in response to their continuous inquiry and improvement cycles and provide transparency to show the extent to which improvement would need to occur over the 12 years, on average, in order for schools to achieve the long- term goals for all students and all subgroups of students. Another use of the checkpoints is to enhance how the ADE reports schools' progress so LEAs and schools have checkpoints to gauge progress, rather than a hyper-focus on an annual target which previously seemed to incentivize the "bubble student" phenomenon.



Replacement Chart

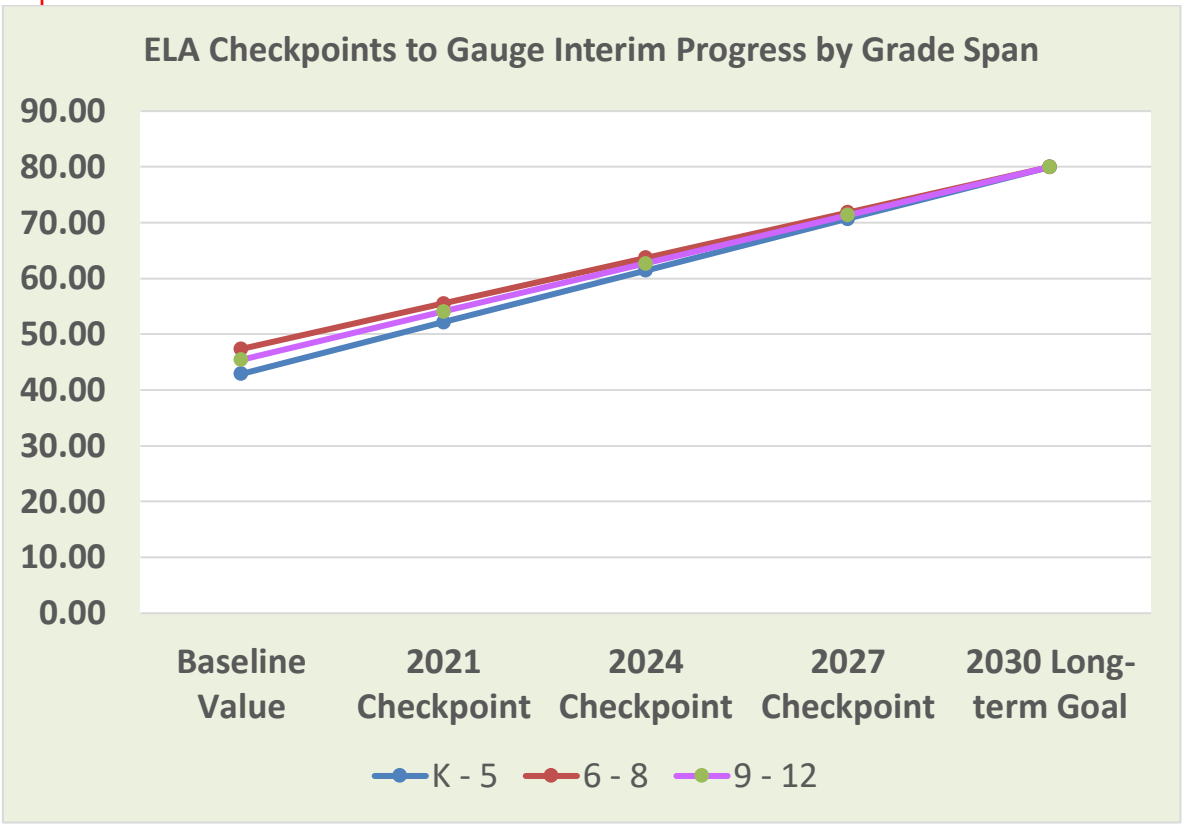


Figure A-A. **K–5 English Language Arts Checkpoints to Gauge Interim Progress by Grade Span Based on Median School Baseline Value**

Aligned with the Theory of Action, it is the intent of the ADE that by providing 3-year checkpoints the ADE is signaling to schools that year-to-year variation is expected, and the overall improvement trend may take a longer time period than just 1 year as was

implied by annual targets in prior years. It is the ADE's intent that checkpoints are responsive to stakeholders and encourage schools to focus on what matters most for learning by acknowledging that deeper, sustained learning of more rigorous standards may take more time to be reflected in the achievement levels of greater proportions of students. If the vast majority of students achieve deeper, sustained learning throughout their tenure in an LEA then the entire system is elevated for current and future cohorts of students.

B. Graduation Rates

The ADE used historic quantile trends to develop the Checkpoints for Progress for the 4-year Adjusted Cohort Graduation Rate.

Table A-5. **Trends in 4-Year Adjusted Cohort Graduation Rate from Prior School Improvement Efforts**

Position of School in Statewide Distribution	Baseline Value in 2010	Peak Value in 2015	Change in Value Over 5 Years	Average Annual Increase in Value
99th Percentile Schools	100	100	0	0
95th Percentile Schools	97	100	3	0.6
90th Percentile Schools	95	97	2	0.4
75th Percentile Schools	91	94	3	0.6
50th Percentile Schools	86	89	3	0.6
25th Percentile Schools	80	83	3	0.6
10th Percentile Schools	67	75	8	1.6
5th Percentile Schools*	3	63	60	12
1st Percentile Schools*	0	11	11	2.2

**These statistics include Alternative Learning Environment (ALE) schools with traditionally low and highly variable graduation rates.*

The prior improvement trends show that the schools in the top quartile were able to achieve at least 94 percent of students in the 4-year adjusted cohort graduating in the 5 years since its use as an indicator for Arkansas. Although schools in the other quartiles did not achieve a 4-year Adjusted Cohort Graduation Rate of 94 percent, their average annual improvement rates were higher than that of schools in the top quartile, indicating that the schools who were further behind were making more progress in the same time period as they had more distance to cover to the long-term goal.

Schools at the very bottom of the distribution were the exception to this pattern, improving at a slightly lower rate than schools at the 10th or higher percentiles. This underscores the importance of ADE's Theory of Action which focuses on supporting LEAs as they exercise their ability to impact their most struggling schools by engaging in deep analysis to determine the best course of action for an LEA system to ensure all students are accessing opportunities to achieve the Vision.

Additionally, the ADE hypothesizes that use of the 5-year Adjusted Cohort Graduation Rate will incentivize LEAs to recapture students who have dropped from the system and assist them in earning their diploma within a 5-year timeframe. This may have an indirect

effect of positively impacting the 4-year Adjusted Cohort Graduation Rates of schools in the lowest performance quantiles.

Table A-6. **Checkpoints to Gauge Interim Progress toward Long-Term Goals for 4-Year Adjusted Cohort Graduation Rate**

4-Year Adjusted Cohort Graduation Rate	N Number of Students	Baseline Value	Annual Rate of Change Needed to Reach 94% in 12 Years	2019 Checkpoint	2022 Checkpoint	2025 Checkpoint	2028 Long-term Goal
All Students	35,562	87.02	0.58	88.76	90.5	92.24	≥ 94.00
African American	7,930	81.53	1.04	84.65	87.77	90.89	≥ 94.00
Hispanic/Latino	3,667	85.71	0.69	87.78	89.85	91.92	≥ 94.00
White	22,258	89.20	0.4	90.4	91.6	92.8	≥ 94.00
Economically Disadvantaged	18,992	83.79	0.85	86.34	88.89	91.44	≥ 94.00
English Learners	1,819	85.71	0.69	87.78	89.85	91.92	≥ 94.00
Students with Disabilities	3,150	84.29	0.81	86.72	89.15	91.58	≥ 94.00

The 12-year cycles of checkpoints, based on evidence from prior improvement trends, provide measurements to help schools gauge their progress toward the long-term goal for all students and subgroups of students. By providing three-year checkpoints, the ADE is signaling to schools that year-to-year variation is expected, and the overall improvement trend may take a longer time period than one year as was implied by annual targets in prior years. It is the ADE's intent that checkpoints are responsive to stakeholders and encourage schools to focus on what matters most for learning and success for all students.

Again, these proposed checkpoints, coupled with the ESSA School Index, will help LEAs and their schools gauge their progress toward long-term goals. Although the long-term goals and checkpoints focus on the individual indicator of Graduation Rate, the ESSA School Index in this draft demonstrates how the index-based system for annually differentiating schools will recognize and count schools' efforts to ensure all students achieve the Vision of readiness for college, career, and community engagement which includes earning a high school diploma.

Five-Year Adjusted Cohort Graduation Rate

Stakeholders indicated a strong preference for adding an extended cohort graduation rate to the support and accountability system. The ADE calculated a 2015 baseline for a five-year Adjusted Cohort Graduation Rate.

Table A-7. **Checkpoints to Gauge Interim Progress toward Long-Term Goals for 5-Year Adjusted Cohort Graduation Rate**

5-Year Adjusted Cohort Graduation Rate	Number of Students	Baseline Value	Annual Rate of Change Needed to Reach 97% in 12 Years	2019 Checkpoint	2022 Checkpoint	2025 Checkpoint	2028 Long-term Goal
All Students	35,532	83.31	1.14	86.73	90.15	93.57	≥ 97.00
African American	7,736	76.64	1.7	81.74	86.84	91.94	≥ 97.00
Hispanic/Latino	3,380	83.70	1.11	87.03	90.36	93.69	≥ 97.00
White	22,897	85.45	0.96	88.33	91.21	94.09	≥ 97.00
Economically Disadvantaged	22,235	79.47	1.46	83.85	88.23	92.61	≥ 97.00
English Learners	1,965	81.12	1.32	85.08	89.04	93.00	≥ 97.00
Students with Disabilities	4,064	78.30	1.56	82.98	87.66	92.34	≥ 97.00

C. in Achieving English Language Proficiency

Table A-8. **Baseline and Long-term Goal for English Language Proficiency**

Subgroup	Baseline (Data and Year)	Long-Term Goal (Data and Year)
English Learners	34~~32~~ percent of students on track to English Language Proficiency based on ELPA21 Spring 201~~6~~7 to Spring 201~~7~~8 results	52 percent of students on track to English Language Proficiency by 2030~~29~~

Arkansas proposes to set long-term goals for the percentage of students on track to English Language Proficiency based on ~~preliminary~~ 201~~7~~8 ELPA21 results combined with the initial grade level and initial domain level of English Learners from their entry years using ELDA or ELPA21 as applicable for each student's entry year as an English Learner. The ~~preliminary~~ percentages of students on track to English Language Proficiency in 201~~7~~8were calculated. The distribution of schools' percentages was used to anchor the baseline at the school percentage value at the 25th percentile rank of schools. The value associated with this position in the distribution is ~~32~~ 34 percent of students on track to English Language Proficiency.

The school percentage of students on track to English Language Proficiency at the 75th percentile rank of the 201~~7~~8 school distribution was used to establish the long term goal for schools to reach in 12 years. This value is 52 percent of students on track to English Language Proficiency.

The long-term goal for schools to attain 52 percent of student on track to English Language Proficiency is aspirational in that it represents twice the percentage of student

making progress in English Language Proficiency when compared to the value of the 2015 percentage of students making progress in English Language Proficiency under the former No Child Left Behind annual measurable achievement objective progress targets.

Table A-9. **Checkpoints to Gauge Interim Progress toward Long-Term Goals to English Language Proficiency**

On Track to English Language Proficiency	2018 Baseline Value	Annual Rate of Change Needed to Reach 52% in 12 Years	~~2022~~2021 Checkpoint	~~2023~~2024 Checkpoint	~~2026~~2027 Checkpoint	~~2029~~ 2030 Long-term Goal
25th Percentile Schools	~~32~~34	~~1.6667~~1.5	~~37~~38.5	~~42~~43	~~47~~47.5	52

Appendix B

Homeless Liaison Training
https://drive.google.com/open?id=0BxiYBMrUhYcNeG0tUDdmbW9rNDg

Verification Form
https://docs.google.com/document/d/1EWpewEBG_aej_W92kjTp08aadkRwqBK00NhZqb6pN1Q/edit?u sp=sharing

Arkansas Department of Education Rules Governing Federal Programs Complaint Resolution
http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/ade_304_federal_complaint_110810_current.pdf

Forms and Documents for Education for Homeless Children and Youth (EHCY)
http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/homeless-education-services/forms-and-documents-for-education-for-homeless-children-and-youth-ehcy

McKinney-Vento Homeless Education Topics for Trainings
http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/homeless-education-services/resources-for-education-for-homeless-children-and-youth-ehcy

McKinney-Vento Homeless Education Guide for Local Liaisons, 2017
http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/homeless-education-services/resources-for-education-for-homeless-children-and-youth-ehcy

Sample Dispute Resolution Form for LEAs
http://www.arkansased.gov/divisions/public-school-accountability/federal-programs/homeless-education-services/forms-and-documents-for-education-for-homeless-children-and-youth-ehcy

Arkansas Homeless Education Program McKinney-Vento LEA Monitoring Document
https://drive.google.com/open?id=1pdtF7jNfzrogOF3bydQdxaUX43OyZocL

Appendix C

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, and was enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application

how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email **ICDocketMgr@ed.gov** and reference the OMB Control Number 1894-0005.

Equitable Access to, and Participation in, the Programs Included in the Consolidated State Plan

Each of Arkansas' LEAs applies for ESEA/ESSA federal funds through the agency's application process. As a part of the application process, each LEA is asked to verify a list of general assurances, as well as individual program assurances. The provisions in Section 427 of GEPA are a part of the general assurances that LEAs agree to when applying for federal funds. In addition, ensuring equitable access to and participation in federally funded programs for students, teachers and other program beneficiaries with special needs are a part of our statewide monitoring protocols. If during the review a barrier to access is identified, the LEAs is required to submit a corrective action plan to remove the barrier and provide evidence that the corrective actions are being implemented. Lastly, Arkansas has a complaint procedure in place that provides program beneficiaries an avenue to report any concerns relative to having equal access to federally assisted program provisions.

Appendix D

Details on Minimum N-Size Analyses for Arkansas

The ADE shared a series of analyses for informing decisions for minimum N-size with the Vision for Excellence in Education and Arkansas Accountability System Steering Committee and stakeholders through monthly meetings and meaningful, deeper analysis and consultation with the ESSA Accountability Advisory Team. Finally, the analyses and stakeholder feedback were reported to the Arkansas Technical Advisory Committee for Assessment and Accountability for technical review and suggestions. The information shared in this section of Appendix D is the detail provided throughout the stakeholder engagement process. Figure D-A is the introductory information provided to the Vision for Excellence in Education and Arkansas Accountability System Steering Committee on September 28, 2016 to provide the context for determining a minimum N-size.

Minimum Number of Students

Why talk about Minimum Number of Students (Minimum N-Size)? Where is it situated in the law?

Minimum N size is addressed in Title I Part A of ESSA which is titled *Improving the Academic Achievement of the Disadvantaged*. "The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (Section 1001). Part A is titled *Improving Basic Programs Operated by State and Local Education Agencies*. This part of Title I outlines basic program requirements for State Education Agencies (SEAs) and Local Education Agencies (LEAs). This section includes the detailed requirements for statewide accountability systems.

Section 1111(c)(3) of Title I Part A provides specifics on minimum N size requirements "Each State shall describe—(A)(i) the minimum number of students that the State determines are necessary to be included to carry out such requirements and how that number is statistically sound, which shall be the same State-determined number for all students and for each subgroup of students in the State; (ii) how such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents and other stakeholders when determining such minimum number…"

The minimum N size impacts the degree to which indicators for all students and all subgroups of students are included/excluded from accountability calculations. This raises both non-technical and technical considerations.

Non-technical Considerations for Minimum N Size*

- How might minimum N size impact efforts to advance equity, access, and opportunity for all students?
- If we have a higher minimum N, what are we missing in schools that have subgroups that don't meet it? (i.e., number of schools with a subgroup meeting minimum N versus the universe of schools with students in those subgroups.)
- What is the underlying purpose of the accountability rating that Arkansas will ultimately use to meet federal requirements?
    - Identifying schools for different levels of support (Comprehensive and Targeted)?
    - Communicating to the public about school quality?
    - Informing and incentivizing continuous improvement?

Technical Considerations for Minimum N-Size (PL 114-95 Section 1111(c)(3)(A)(i-iii)

- Inclusion/Exclusion of student subgroups in accountability calculations.
    - The larger the minimum N size the lower the percentage of schools included in the accountability calculations and vice versa. Are different sizes of schools, different grade ranges, or populations advantaged or disadvantaged in the accountability calculations based on the *number* of subgroups that would meet the minimum N?
    - What unintended consequences might result from a higher minimum N size? A lower minimum N size?
- Statistical soundness
    - Do factors such as schools size, grade range, district size, concentrations of subpopulations within schools within districts, etc. interact with the accountability indicators such as achievement, growth, graduation rate, English language acquisition, etc., in different ways at different minimum N size? How are validity and reliability (stability) of the accountability rating impacted by different minimum N sizes?

Figure D-A. **Introductory Minimum N-size Information to Set the Context for Analysis and Decision-making.**

Vision for Excellence in Education and Arkansas Accountability System Steering Committee members were introduced to the concept of minimum N-size, the policy implications for consideration of different N-sizes, and the technical considerations for different N-sizes. Steering Committee members were asked to discuss their concerns and questions about minimum N-size to inform additional analyses that would be provided at a later meeting. Most questions and concerns centered on the impact of different school enrollment sizes and grade range configurations that had impacted schools differentially under the prior No Child Left Behind Act (2001) plans. To address these questions, ADE conducted analyses of 2016 indicator data to model various minimum N-sizes to present to the Vision for Excellence in Education and Arkansas Accountability System Steering Committee in February 2017.

***Table D-1*. Percent of Schools with an Accountable Student Group Based on Various Minimum N- Sizes**

Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools
All	99.8	99.5	99.3	99.3	98.8
African American	73.4	61.2	54.5	50.1	46.3
Hispanic	79.6	59.1	48.5	39.6	34.3
White	97.0	94.4	92.4	91.0	89.5
Free and Reduced-	99.8	99.2	98.9	98.3	97.3
English Learners	70.2	50.8	40.6	33.7	28.9
Students with	98.1	92.2	82.4	68.2	53.5
Gifted*	97.2	90.4	79.1	66.5	55.4
Asian*	38.6	20.1	13.1	7.8	4.3
Native American**	17.5	5.3	1.8	0.9	0.9
Pacific Islander**	20.4	13.8	9.3	8.4	8.0
More Than Two	54.5	28.6	14.4	9.0	5.4

*Stakeholders expressed a desire to see more public reporting of progress for the Gifted and Talented student group.
**These race/ethnic groups are too low in overall population of the state. Previously, these groups have not been reported or included due to the extremely small number of students in most schools with N-sizes of 10 or lower.

Figure D-B illustrates how reducing the minimum N-size for student groups increases the number of schools with an accountable student group. Some student groups, such as Students with Disabilities, are included as a student group in more schools in a linear pattern. Using an N-size of 15 in place of the prior N-size of 25 includes almost 30 percent more schools with a Students with Disabilities group in the accountability system. Other student groups such as Hispanic and English Learners are included at a higher rate at the lower minimum N-sizes as well.

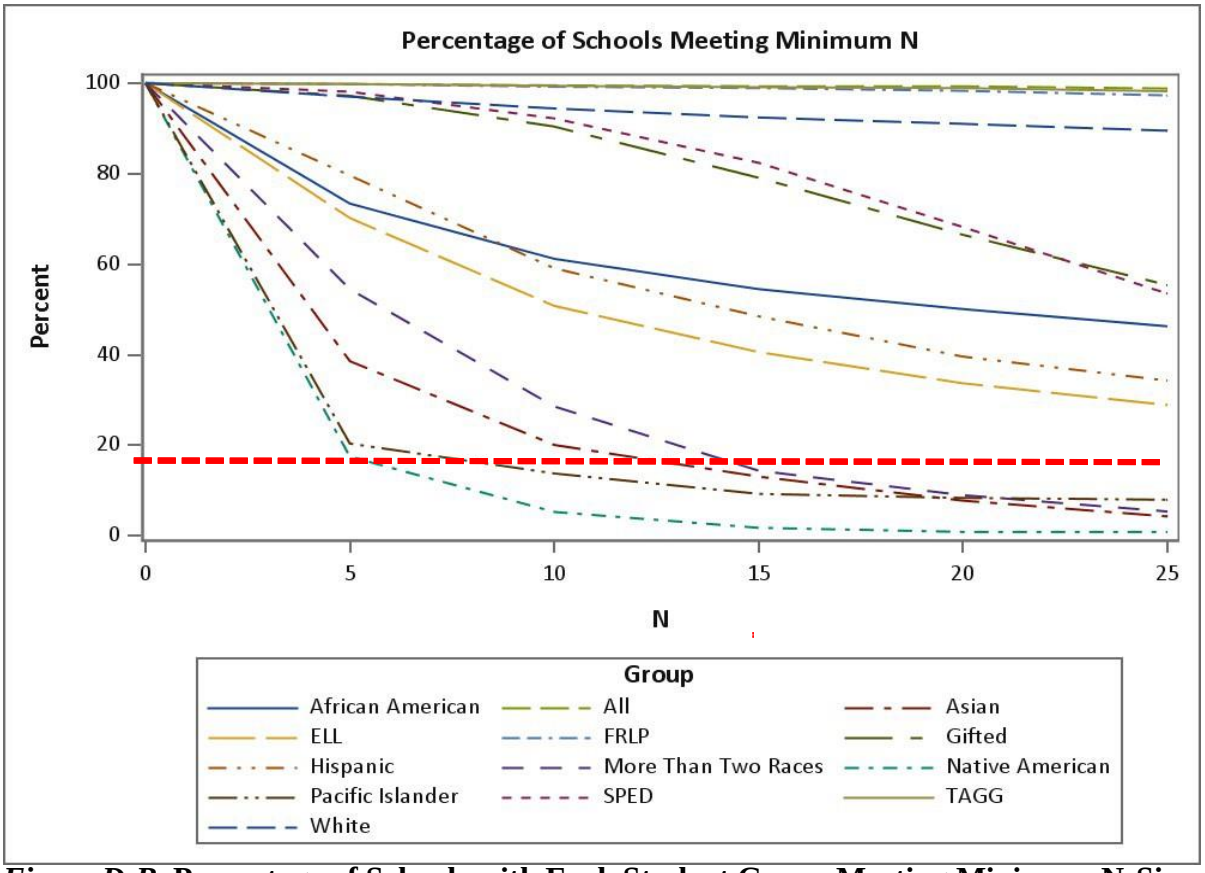


***Figure D-B*. Percentage of Schools with Each Student Group Meeting Minimum N-Sizes**

Given ADE's Theory of Action focuses on using its system of support and accountability to support LEAs in their work with schools in need of support, ADE analyzed the patterns of districts whose student groups would be included in the accountability system at various minimum N-sizes. These are provided in Table D-2 and Figure D-C.

***Table D-2.* Percent of Districts with an Accountable Student Group Based on Various Minimum N- Sizes**

Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools
All	100	100	100	100	100
African American	75.1	62.2	57.7	55.6	52.3
Hispanic	87.7	76.3	64.4	57.3	52.6
White	96.9	96.9	96.5	95.7	95.7
Free and Reduced-Price Lunch	100	100	100	100	99.2
English Learners	79.3	67.2	57.5	47.7	43.1
Students with	98.8	97.3	96.5	95.3	93.8
Gifted*	99.2	98.3	97.5	95.9	93.8
Asian**	56.6	39.6	24.2	20.3	17.0
Native American**	45.9	22.2	15.7	9.2	8.1
Pacific Islander**	22.5	10.1	7.9	6.7	6.7
More Than Two	69.4	49.8	37.8	31.6	24.4

*Stakeholders expressed a desire to see more public reporting of progress of the Gifted and Talented student group.
**These race/ethnic groups are too low in overall population of the state. Previously these groups have not been reported or included due to the extremely small number of students in most schools until you get to N-sizes less than 10 or lower.

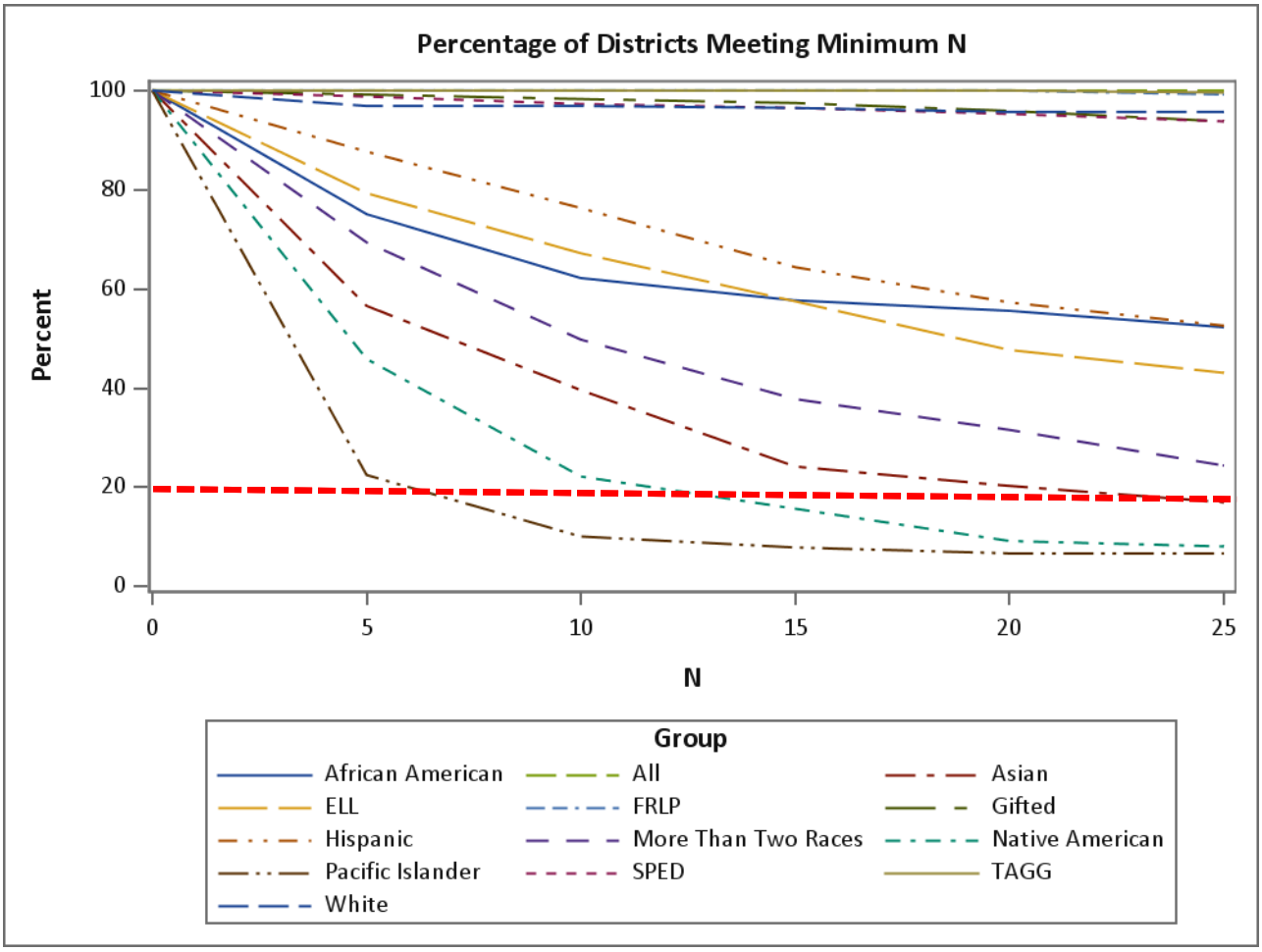


***Figure D-C*. Percentage of Districts with Each Student Group Meeting Minimum N-Sizes**

Following the presentation of the initial N-size analysis, Vision for Excellence in Education and Arkansas Accountability System Steering Committee members asked for several follow-up analyses. The first concern related to equity among schools. Schools differ in size and configuration, particularly across regions in Arkansas. Under prior minimum N-sizes, Arkansas had many large schools whose student groups were included in the accountability system. These large schools were more likely to encounter sanctions for student groups that were not meeting annual targets. Smaller schools who were demonstrating similar performance to the larger schools and were just under the minimum N-size were not experiencing the same sanctions. This created a sense of incongruity in the system, thereby unintentionally incentivizing LEAs to spread out students from certain groups to avoid meeting minimum N-size. To add to the concern, the smaller schools may have appeared to be progressing well when a student group within the school was falling behind and not of sufficient size to draw specific attention. ADE conducted further analyses to understand how school enrollment size impacted the number of student groups for which a school would have included in the accountability

system. The charts in Figure D-4 below show the percentage of schools that have student groups meeting the minimum N-size for various N-sizes. Larger suburban and urban schools tend to meet the minimum N-size for most student groups at an N-size of 25 to 30. Smaller, more rural schools have students from most student groups and will only have those student groups included if a smaller minimum N-size is used.

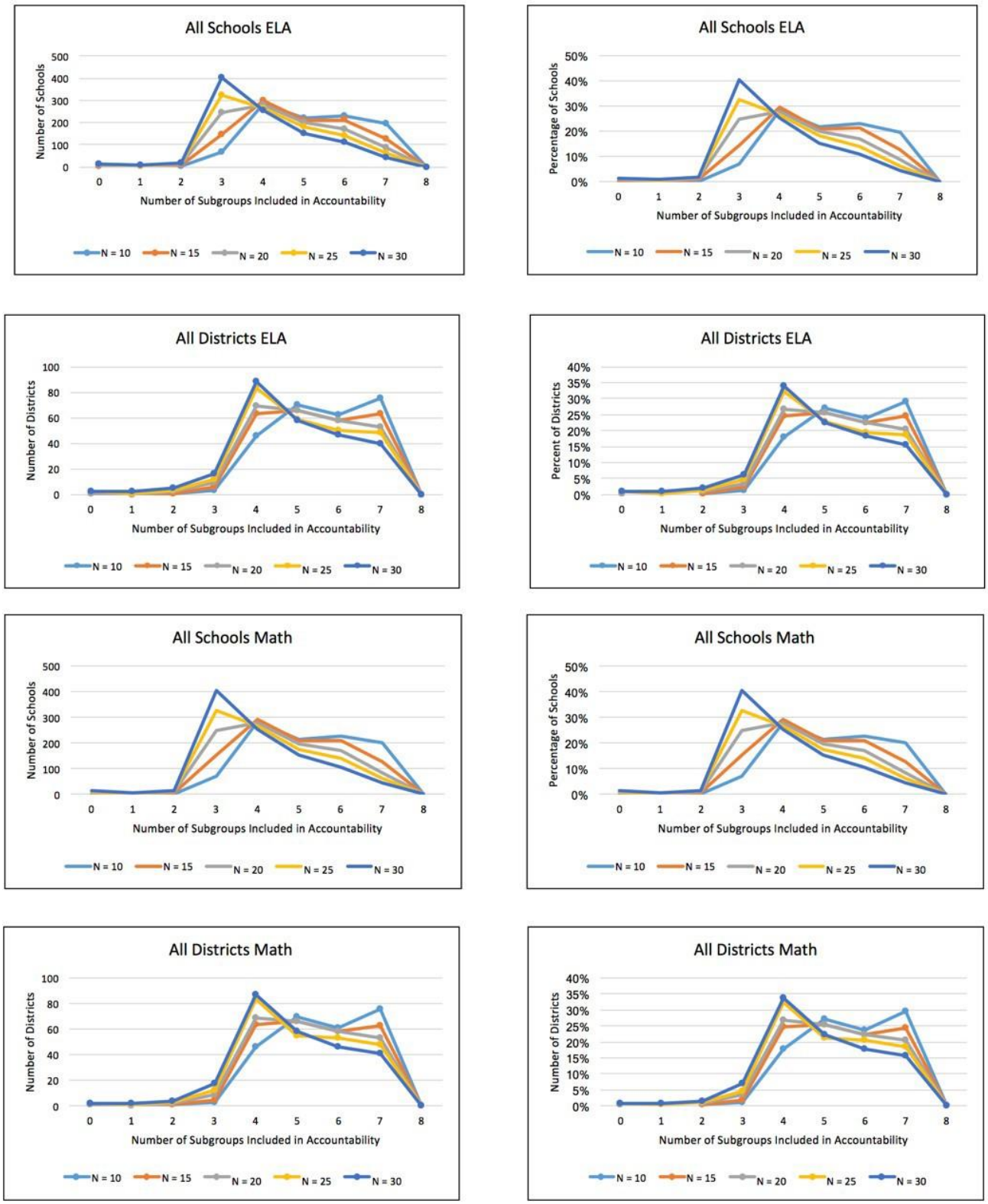


Figure D-D. **Number of Student Groups and Percentage of Schools Meeting Minimum N-Size**

Another way to look at establishing minimum N-size is to see what percentage of the statewide student population for each student group would be included in the state support and accountability system under various minimum N-sizes. Table D-3 provides the percentages for various minimum N-sizes.

Table D-3. **Percentage of the Statewide Population of Students in Each Group Included in State Accountability System for Various Minimum N-Sizes**

Group	% Total Students for Schools	% Total Students for Schools N>=10	% Total Students for Schools N>=15	% Total Students for Schools N>=20	% Total Students for Schools N>=25
All	100	100	100	100	99.9
African America	99.1	97.8	96.5	95.4	94.1
Hispanic	98.5	94.6	91.1	86.9	83.7
White	100	99.9	99.7	99.6	99.4
Free and Reduced-Price Lunch	100	100	100	99.9	99.8
English	98	94	90.3	86.6	83.4
Students with	99.9	98.6	95	87.8	78.1
Gifted	99.8	98.5	94.9	89.3	82.9
Asian	82.5	64.8	53.2	40.8	30.1
Native America	52.5	28.4	14.9	10.5	10.5
Pacific	83.7	78.8	72.4	70.5	69.2
More Than Two	87.9	66.6	46.7	35.8	26.2

To ensure 90 percent of all students in each student group would be included in the statewide system of support and accountability a minimum N-size of 15 would be necessary.

Following these meetings and input from the Vision for Excellence in Education and Arkansas Accountability System Steering Committee, the ESSA Accountability Advisory Team provided more detailed input for specific topics. The ESSA Accountability Advisory Team participated in five web- based meetings which included more in-depth presentations and consideration of the minimum N-size analyses. The ESSA Accountability Advisory Team provided input on specific questions regarding minimum N-size through online surveys.

The survey had two specific questions regarding minimum N-size.

1. What percentage of students, in each subgroup statewide, SHOULD be included in the accountability system?

Table D-4. Survey Responses to Question 1 on Minimum N-Size

What percentage?	Number of Responses	Percentage of	Corresponding N-size
No less than 78%	3	12%	N < 25
No less than 86%	2	8%	N < 20
No less than 90%	12	46%	N < 15
No less than 94%	6	23%	N < 10
No less than 98%	3	12%	N < 5
Total Responses	26	100%	

2. Decisions about minimum N-size have competing tensions. Indicate the level of priority that should be weighed for each of these competing interests in setting the minimumN.

Table D-5. **ESSA Accountability Advisory Team Survey Responses**

	Low Priority	Moderate Priority	High Priority
Equity— Inclusion of as many students in the statewide system of accountability.	4%	38%	58%
Equity—A minimum N that accounts for schools of all sizes fairly.	4%	23%	73%
Alignment— Ensure state and federal systems include and consider subgroups similarly.	0%	46%	54%
Practical— Consider what is achievablein light of existing state and federal resources available to addresssupport.	12%	31%	58%
Efficiency— Consider how the minimum N will impact available resources for schools that need Targeted Support.	15%	46%	38%
Efficiency— Consider how schools with smaller concentrations of high need students might qualify or not qualify for additional support.	15%	38%	46%

ADE's Theory of Action sets out a system that focuses on support for LEAs that will empower LEAs to support and improve their struggling schools. The lower minimum N-size of 15 is aligned with the Theory of Action

Growth Value-Added Score Formula

Other Academic Indicator: Student Growth—Additional Details

The student longitudinal growth model used is a simple multilevel model nesting students' score history within the individual student to obtain Beyesian estimates of predicted scores (Equations 4 and 5).

Student residuals are obtained and the residuals averaged over schools.

Equation 4

$$Y_{ij} = \beta_{00} + [\beta_{10}\text{TIME}_{ij}] + [\mu_{0j} + \mu_{1j}\,\text{TIME}_{ij+}\, r_{1j}]$$

Where $r_{1j} \sim N(0, \sigma^2)$; $\begin{pmatrix}\mu_{0j}\\ \mu_{1j}\end{pmatrix} \sim N\left[\begin{pmatrix}0\\0\end{pmatrix}, \begin{pmatrix}\pi_{00} & \pi_{01}\\ \pi_{10} & \pi_{11}\end{pmatrix}\right]$

Y_{ij} is the student's current year score.

β_{00} is the intercept

Equation 5

$\beta_{10}\text{TIME}_{ij}$ (students' score histories) $\text{Score}_{ti} = \pi_{0i} + \pi_{1i}(\text{Score}_{it-n+1}) + \cdots + \pi_{ni}(\text{Score}_{nt-1}) + e_{tj}$

$$\pi_{0j} = \beta_{00} + r_{0j}$$

$$\pi_{1j} = \beta_{10} + r_{1j}$$

$$\vdots$$

$$\pi_{nj} = \beta_{n0}$$

At level 1 (score history level), we express the students current year score as the sum of an intercept for the student, student prior performance, and random error associated with the ith student at time t.
At level 2 (student level), we express the student level intercept as the sum of the overall mean 2015 score, student level effects of prior scores (random intercepts) and a random error associated with the collection of students.

Additional Reports on English Learners' Time to Reclassification (Arkansas English Language Development Assessment Data 2008 to 2015)

Data from the English Language Development Assessment (ELDA) tests for English Learners (ELs) for the years 2008 to 2015 were used in this analysis. Since the English Learner entry date was missing for 2008 and 2009 in the English Language Development Assessment data, the first time tested flag was used as a proxy for the first year that a student was in the program to maximize data availability. A longitudinal data set was created by merging the English Language Development Assessment data with the Statewide Information System (SIS) Cycle 7 data. Each student is included in the dataset for every year they are enrolled per the Statewide Information System data up until they have met exit criteria. If a student has not been reclassified and is still considered enrolled, then these students are right censored since they have not met the exit criteria by the end of2015.

Due to the low number of students exiting the English Learner program during the time 2008 to 2015 as a result of a stringent exit criteria, two proxy exit criteria were determined to provide a more meaningful and comprehensive analysis. Exit Proxy 1 requires student to have a domain level of 5 in reading, speaking, and listening, and a 4 or greater in writing. Exit Proxy 2 requires a student to have a domain level of 5 in speaking and listening, and a 4 or greater in reading and writing.

This analysis uses discrete-time survival analysis, and it looks at students who had a first time tested flag in 2008. These students are separated into four different grade bands (K-02, 03-05, 06-08, and 09-12).
Parameter Estimates are calculated by SAS using PROC LOGISTIC per grade band and English Language Development Assessment level. From these parameter estimates, the fitted value of Logit Hazard, Hazard of Reclassification, and Survival Probability are calculated. The Cumulative Likelihood of Reclassification is derived and graphed per Initial English Language Development Assessment Level (1, 2, 3, or 4) for each of the four grade bands, as well as Proxy Exit 1 and Proxy Exit 2.

The Cumulative Likelihood of Reclassification increases quickly for English Language Development Assessment Levels 1 and 2 for both Proxy Exit 1 and Proxy Exit 2. Over 50% are reclassified within 2 years for students with an initial English Language Development Assessment Level of 4 and within 2-4 years for students with an initial Level of 3. The curve is much flatter for students who have an initial English Language Development Assessment Level of 1 or 2. Over 50% of students with initial English Language Development Assessment Level 2 are reclassified only for Proxy Exit 2 after 5-6 years for the lower 2 grade bands (K-02, 03-05). The Cumulative Probability for Reclassification for students with an initial English Language Development Assessment Levels 1 and 2 for Proxy Exit 1 does not pass the 50% mark

after 7 years. For initial English Language Development Assessment Level 1 using the Proxy Exit 2, this threshold is met after 7 years for grade band 2 (03-05) only. Figures D-5 – D-12 illustrate the results of the analyses using the two proxy exit criteria.

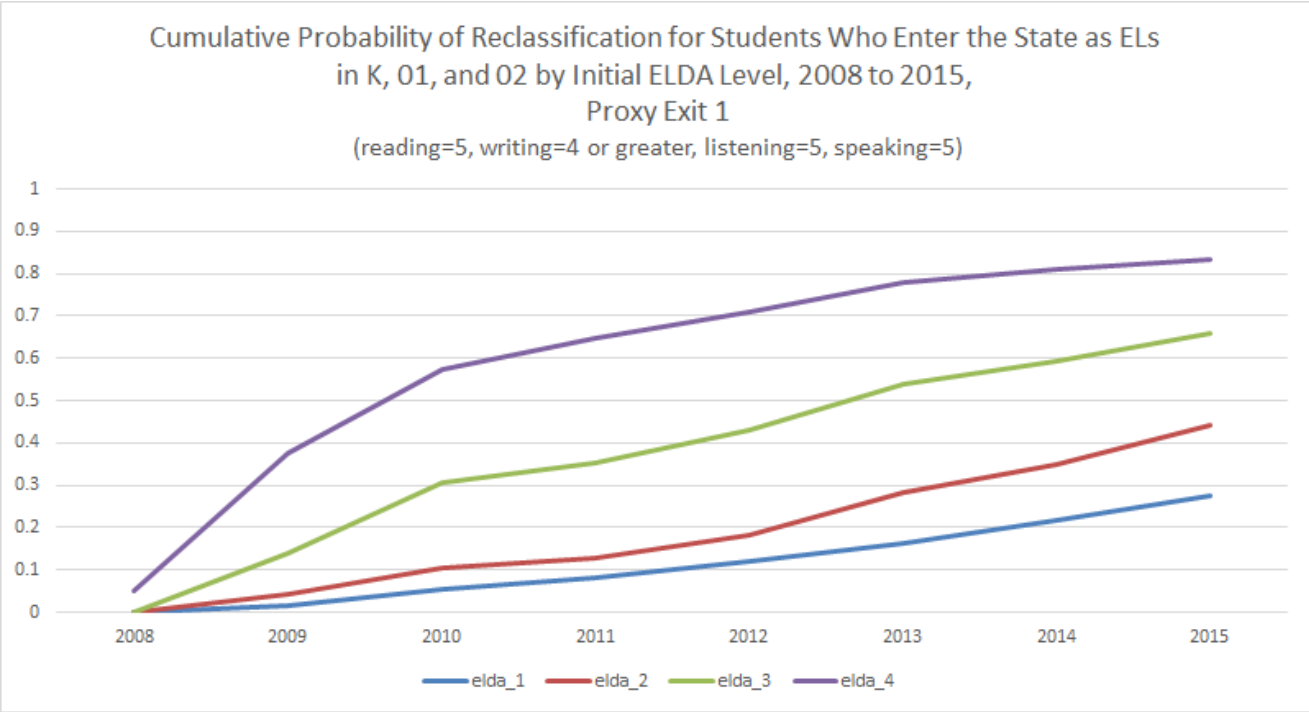


Figure D-E. **K-2 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 1**

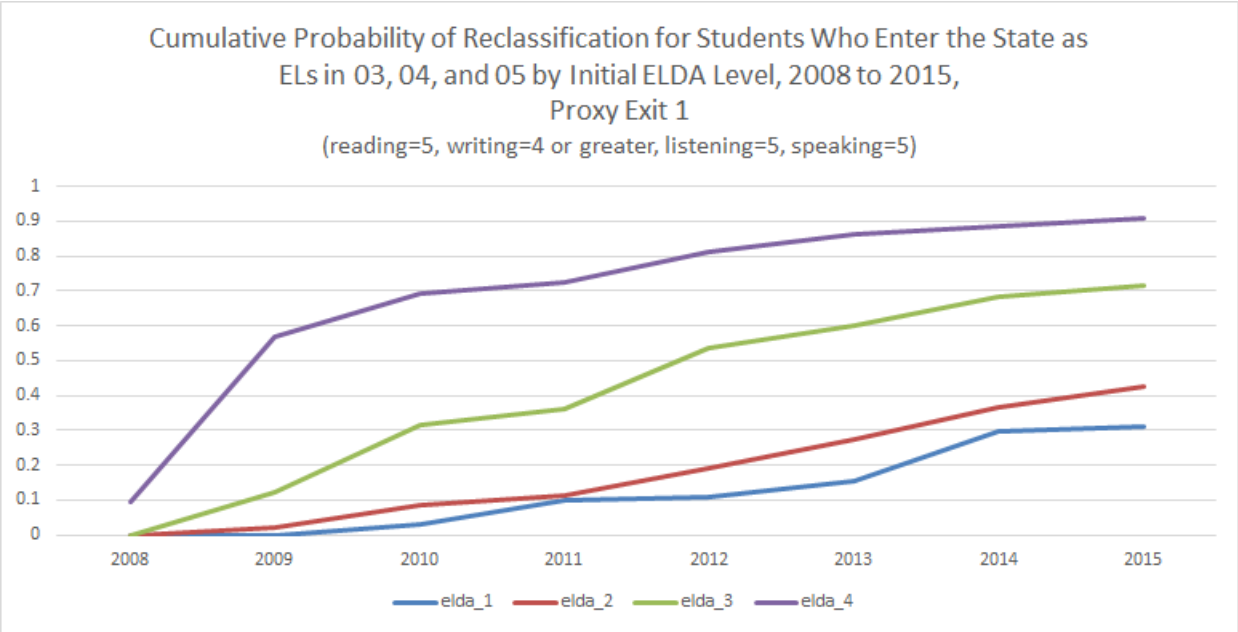


Figure D-F. **Grades 3 - 5 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 1**

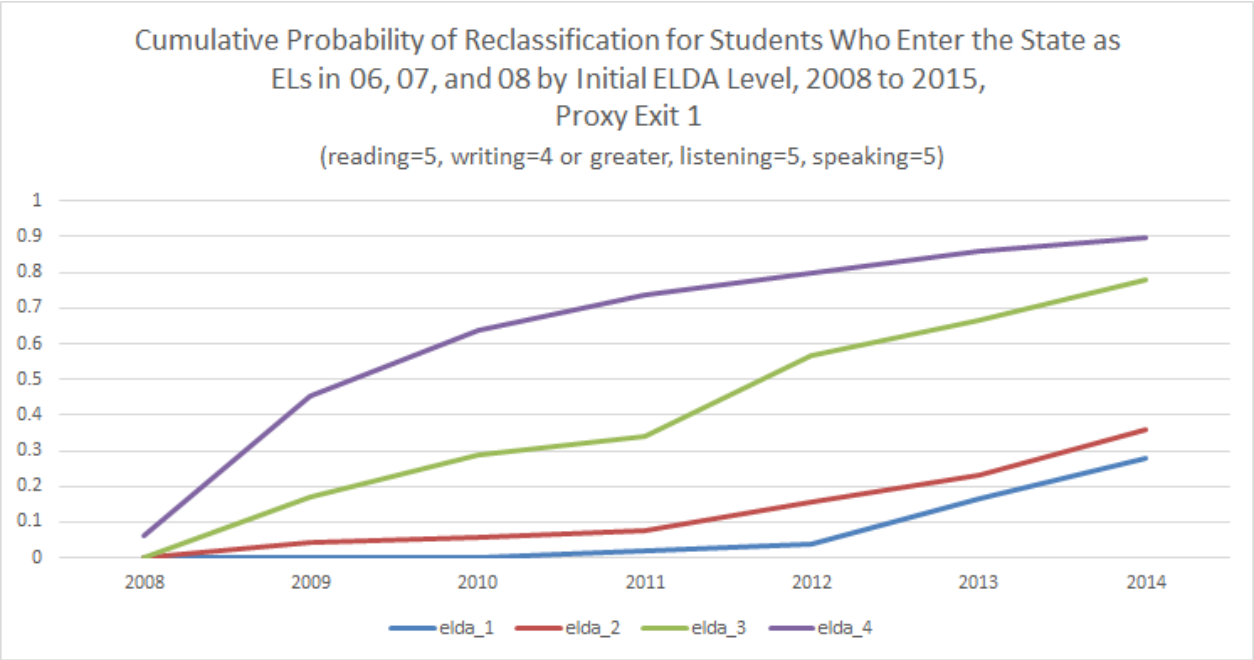


Figure D-G. **Grades 6 – 8 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 1**

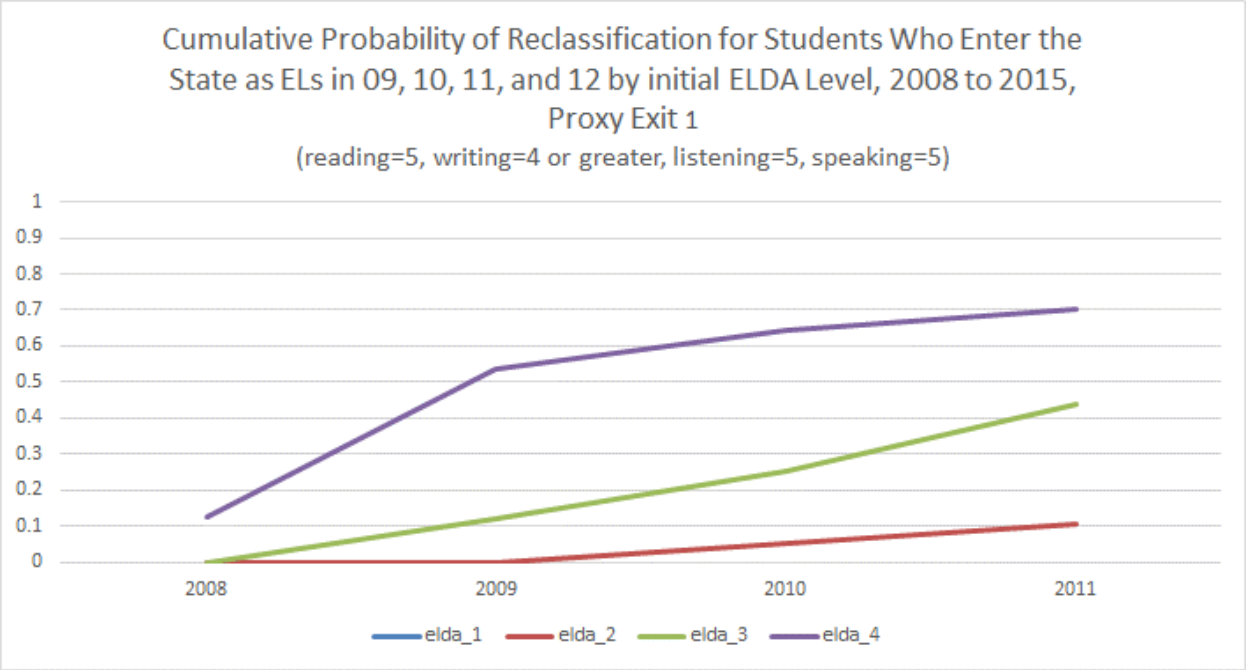


Figure D-H. **Grades 9 - 12 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 1**

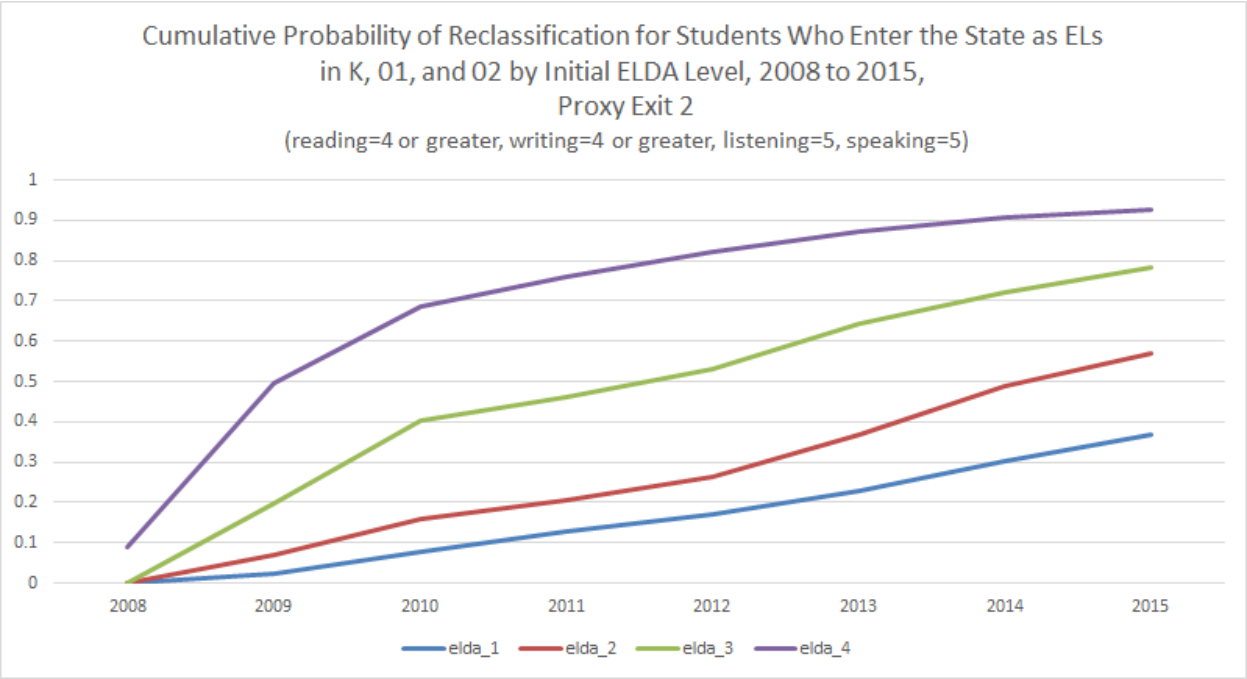


Figure D-I. **K – 2 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 2**

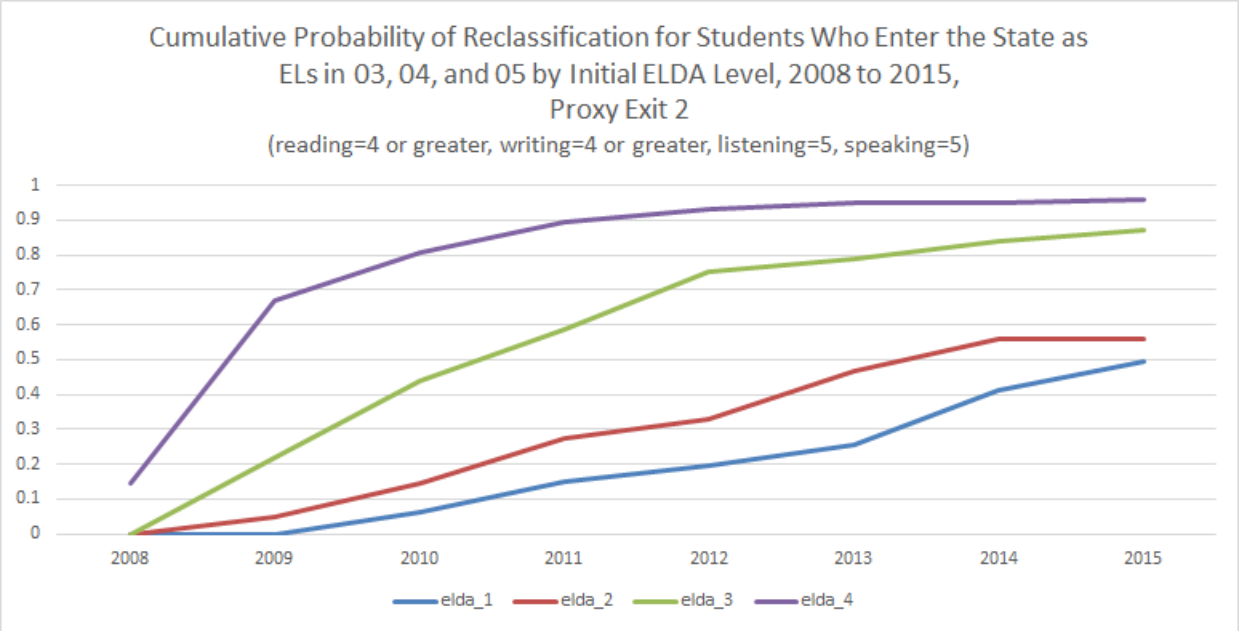


Figure D-J. **Grades 3 - 5 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 2**

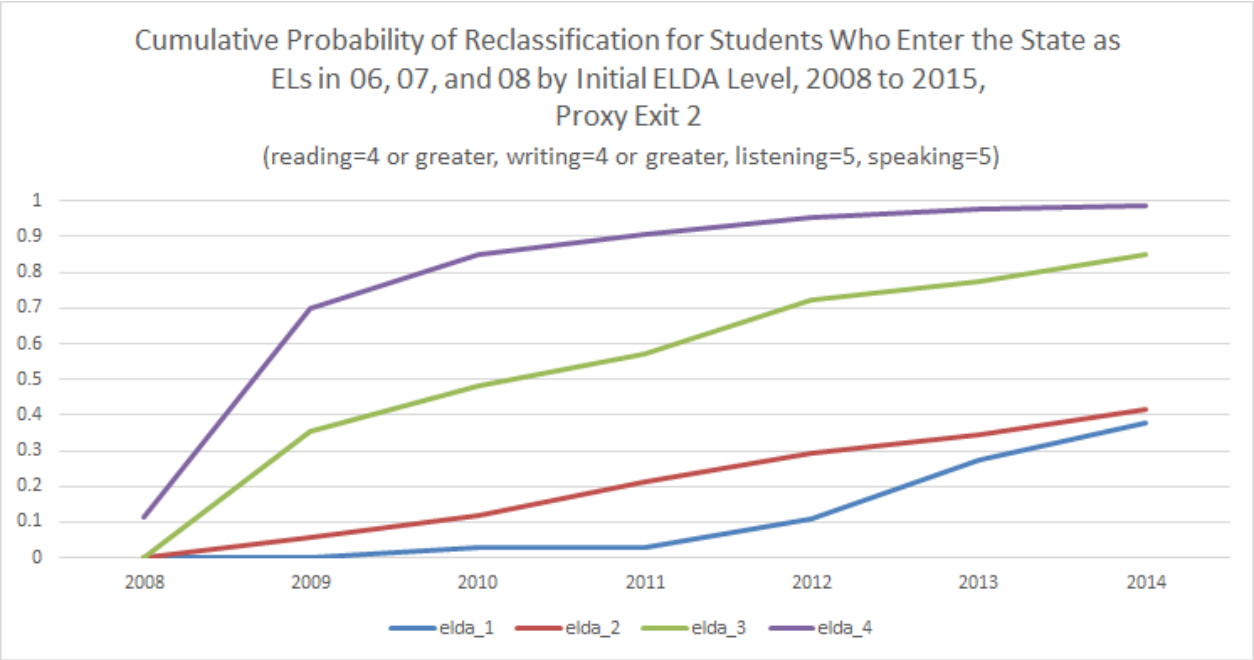


Figure D-K. **Grades 6 - 8 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit 2.**

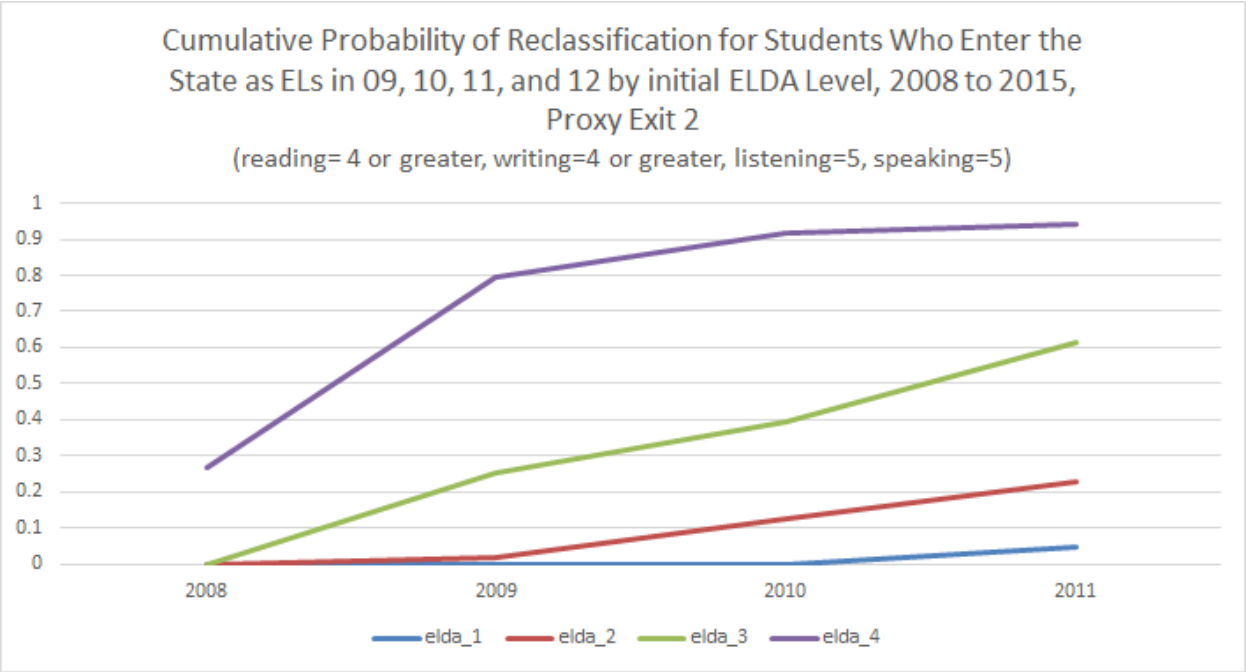


Figure D-L. **Grades 9 - 12 Cumulative Probability of Reaching Proficient for Reclassification Using Proxy Exit**

Additional Analyses for Combining Indicators for Annual Meaningful Differentiation.

Weighted Achievement

Figure D-M demonstrates the variability in the Weighted Achievement score—the achievement indicator in the ESSA School Index.

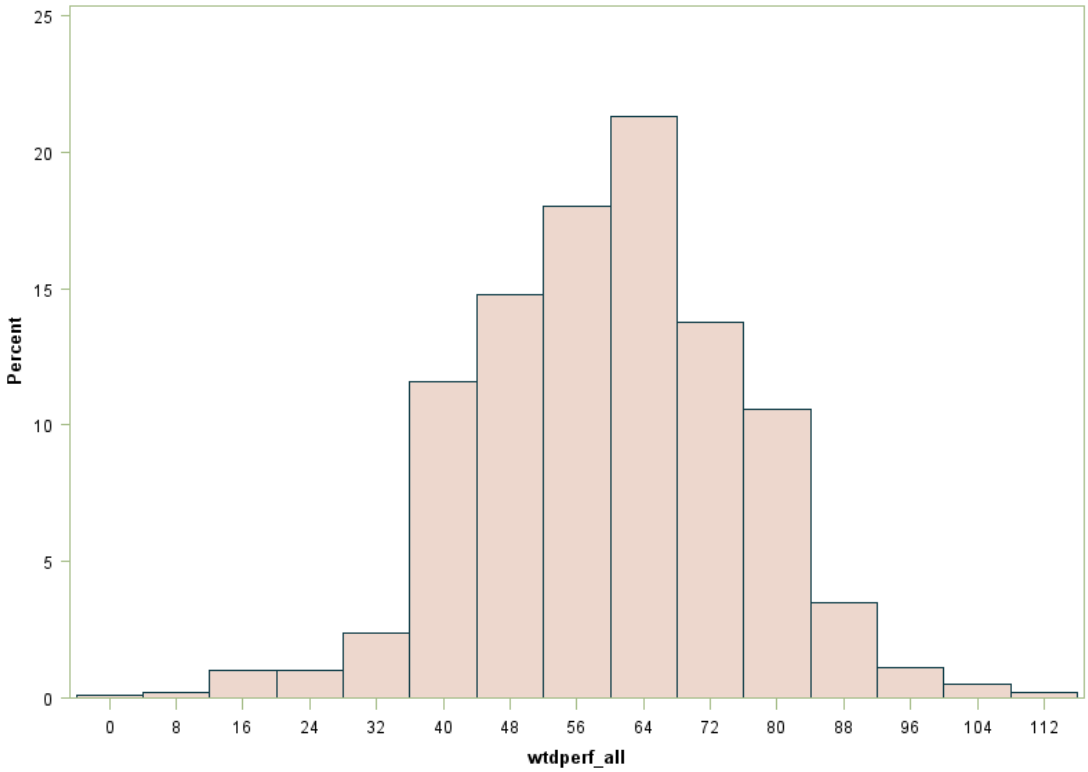


***Figure D-M*. Distribution of Weighted Achievement scores 2016**

Table D-6. **Quantile Table for Weighted Achievement and Location and Variability Statistics**

Level	Quantile	Location		Variability	
100% Max	113.88	Mean	59.79	Standard Deviation	15.69
99%	96.27	Median	60.34	Variance	246.30
95%	84.24	Mode	50.00	Range	113.88
90%	80.24			Interquartile Range	20.53
75% Q3	69.73				
50% Median	60.34				
25% Q1	49.20				
10%	40.44				
5%	36.40				
1%	19.24				
0% Min	0.00				

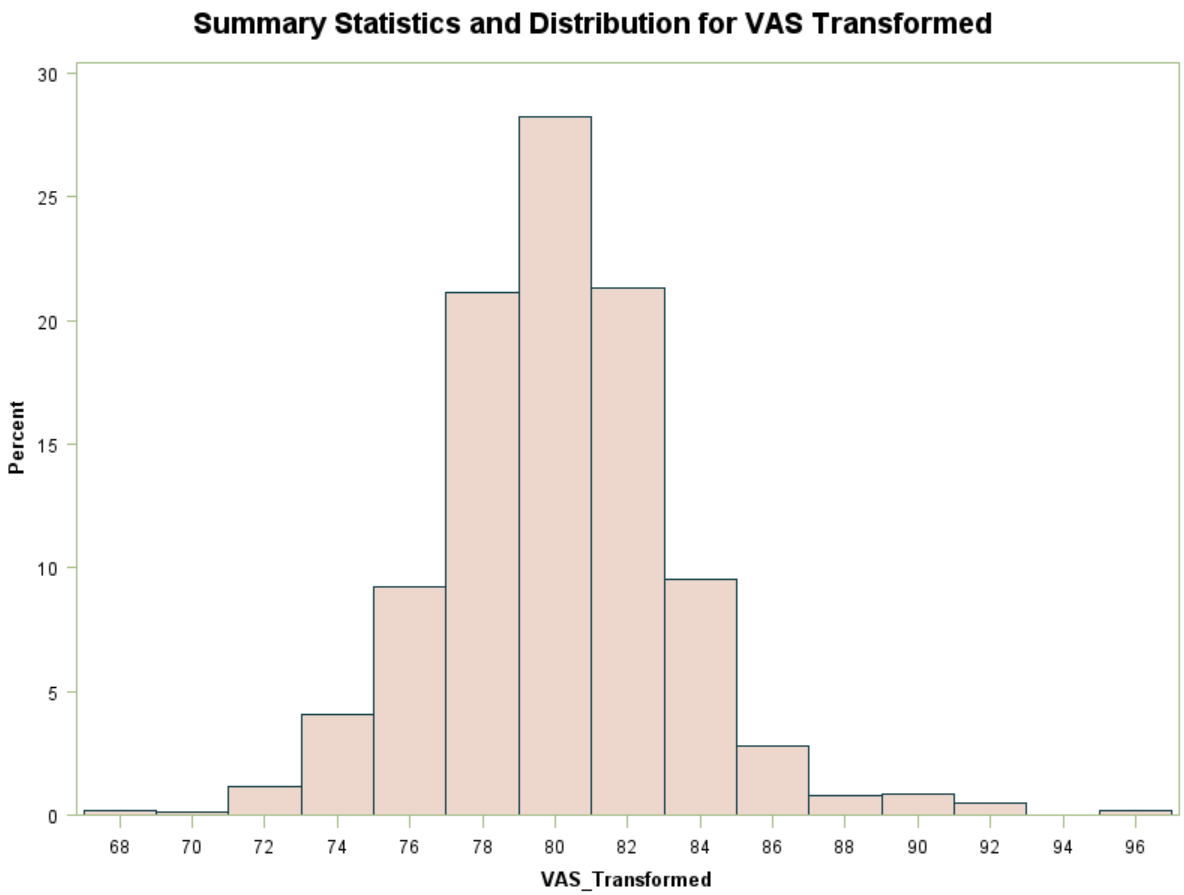


Figure D-N. **Distribution of Transformed School Value-Added Scores 2016**

Table D-7. **Quantile Table for Transformed School Value-Added Scores and Location and Variability Statistics**

Level	Quantile	Location		Variability	
100% Max	95.72	Mean	80.03	Standard Deviation	3.22
99%	90.09	Median	79.97	Variance	10.35
95%	85.05	Mode	79.17	Range	28.33
90%	83.66			Interquartile Range	3.70
75% Q3	81.86				
50% Median	79.97				
25% Q1	78.16				
-1410%	76.24				
5%	74.87				
1%	72.44				
0% Min	67.39				

Four-Year Adjusted Cohort Graduation Rate

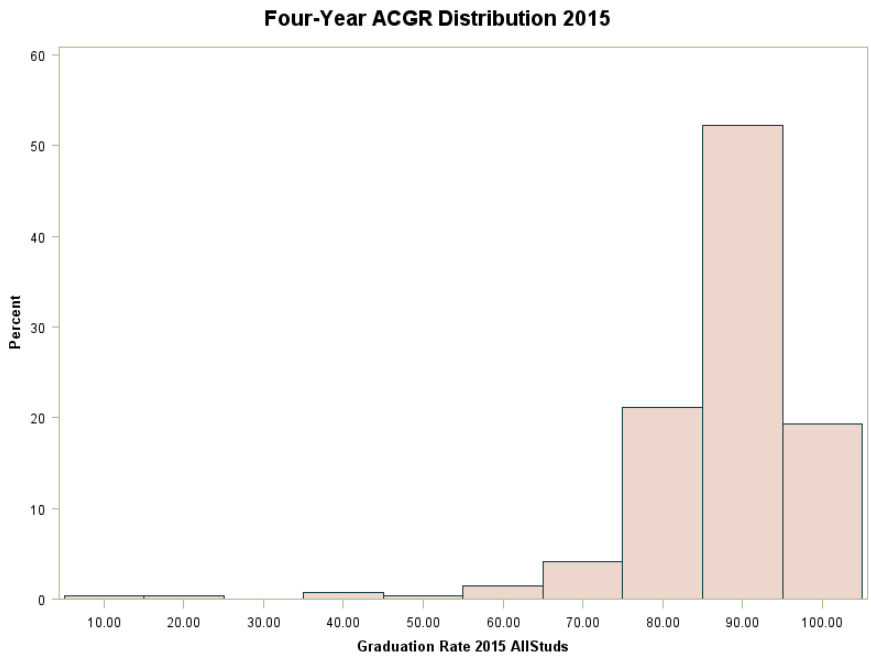


Figure D-0. **Distribution of Four-Year Adjusted Cohort Graduation Rate 2016**

Table D-8. **Quantile Table for Four-Year Adjusted Cohort Graduation Rate and Location and Variability Statistics**

Level	Quantile	Location		Variability	
100% Max	100.00	Mean	87.14	Standard Deviation	11.10
99%	100.00	Median	88.89	Variance	123.17
95%	100.00	Mode	100.00	Range	92.65
90%	96.87			Interquartile Range	10.03
75% Q3	93.75				
50% Median	88.89				
25% Q1	83.72				
10%	77.62				
5%	71.01				
1%	35.71				
0% Min	7.35				

Five-Year Adjusted Cohort Graduation Rate

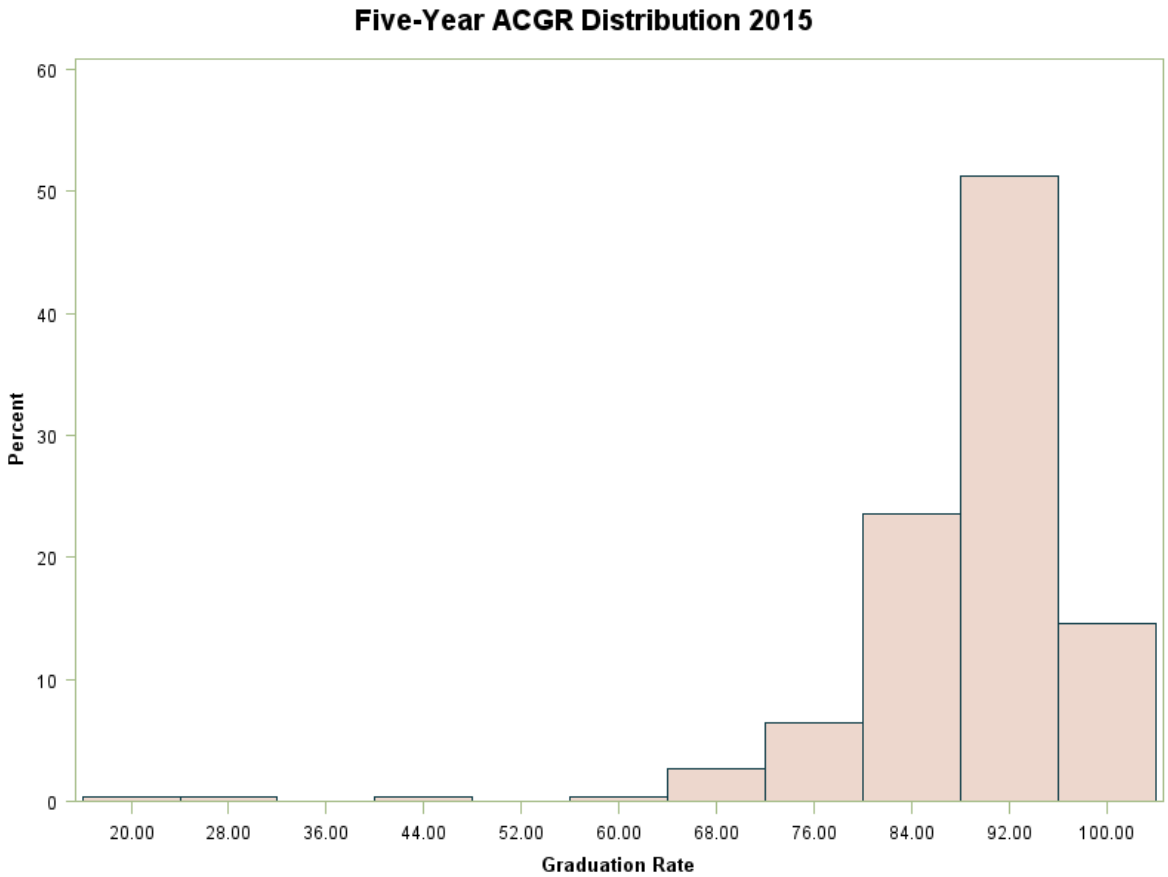


Figure D-P. **Distribution of Five-year Adjusted Cohort Graduation Rate 2016**

Table D-9. **Quantile Table for Five-Year Adjusted Cohort Graduation Rate and Location and Variability Statistics**

Level	Quantile	Location		Variability	
100% Max	100.00	Mean	88.83	Standard Deviation	9.50
99%	100.00	Median	90.48	Variance	90.25
95%	98.63	Mode	100.00	Range	83.33
90%	97.22			Interquartile Range	8.06
75% Q3	94.18				
50% Median	90.48				
25% Q1	86.11				
10%	79.53				
5%	73.53				
1%	45.12				
0% Min	16.67				

English Progress to English Learner Proficiency

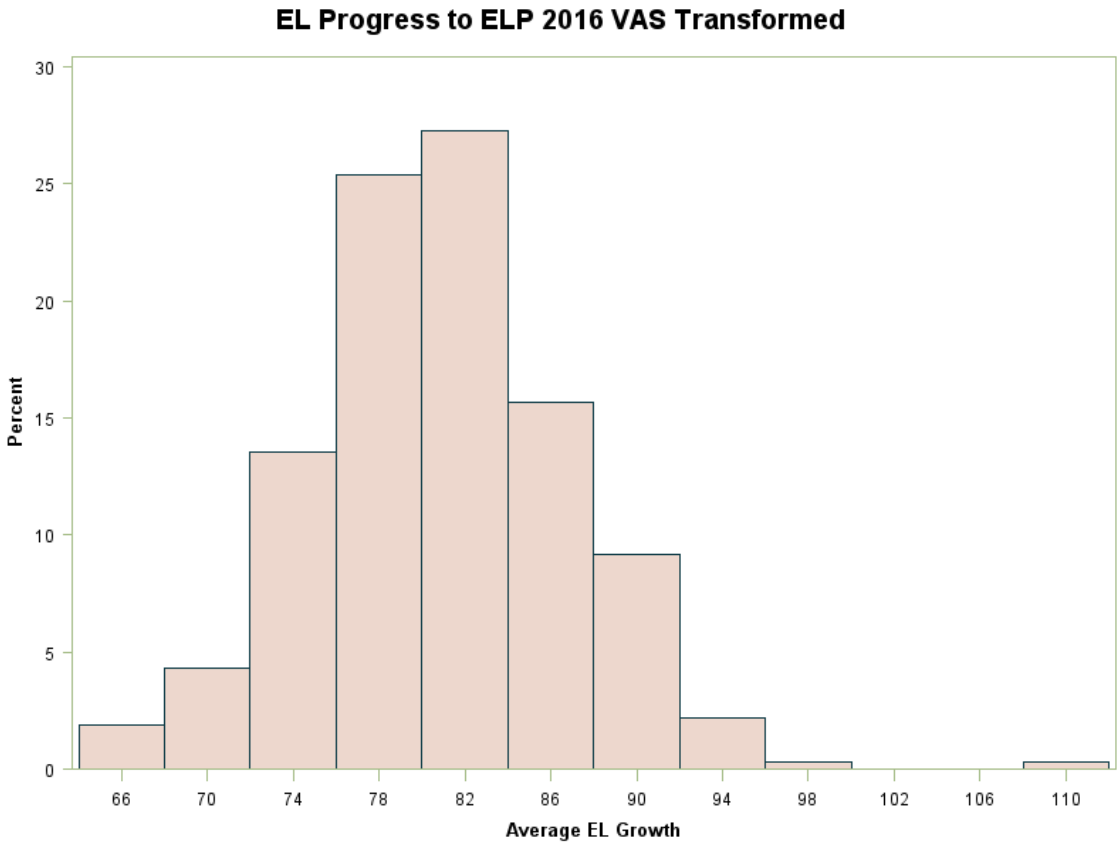


Figure D-Q. **Distribution of English Learner Transformed Value-added Score**

Table D-10. **Quantile Table for Five-Year Adjusted Cohort Graduation Rate and Location and Variability Statistics**

Level	Quantile	Location		Variability	
100% Max	108.36	Mean	80.80	Standard Deviation	5.89
99%	94.74	Median	80.73	Variance	34.71
95%	90.71	Mode	77.49	Range	42.65
90%	88.72			Interquartile Range	7.25
75% Q3	84.24				
50% Median	80.73				
25% Q1	76.99				
10%	73.13				
5%	71.54				
1%	67.06				
0% Min	65.71				

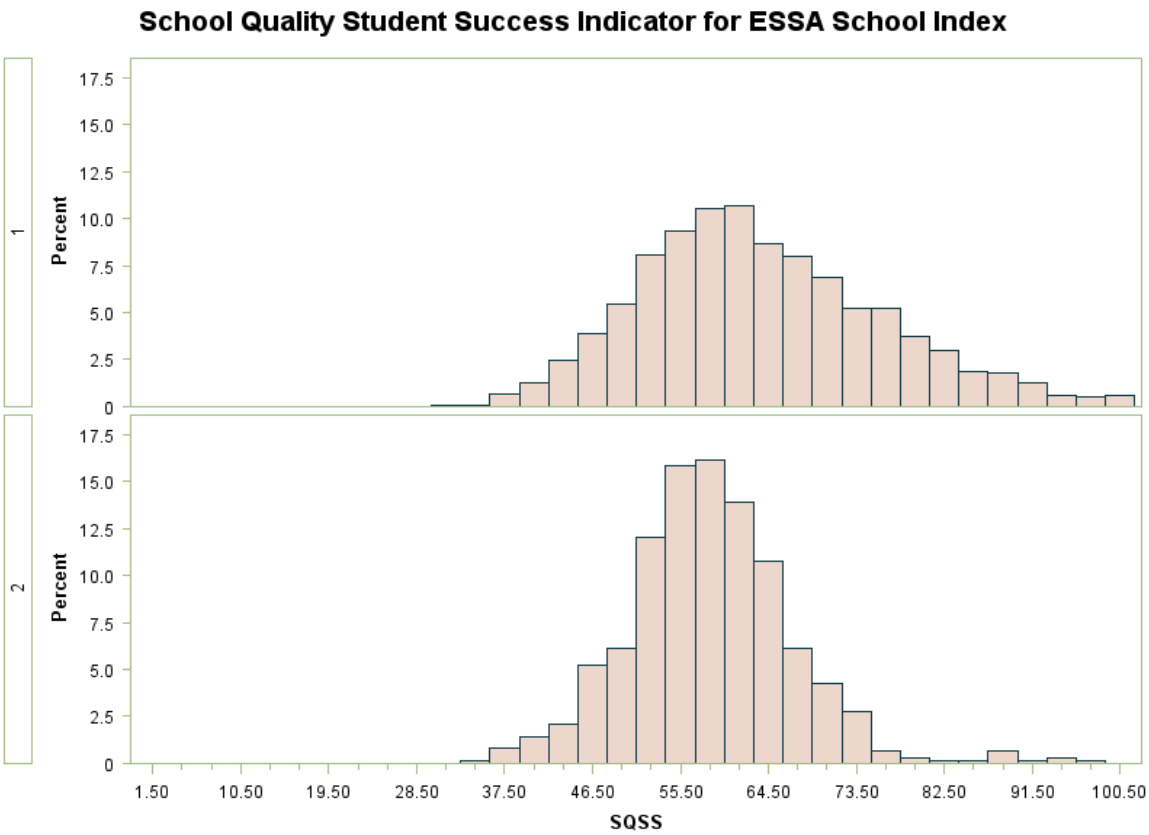
Table D-11. **Quantile Table**

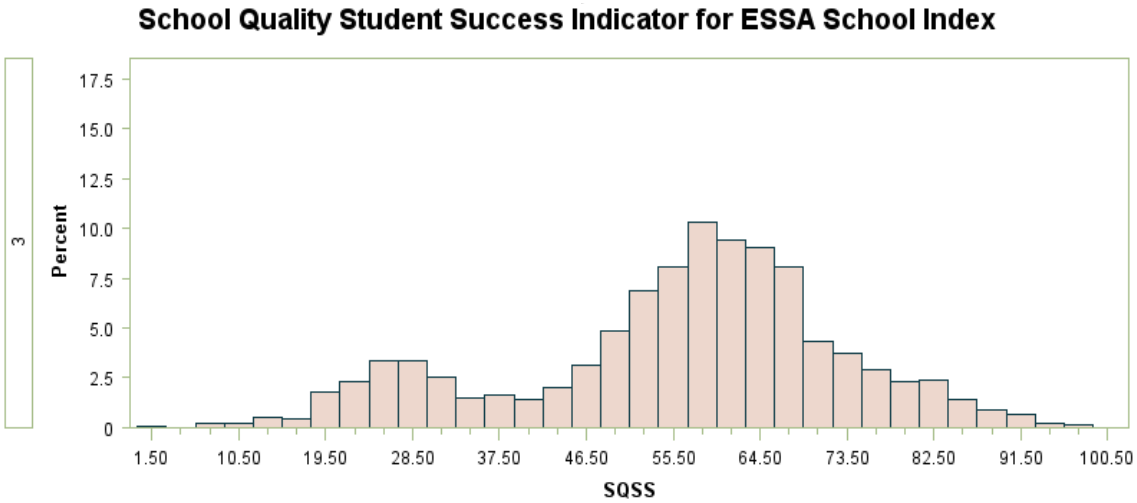
QUANTILE TABLE

LEVEL	K - 5	6 – 8	9 - 12
100% MAX	100.0	96.8	98.28
99%	96.43	87.5	90.00
95%	86.41	72.1	81.73
90%	80.61	68.6	75.71
75% Q3	71.37	63.2	66.54
50%	62.22	58.1	58.89
25% Q1	54.97	53.3	48.44
10%	48.96	48.4	28.06
5%	45.52	45.7	23.63
1%	39.75	39.1	15.47
0% MIN	100.0	33.8	2.74

K - 5			
LOCATION		VARIABILITY	
MEAN	63.70	STANDARD DEVIATION	12.27
MEDIAN	62.22	VARIANCE	150.4
MODE	100.0	RANGE	68.85
		INTERQUARTILE RANGE	16.41
6 - 8			
LOCATION		VARIABILITY	
MEAN	58.48	STANDARD DEVIATION	8.42
MEDIAN	58.13	VARIANCE	70.91
MODE	50	RANGE	63.01
		INTERQUARTILE RANGE	9.89
9 -			
LOCATION		VARIABILITY	
MEAN	55.96	STANDARD DEVIATION	17.01
MEDIAN	58.89	VARIANCE	289.3
MODE	25.00	RANGE	95.53
		INTERQUARTILE RANGE	18.09

Distributions by Grade Span Figure D-R





Indicators' Relationships to School Percent Poverty

Table D-12. **Correlation of Indicator Scores with School Poverty Rate**

2016	*r* with % FRLP	*r* with % EL	*r* with % Students with Disabilities
Weighted Performance Math + English language arts	-0.50	0.02	-0.11
Value-Added Scores Math + English language arts + weighted ELP VAS	-0.28	0.10	-0.12
School Quality and Student Success Indicator	-0.32	0.13	-0.08
Four-year Adjusted Cohort Graduation Rate	-0.17	-0.19	-0.30
Five-year Adjusted Cohort Graduation Rate	-0.21	-0.10	-0.13

Table D-13. **Correlation of Performance Rating with School Poverty, English Learner, and Students with Disabilities Rates**

Grade Span	% Free/Reduced Lunch Program	% English Learners	% Students With Disabilities
K – 5 ESSA School Index	-0.66	0.01	-0.15
6 – 8 ESSA School Index	-0.60	-0.05	-0.22
9 – 12 ESSA School Index	-0.46	-0.17	-0.30

SQSS Components: Points per student are earned by schools for each component of the school quality and student success indicator. Points are calculated at the student level so that the points possible are comparable across schools statewide. The final SQSS score is the percentage of points earned out of the points possible per student.

Student Engagement Component	Using student-level attendance and student absence risk level as proxy for student engagement.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grades kindergarten through 11 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the student engagement component and is comparable for schools across the state.
Excluded Students	None
Chronic Absence Calculations- Student Level	1. Calculate attendance rate for each student at each school, which is (total present days) / (total present days + total absent days). 2. Determine risk level for chronic absence for each student at each school. a. Students absent 0-less than 5% of days enrolled considered low risk and assigned 1 point. b. Students absent 5 to less than 10% of days enrolled considered moderate risk and assigned 0.5 points. c. Students absent 10% or more of days enrolled considered high risk and assigned 0 points.
Student Engagement - School Level	1. Determine the school-level points earned per student for student engagement. a. School-level points earned for student engagement = Sum of points earned per student for absence risk level / number of students enrolled $School\ Engagement\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$

Variables related to Chronic absenteeism	Number of Students Enrolled in School (Cycle 7 Certified Submission) Days Absent and Days Present for Enrolled Students Student Absence Risk Level: Low, Moderate, Chronic Number of Points Possible for Student Engagement (Number of student enrolled) Number of Points Earned Per Student for Engagement (sum of points for risk level of students)

Science Achievement	Science Readiness
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire). This is the denominator of the Science achievement points and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school.*
Science Readiness -Student Level	1. Students are considered to be Science Readiness if the student achieves an achievement level of Ready or Exceeds on ACT Aspire. a. If student scores at Ready or Exceeds achievement level on ACT Aspire Science then the student receives 1 point. b. If the student scores at In Need of Support or Close achievement level on ACT Aspire Science then student receives 0 points.
Science Readiness -School Level	2. Determine the school-level points earned per student for Science Readiness a. School-level points earned for Science Readiness = Sum of points earned per student for Science Readiness / number of students tested in science $Science\ Readiness\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Science}{Number\ of\ Students\ Tested\ Science}$

Variables related to Science Readiness	Students Tested in Science on required statewide ACT Aspire Student full academic year status (mobility) Number of Points Possible for Science Readiness (number of students tested in Science) Number of Points Earned Per Student for Science Readiness (sum of points for students scoring at Ready or Exceeds achievement levels)

Science Value-Added Growth	Science Value-Added Growth
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grades 4 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire). This is the denominator of the Science Value-added growth points and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school calculation.*
Science Growth - Student Level	1. Value-added Growth scores for science achievement are classified into three levels for assigning points. 2. The percentile rank of the science value-added growth score is obtained for each student within each grade level. a. If a student's value-added growth score is at or above the 75th percentile for his/her grade level then the student receives 1 point. b. If a student's valued-added growth score is at or above the 25th percentile rank and below the 75th for his/her grade level then the student receives 0.5 points. c. If the student's value-added growth score is below the 25th percentile rank for his/her grade level then the student receives 0 points.
Science Value-Added Growth - School Level	3. Determine the school-level points earned per student for Science Value-Added Growth a. School-level points earned for Science Value-Added Growth = Sum of points earned per student for Science Growth / number of students w growth scores

	$$Science\ Value - Added\ Grow\ Points = \frac{\sum Points\ Earned\ Per\ Student\ w\ Science\ Growth}{er\ of\ Students\ with\ Science\ Growth}$$
Variables related to Science Growth	Students Tested in Science on required statewide ACT Aspire Student full academic year status (mobility) Number of Points Possible for Science Growth (number of students with science growth scores) Number of Points Earned Per Student for Science Growth (sum of points for students' value-added science growth scores)

Reading at Grade Level	Reading at Grade Level
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in reading (ACT Aspire). This is the denominator of the reading achievement component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school.*
Reading at Grade Level -Student Level	1. Students are considered to be reading at grade level if the student achieves an achievement level of Ready or Exceeds on ACT Aspire. a. If student scores at Ready or Exceeds achievement level on ACT Aspire Reading then the student receives 1 point. b. If the student scores at In Need of Support or Close achievement level on ACT Aspire Reading then student receives 0 points.
Reading at Grade Level -School Level	2. Determine the school-level points earned per student for reading at grade level a. School-level points earned for Reading at Grade Level = Sum of points earned per student at Ready/Exceeds / number of students tested Reading

	$$Reading\ at\ Grade\ Level\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Reading}{Number\ of\ Students\ Tested\ Reading}$$
Variables related to Reading at Grade Level	Students Tested in Reading on required statewide ACT Aspire Student full academic year status (mobility) Number of Points Possible for Reading at Grade Level (number of students tested in reading) Number of Points Earned Per Student for Reading at Grade Level (sum of points for students scoring at Ready or Exceeds achievement levels)

ACT Scores Component	Using ACT Composite and Subject Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school-level calculation.*
ACT Composite-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The students in Grade 12 are used for this component. 2. Determine students' highest ACT Composite score. Look back at all ACT scores received in prior 3 years to obtain highest ACT Composite score. 3. Determine points for ACT Composite. a. Students with an ACT Composite greater than or equal to 19 receive 1 point. b. Students with an ACT Composite less than 19 receive 0 points.
Variables related to ACT Composite	Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission)

	ACT Scores for 3 years from national and state administrations Full Academic Year Status Number of Points Possible for ACT Composite(Number of Grade 12 students enrolled) Number of Points Earned for ACT Composite (sum of points Grade 12 students with ACTs)

ACT Readiness Benchmark Component	Using ACT Readiness Benchmark Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school-level calculation.*
ACT Readiness Benchmarks-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The students in Grade 12 are used for this component. 2. Determine students' highest ACT Reading, Math, and Science score. Look back at all ACT scores received in prior 3 years to obtain highest ACT scores earned for any Grade 12 students. 3. Determine points for ACT Readiness Benchmark. a. Students with an ACT Math score greater than or equal to 22 receives 0.5 points. b. Students with an ACT Reading score greater than or equal to 22 receives 0.5 points. c. Students with an ACT Science score greater than or equal to 23 receives 0.5 points.
ACT Readiness Benchmarks - School Level	3. Determine the school-level points earned per Grade 12 students for ACT Composite. a. School-level points earned for ACT Composite = Sum of points earned per student

	$\frac{ACT\ Readiness\ Benchmark\ Points}{} = \sum \frac{Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolle}$
Variables related to ACT Readiness Benchmarks	Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) ACT Scores for 3 years from national and state administrations Full Academic Year Status Number of Points Possible for ACT Readiness Benchmarks(Number of Grade 12 students enrolled) Number of Points Earned for ACT Readiness Benchmarks (sum of points Grade 12 students with ACTs)

High School GPA Component	Using high school final GPA as high school success and postsecondary readiness indicator.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the High School GPA component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the calculation.*
High School GPA Calculations-Student Level	1. Final High School GPAs are submitted to the statewide information system in Cycle 7 certified submission. These final high school GPAs are used for this component. 2. Determine points for high school GPA a. Students with a high school GPA greater than or equal to 2.8 receive 1 point. b. Students with a high school GPA less than 2.8 receive 0 points.
High School GPA —School Level	3. Determine the school-level points earned per student for high school GPA. a. School-level points earned for high school GPA = Sum of points earned per student / number of Grade 12 students enrolled

	$$High\ School\ GPA\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$$
Variables related to High School GPA	Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) Final High School GPA submitted for Grade 12 students in Cycle 7 Certified Submission Full Academic Year Status Number of Points Possible for High School GPA (Number of Grade 12 students enrolled) Number of Points Earned for High School GPA (sum of points Grade 12 students)

Community Service/Service Learning Component	Using credit-earning in community service/service learning as access and postsecondary readiness indicator.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the Community Service component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school-level calculation.*
Community Service -Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. 3. Determine points for Community Service. a. Students with one or more Community Service course credits earn 1.0 point. Otherwise students earn 0 points.

On-time Credits Component	Using On-Time Credits for grades 9 – 11 for secondary success component
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grades 9 - 11 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the on-time credits component and is comparable for schools across the state.
Excluded Students	Students who are highly mobile are excluded from school-level calculations.*
On-Time Credits Calculations- Student Level	1. Calculate number of credits earned by each student at each of grades 9, 10, and 11 for any school with any of these grade levels. 2. Determine points based on on-time credits for grade level. a. If grade 9 student completes 5. 5 or more credits by end of grade 9 student receives 1 point. Otherwise, the student receives 0 points. b. If grade 10 student completes 11 or more credits by end of grade 10 student receives 1 point. Otherwise, the student receives 0 points. c. If grade 11 student completes 16.5 or more credits by end of grade 11 student receives 1 point. Otherwise, the student receives 0 points.
On-Time Credits - School Level	3. Determine the school-level points earned per student for on-time credits. For schools with any of grades 9, 10, and/or 11: a. School-level points earned for on-time credits= Sum of points earned per student for on-time credits/ number of students enrolled in qualifying grade levels $School\ Engagement\ Points = \frac{\sum Points\ Earned\ for\ On-Time\ Credits\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$
Variables related to On-Time Credits	Number of Students Enrolled in School (Cycle 7 Certified Submission) Student Course Completion (Cycle 7 Certified Submission) Grade Level Student Full Academic Year status

	Number of Points Possible for On-Time Credits (Number of student enrolled in grades 9, 10, and/or 11 at school) Number of Points Earned Per Student On-Time Credits (sum of points for students enrolled in grades 9, 10, and/or 11 at school)

Computer Science Component	Using credit-earning in computer science as access and postsecondary readiness indicator.
Included Subgroups	1. All Students- Comprised of all students at the school 2. White – Student's identified race is White and no other race or ethnicity is indicated. 3. Black – Student's identified race is African American and no other race or ethnicity is indicated. 4. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 5. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 6. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 7. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the computer science component and is comparable for schools across the state.
Excluded Students	Highly mobile students are excluded from the school-level calculation.*
Computer Science-Student Level	4. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The students in Grade 12 are used for this component. 5. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. 6. Determine points for computer science. a. Students with one or more computer science course credits earn 1.0 point. Otherwise students earn 0 points.
Computer Science -School Level	4. Determine the school-level points earned per Grade 12 students for computer science. a. School-level points earned for computer science = Sum of points earned per student $Computer\ Science\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to Computer Science	Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) Course Credits Earned for each high school year for Grade 12 class Number of Points Possible for Computer Science (Number of Grade 12 students enrolled)

	Number of Points Earned for Computer Science (sum of points Grade 12 students)

AP/IB/Concurrent Credit Component	Using credit-earning in Advanced Placement, International Baccalaureate, and Concurrent Credit courses as access and postsecondary readiness indicator.
Included Subgroups	8. All Students- Comprised of all students at the school 9. White – Student's identified race is White and no other race or ethnicity is indicated. 10. Black – Student's identified race is African American and no other race or ethnicity is indicated. 11. Hispanic – Student's identified ethnicity is Hispanic. A student is designated as Hispanic regardless of whether any other races are identified for the student. 12. Eco. Disadv. – Student is indicated as participating in the free/reduced lunch program (frlp = 1) 13. English Learner –Student is indicated as an English Learner (LEP = 1) or student is indicated as former monitored English Learner (for up to four years of exiting EL services). 14. SWD – Students who receive special education services (SPED = 1)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the AP/IB/Concurrent Credit component and is comparable for schools across the state. Concurrent Credit includes Arkansas Career Education (ACE) concurrent credit courses.
Excluded Students	Highly mobile students are excluded from the school-level calculation.*
AP/IB/Concurrent Credit -Student Level	7. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The students in Grade 12 are used for this component. 8. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. 9. Determine points for AP/IB/Concurrent Credit. a. Students with one or more AP/IB/Concurrent Credit course credits earn 1.0 point. Otherwise students earn 0 points.
AP/IB/Concurrent Credit -School Level	5. Determine the school-level points earned per Grade 12 students for AP/IB/Concurrent Credit. a. School-level points earned for AP/IB/Concurrent Credit = Sum of points earned per student $\text{AP/IB/Concurrent Credit } Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to	Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission)

AP/IB/Concurrent Credit	Course Credits Earned for each high school year for Grade 12 class Number of Points Possible for AP/IB/Concurrent Credit (Number of Grade 12 students enrolled) Number of Points Earned for AP/IB/Concurrent Credit (sum of points Grade 12 students)

*Highly mobile students are those who are not in attendance for a full academic year (partial attendance) pursuant to Section 1111 (c)(4)(F)(I

Appendix E

Arkansas Migrant Education Program Service Delivery Plan (SDP) Planning Chart

GOAL AREA 1: LITERACY

Concern Statements: 1.1) The ADE is concerned that migrant secondary students lack the reading/literacy skills to be prepared for graduation and careers; 1.2) We are concerned that migrant students in grades 3-12 are achieving lower proficiency rates in reading/literacy as compared to non-migrant students; 1.3) We are concerned that Migration Education Program staff lack training in relevant instructional strategies for reading/literacy; and 1.4) We are concerned that migrant parents do not have access to information and educational materials, resources, and strategies to support their children in reading/literacy.			
Solution identified in the Migrant Continuous Needs Assessment	**Strategy**	**Migrant Education Program Measurable Program Outcome (Objective)**	**Resources Needed**
		1.2) By the end of the 2017−18 school year, 80% of migrant students participating in an SEA-approved supplementary literacy program will show a gain of 15% between pre- and post-testing on a reliable assessment of literacy. 1.2) By the end of the 2017−18 school year, 80% of migrant parents completing a survey will report receiving useful strategies to promote their child(ren)'s literacy achievement. 1.3) By the end of the 2017−18 school year, 85% of migrant instructional staff receiving professional development on literacy instruction, English Learner strategies, and services for migrant students will report a gain of 15% in their knowledge/skills related to the training topic.	

Program and State educational programs as needed (state conference, co-op meetings, English as a Second Language conferences, Zoom meetings, etc.). 1.4a) Parent meetings and home visits (these should be focused on teaching parents how to help their children in school [e.g., make-and-take meeting, how to use digital reading program]). 1.4b) Summer Programs that include home learning activities (e.g. SLiP into Reading, Summer Math) 1.4c) Digital Reading Program with devices to be used in the home with books that can be read in English or Spanish.	parents how to help their children in school, instructional home visits, etc.).		**1.1, 1.3, 1.4)** High-interest books, age-appropriate magazines.

Concern Statements: 2.1) We are concerned that migrant secondary students lack the math skills to be prepared for graduation and careers; 2.2) We are concerned that migrant students in grades 3-12 are achieving lower proficiency rates in math as compared to non-migrant students; 2.3) We are concerned that Migrant Education Program staff lack training in relevant instructional strategies in math; and 2.4) We are concerned that migrant parents do not have access to information and educational materials, resources, and strategies to support their children in mathematics.			
Solution identified in the Migrant Continuous Needs Assessment	**Strategy**	**Migrant Education Program Measurable Program Outcome (Objective)**	**Resources Needed**
2.1a) Provide in-school and extended day/year tutoring in math. 2.1b) Provide Credit Recovery through Portable Assisted Study Sequence Moving Up Arkansas. 2.1c) Provide migrant education student programs focused on college/career readiness (Migrant Student Advisory Council, Arkansas Migrant Education Student Leadership Academy Close-Up). 2.1d) Provide access to virtual or online concurrent credit classes that are math based. 2.2a) Provide in-school and extended day/year tutoring in math. 2.2b) Provide supplemental math instructional resources (digital programs, manipulatives, etc.). 2.2c) Provide relevant and ongoing math-related professional development opportunities to migrant staff. 2.2d) Provide supplemental math programs (Summer Math, Math Makes Cents, etc.). 2.2e) Coordinate supplemental health services for students to help them improve their academic performance in math. 2.2f) Provide math instructional services to migrant students in non-project schools. 2.3a) State and Cooperative provided access to ongoing and relevant professional development opportunities. Provide ongoing assistance and training with the Arkansas Migrant Education Program and state education programs (state conference, co-op meetings, English as a Second Language conferences, Zoom meetings). 2.4a) Parent meetings and home visits. 2.4b) Summer Programs that include home learning activities (Summer Math, Math Makes Cents, etc.). 2.4c) Provide parents with information and resources to help their child(ren) with math.	2.1) Provide migrant students with supplemental in-school and extended day tutoring and support in mathematics during the regular school year. 2.2) Provide summer math instruction (e.g., Summer Math, Math Makes Cents, Math MATTERS) in the summer. 2.3) Provide SEA-approved services in math to migrant students in non-project schools. 2.4) Provide supplemental math materials and instructional resources (e.g., digital programs, manipulatives) at appropriate grade levels. 2.5) Provide relevant and ongoing professional development in math to Migrant Education Program staff. 2.6) Provide support for parents to promote the achievement of their children in math (e.g., Parent Advisory Council and parent meetings focused on teaching parents how to help their children in school, instructional home visits, etc.).	2.1) By the end of the 2017−18 school year, 80% of migrant students participating in an ADE-approved supplementary math program will show a gain of 15% between pre- and post-testing on a reliable assessment of math. 2.2) By the end of the 2017−18 school year, 85% of migrant instructional staff receiving professional development in math will report a gain of 15% in their knowledge/skills in the training topic. 2.3) By the end of the 2017−18 school year, 80% of migrant parents completing a survey will report receiving useful strategies and resources to promote their child's achievement in math.	**2.1)** Tutors, professional development, instructional supplies and resources. **2.2)** Transportation, nutritional items; school and instructional supplies, tutors. **2.3)** Tutors, professional development, instructional supplies/services, transportation. **2.4)** Calculators, math manipulatives, electronic devices (tablets, Chrome-Books, etc.), instructional math guides, bilingual math books. **2.5)** Professional trainers in math and relevant expenses, instructional supplies and materials, funds for transportation. **2.6)** Instructional materials in the home language (to the extent possible); math information or available resources for parents.

Concern Statements: 3.1) We are concerned that migrant students will not graduate or will not graduate on time; 3.2) We are concerned that migrant students in grades 9-12 and their parents lack resources and strategies to make decisions about graduation and post-secondary opportunities**;** and 3.3) We are concerned that out-of-school youth are not being identified and receiving services/resources focused on graduation/GED.			
Solution identified in the Migrant Continuous Needs Assessment	**Strategy**	**Migrant Education Program Measurable Program Outcome (Objective)**	**Resources Needed**
3.1a) Identify at-risk students with On Track reports, coordinate with school personnel, and provide mentoring through migrant tutors. 3.1b) Provide credit recovery opportunities through Moving Up Arkansas, Portable Assisted Study Sequence, and the Local Education Agency (LEA), along with tutoring where needed. 3.1c) Provide appropriate supplemental health services to secondary-aged migrant youth to allow them to focus on academic performance and graduation. 3.1d) Provide support and information in the home language, to the extent possible, for migrant parents of secondary-aged youth, to promote their children's achievement and high school graduation. 3.2a) Provide information and personalized counseling to secondary migrant students about college and career opportunities (e.g., On Track, Portable Assisted Study Sequence courses, Moving Up Arkansas, Scholarships, College Assisted Migrant Program, ACT prep, concurrent credit). 3.2b) Provide programs for secondary migrant students, including those at non-project schools, focused on college and career opportunities (e.g., Migrant Student Advisory Council, Arkansas Migrant Education Student Leadership Academy, local colleges' summer programs). 3.3a) Provide personalized mentoring to inform out-of-school youth about graduation resources in schools and communities. 3.3b) Provide services that lead to developing the skills needed to further their education (e.g., language, technology/computer, and supplementary English as a Second Language). 3.3c) Coordinate/collaborate with mentors, teachers, and adult education counselors in the community to provide counseling, supplementary English as a	3.1) Provide credit recovery opportunities through Moving Up Arkansas, Portable Assisted Study Sequence, and the LEA, along with tutoring where needed. 3.2) Provide information and counseling to secondary migrant students, parents, and out-of-school youth, including those in non-project schools, on high school graduation and college and career opportunities (e.g., On Track, Portable Assisted Study Sequence courses, Moving Up Arkansas, Scholarships, College Assisted Migrant Program ACT prep, concurrent credit, Migrant Student Advisory Council, Arkansas Migrant Education Student Leadership Academy, local colleges' summer programs). 3.3) Identify and provide supplemental health services with a focus on academic performance and high school graduation. 3.4) Provide services for project and non-project students that lead to developing the skills needed to further the education of high school and out-of-school youth students (e.g., language, technology/computer, and supplementary English as a Second Language). 3.5) Provide professional development for cooperative staff and LEAs on strategies for appropriate	3.1) By the end of the 2017−18 school year, 80% of secondary migrant students who participate in a Migrant Education Program-sponsored credit recovery program will complete all attempted courses. 3.2) By the end of the 2017−18 school year, 75% of secondary-aged migrant students will receive support services, and supplementary resources and supplies. 3.3) By the end of the 2017−18 school year, 80% of migrant parents completing a survey will report receiving information in their home language on promoting their child's graduation. 3.4) By the end of the 2017−18 school year, 80% of migrant students with health needs that are seen by the Migrant Education Program nurse will be referred to the appropriate health services. 3.5) By the end of the 2017−18 school year, 75% of identified out-of-school youth will receive support services and/or educational resources and information from the Migrant Education Program. 3.6) By the end of the 2017−18 school year, 85% of staff that work with secondary migrant students and receive professional development on graduation, GED, HEP, and related topics, will report a gain of	**3.1)** Moving Up Arkansas, Portable Assisted Study Sequence, migrant staff, transportation, tuition, educational materials and supplies. **3.2)** Materials in the home language, to the extent possible, On Track reports, educational materials & supplies, Portable Assisted Study Sequence courses, Moving Up Arkansas, scholarships, College Assisted Migrant Program, ACT prep, Migrant Student Advisory Council, educational materials and supplies, nutrition, technology camp, enrichment trips, middle school day, Arkansas Migrant Education Student Leadership Academy, summer programs, migrant staff. **3.3)** Migrant Education Program nurse, medical referrals, local community health clinics, transportation, materials and supplies, health information. **3.4)** Grade-level books, tablets, materials and supplies, information, migrant staff, transportation, nutrition, college and career info, tuition (e.g., GED, school), technology camp, enrichment trips. **3.5)** Transportation, migrant staff, materials and supplies, registration fees. **3.1, 3.2, 3.3, 3.4, 3.5)** Coordinate/collaborate with mentors, teachers, and adult education counselors in the community to provide mentoring, counseling, supplementary English as a Second Language, instructional services, educational materials, and information about high school graduation to out-of-school youth.

Second Language, and/or instructional services to the out-of-school youth population. 3.3d) Provide cooperative staff training on strategies to provide appropriate instructional and counseling services on graduation/GED for out-of-school youth.	instructional and counseling services on graduation/GED for out-of-school youth.	15% in their knowledge/skills in the training topic.	

Appendix F

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Appendix G

STAKEHOLDER ENGAGEMENT

Engaging Stakeholders

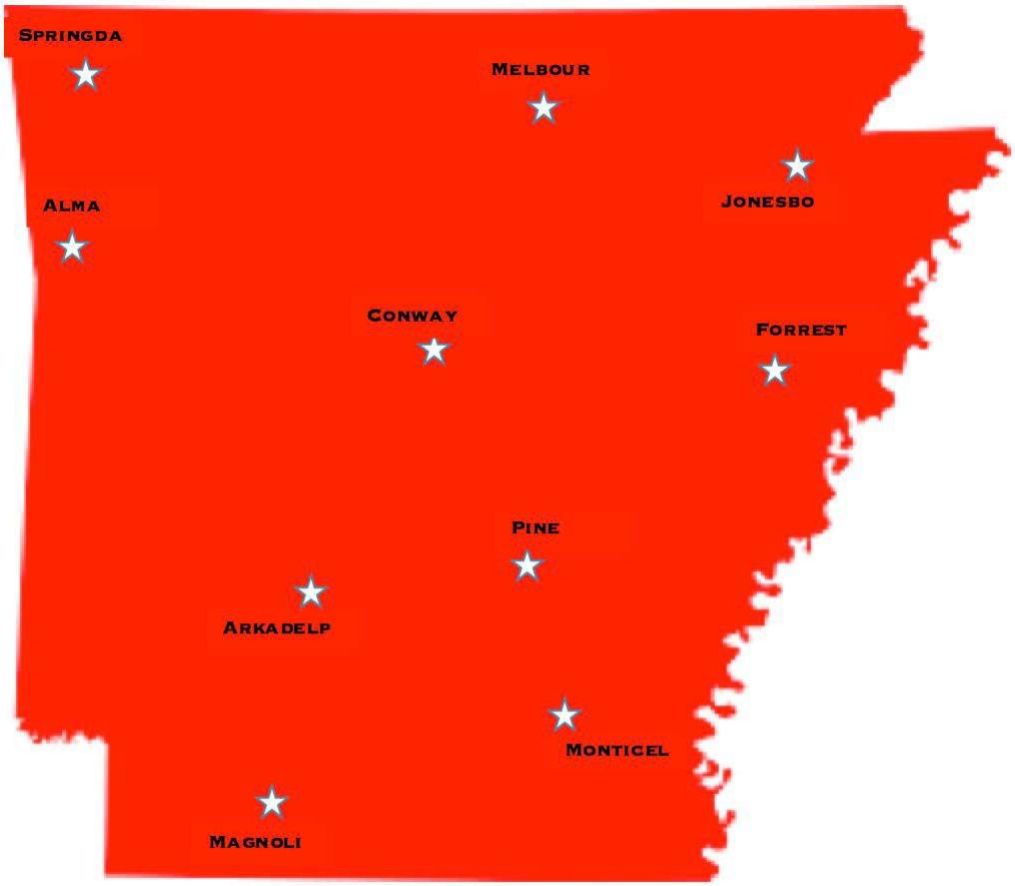
The ADE believes every Arkansan is a stakeholder and strives to inform and gather feedback regarding the development and implementation of the Vision for Excellence in Education and the Arkansas Educational Support and Accountability System.

Stakeholder engagement began in 2015 when the ADE began developing a Vision for Excellence in Education in Arkansas. Throughout the development process and implementation, the Vision was shared with many stakeholder groups in order to gather feedback. Some changes were made to the Strategic Plan based on feedback received. The Strategic planning process is ongoing and the goal is for ESSA (2015) to be the lever that allows the State to accelerate achieving the Vision.

> **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.

A multi-prong approach was used to solicit Stakeholders input including:

1. A webpage dedicated to ADE's ESSA (2015) information. This page is updated regularly and is the source for all Arkansas ESSA (2015) information. http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act- essa .
2. An email address specifically for ESSA (2015) comments and feedback. ade.essacomments@arkansas.gov
3. A listserv for stakeholders to sign up to receive the most current information. http://www.arkansased.gov/divisions/communications/stay-informed
4. Monthly "Steering Committee Meetings" –These meetings are held once a month. http://www.arkansased.gov/public/userfiles/ESEA/ESSA_Steering_Committee_Calendar.pdf . They are live streamed, recorded and open to the public. The agendas https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001636 , minutes, and recordings are posted online http://www.arkansased.gov/divisions/public-school-accountability/every-student- succeeds-act-essa/stay-informed-archive . There are 12 Steering Committee Members. The Commissioner of Education is the Chair. The other eleven were appointed by the Commissioner and are from a variety of backgrounds including members of the State Legislature, parents, teachers, school administrators, and a state board of education member. Member information: http://www.arkansased.gov/public/userfiles/ESEA/ESSA_Steering_Committee_Members1.pdf
5. Community Listening Forums-ADE partnered with State Education Cooperatives, University Stem Centers and Education Renewal Zone agencies to hold ten Regional Community Listening Forums across the state to share information and receive public feedback and comments regarding the Arkansas Accountability System and ESSA. Superintendents, principals, teachers, policy makers, parents, community members and other stakeholders attended the Community Listening Forums.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Community Listening Forum					
Location	**Date**	**Time**	**Location**	**Address**	**Hosts**
Alma	9/13/2016	5:30-7:00 pm	Alma High School Alma School District	101 E. Main Street Alma, AR 72921	Roy Hester and Cheryl Ziegler - Guy Fenter Co-op; Dr. Jennifer Jennings Davis - UAFS ERZ and STEM Education Center
Magnolia	9/19/2016	5:30-7:00 pm	Reynolds Center Grand Hall C, Southern Arkansas University	SAU Donald W. Reynolds Campus and Community Center, 100 E University St, Magnolia, AR 71753	Phoebe Baily and Monica Morris: SWEAC; Marsha Daniels and Karen Kay McMahen: SCSC; Scott White: SAU STEM Center; Roger Guevara: SAU ERZ
Melbourne	9/20/2016	5:30-7:00 pm	Ozarka Lecture Hall Ozarka College	218 College Drive Melbourne, AR 72556	Gerald Cooper and Mark Gibson: Northcentral Coop; Dr. Julie Grady: ASU STEM Center/Ozarka College
Forrest City	10/3/2016	5:30-7:00 pm	East Arkansas Community College Fine Arts Center	1700 Newcastle Rd. Forrest City, AR 72335	Suzanne McCommon and Jimmie Lou Brandon: Great Rivers COOP; Dr. Cynthia Miller: ASU STEM Center
Monticello	10/6/2016	5:30-7:00 pm	Southeast Education Service Cooperative	1022 Scogin Drive, Monticello, AR 71655	Karen Eoff and Rhonda Mullikin: SE Coop; Wanda Jackson: UAM STEM Center; Tracie Jones: UAM ERZ
Pine Bluff	10/10/2016	5:30-7:00 pm	Arkansas River Education Service Cooperative	912 West 6th Pine Bluff, AR 71601	Danny Hazelwood and Kay Simpson: ARESC Coop; Dr. Joy Jackson: UAPB STEM Center
Jonesboro	10/11/2016	5:30-7:00 pm	Cooper Alumni Center Arkansas State University	2600 Alumni Blvd., Jonesboro, AR 72401	Donna Harris and Angie Carlton: NE Coop; John Manning and Tish Knowles: Crowley's Ridge Coop Dr. Julie Grady: ASU STEM Center; Jill Clogston: ASU ERZ;
Arkadelphia	10/17/16	5:30-7:00 pm	Garrison Activities Center Lecture Hall, Henderson State University	1100 Henderson St. Arkadelphia, AR 71999	Darin Beckwith and Beth Neal: Dawson ESC; John Ponder and Deb Young: Dequeen/Mena ESC; Donnie Whitten: Arkadelphia SD; Betty Ramsey: HSU STEM Center; Greg Wertenberger: HSU ERZ
Conway Area	10/24/2016	5:30-7:00 pm	Hargis Conference Center, Arch Ford Education Service Cooperative	101 Bulldog Drive, Plumerville, AR 72127	Phillip Young and Lenett Thrasher: Arch Ford ESC; Jeff Williams and Leasha Hayes: Wilbur Mills ESC; Dr. Uma Garimella: UCA STEM; Vic Dreier: ATU STEM
Springdale	10/25/2016	5:30-7:00 pm	The Jones Center	922 EAST EMMA AVENUE, SPRINGDALE, AR 72764	Dr. Charles Cudney and Marcia Sanders: NW Coop; Lynne Hehr: UofA STEM Center; Lindsey Swagerty: UofA ERZ

The Community Listening Forums provided Stakeholders with information about ESSA (2015) and the process of developing the accountability plan. The goal of each forum was to gather feedback on three overarching questions.

1. What are the most important characteristics of your school?
2. What are the bet measures of success/quality of your school?
3. How do we make sure every student in Arkansas has opportunity for success?

The responses from each of the Community Listening Forums can be found: http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act- essa. Each of the partners advertised the Forums locally and ADE utilized the ESSA webpage http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act- essa as well as the ADE Facebook https://www.facebook.com/arkansased and the ADE Twitter https://twitter.com/ArkansasEd to promote the events.

6. Online surveys. Results of each survey to can be found: http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act- essa .
7. The opportunity to be an Ambassador. Ambassadors conducted Community Listening Forums and collected feedback to the ADE. Ambassador hosted Forums and feedback https://docs.google.com/spreadsheets/d/1BTZ6ZbUTKSL2hR54M8uPm5h0RF50pv7G0V3x0olZ XwU/edit#gid=0 .
8. Advisory Teams. There were five advisory teams that that worked on specific sections of the plan. The Advisory teams are: Educator Effectiveness, Assessment, Accountability, School Support and Improvement and English Learners. You can find their work at this link: http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act- essa/essa-advisory-teams.

In order to ensure that ADE consulted with all required stakeholders as well as all interested stakeholders, ADE Commissioner and staff presented information about the Vision and State Plan development at the following meetings and events. https://docs.google.com/spreadsheets/d/1kBJ9LBPHE-oeaJOyn3OPssRnSLP3ssKISnDwITy8vHY/edit#gid=1605702563

In addition to each of the above opportunities for stakeholders, ADE has weekly ESSA (2015) planning sessions that include the ADE Leadership team as well as other key positions in the ADE. In order to provide timely ongoing communication to the Governor, The Governor's education liaison also attends these meetings. Also, the State Board of Education receives an ESSA (2015) update in each of their monthly meetings. Agendas for the meetings: https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001636.

The second draft of the plan was posted on May 23, 2017 and remained online and open for public comment until June 30, 2017. During that time feedback was received through email, and on the survey posted with the draft. All of the feedback can be found here: https://drive.google.com/drive/folders/0BxiYBMrUhYcNdTIzUl9hUGdoMW8?usp=sharing. Revisions to the plan were made in response to the stakeholders' input.

A strong effort was made to inform the public that the plan was posted and the ADE wanted their feedback. Part of that effort included a social media push. All of that work can be found here: https://drive.google.com/open?id=0BxiYBMrUhYcNODRhLTVKN00wWjQ

Appendix H

TEACHER LEADER ADVISORY GROUP 2017-2018

Educator	School Name	School District
Alicia Thompson	Clinton Junior High	Clinton School District
Alyssa Folk	El Dorado High School	El Dorado Public Schools
Christina Howell Coots	University Heights Elementary	Nettleton Public Schools
Claudine James	Malvern Middle School	Malvern School District
Darci Stoll	Benton High School	Benton School District
Dawn McLain	North Little Rock Middle School	North Little Rock School District
Debbie West	University Heights Intermediate School	Nettleton School District in Jonesboro
Dee Davis	Dollarway School District	Dollarway School District
Jennifer Burke	Glen Rose	Glen Rose
Jennifer Thomas	Forest Heights STEM Academy	Little Rock School District
Karen Johnson	Birch Kirksey Middle School	Rogers Public Schools
Kelsey Eursery	Archer Learning Center	Springdale Public Schools
Lesa Grooms	Pocahontas High School	Pocahontas Public Schools
Lindsey Bohler	Sheridan Elementary School	Sheridan School District
Rose M. Smith	Forrest Park/Greenville Pre-K	Pine Bluff School District
Dena McClain	Wynne Intermediate School	Wynne School District
Sarah Garrison	Virtual Arkansas	Arch Ford ESC
Sarah Richardson	Cutter Morning Star Elementary	Cutter Morning Star
Shelley Smith	Rural Special High School	Mountain View School District
Staisey Hodge	College Station Elementary	Pulaski County Special School District
Stephanie Goodman	Hot Springs Middle School	Hot Springs School District
Suzanne Rogers	LISA Academy North High School	LISA Academy
Whitney Johnson	Sheridan Elementary School	Sheridan School District
Amanda Jones	Poyen High School	Poyen School District
Brittany Berry	Helen Tyson Middle School	Springdale Public Schools
Tasha Shoat	Cavanaugh Elementary	Fort Smith School District
Dudley Webb	Hot Springs Intermediate School	Hot Springs School District
Mollie Sanford	Dumas New Tech High School	Dumas School District
Randi House	Theodore Jones Elementary	Conway School District

TESS & LEADS Advisory Committee

Office of Educator Effectiveness Arkansas Department of Education

Richard Abernathy, Executive Director Arkansas Association of Educational Administrators	*Denise Tobin Airola*, Director Office of Innovation for Education University of Arkansas	*Hope Allen*, ADE Special Advisor Learning Services/Assessment
Tina Arter, Science Instructor Nashville High School	*Luanne Baroni*, Principal LISA Middle School-West	*Randy C. Barrett*, Superintendent Gentry School District
Daryl Blaxton, Superintendent Pocahontas School District	*Tiffany Bone*, Visiting Assistant Professor Arkansas Tech University	*Donnie Boothe*, Principal Stuttgart High School
Becky Cezar, ADE Program Manager Learning Services/Special Education	*Debra Cole*, Special Education Instructor Northside HS/Fort Smith SD	*Todd Edwards*, Principal Bryant High School
Diann Gathright, ADE Trainer Arkansas TESS & LEADS	*Becky Gibson*, ADE Program Advisor Office of Educator Effectiveness	*Lisa Haley*, ADE Division Manager Special Education
Lana Hallmark, ADE Program Advisor Learning Services/Curriculum & Instruction	*Maureen Harness*, ADE Program Advisor Office of Educator Effectiveness	*Sabrina Harris*, Instructional Facilitator Fuller Middle School/PCSSD
Bobby Hart, Superintendent Hope School District	*David Hopkins*, Superintendent Clarksville School District	*Barbara Hunter-Cox*, Director Teaching & Learning/APSRC
Sandra Hurst, Director ADE Educator Effectiveness	*Feng Jiang*, Research Associate Office of Innovation for Education University of Arkansas	*Jim Johnson*, ADE Trainer Arkansas TESS & LEADS
Marilyn Johnson, Professional Development Specialist Arch Ford Co-Op	*Portia Jones*, Curriculum Coordinator Hope School District	*Kelli Langan*, Research Associate Office of Innovation for Education University of Arkansas
Charles Lee, Assistant Superintendent Rogers School District	*Michele Linch*, Executive Director Arkansas State Teachers Association	*Amanda Linn*, Curriculum Coordinator Arkansas Leadership Academy
Mike Mertens, Asst. Executive Director Arkansas Association of Educational Administrators	*Renee Nelson*, ADE Program Advisor Office of Educator Effectiveness	*Robin Nichols*, Art Instructor Nettleton Middle School
Ivy Pfeffer, ADE Assistant Commissioner Educator Effectiveness/Licensure	*Tony Prothro*, Executive Director Arkansas School Boards Assn.	*Cheryl Reinhart*, Director ADE Educator Licensure
Brenda Robinson, President Arkansas Education Association	*Cynthia Romeo*, English Instructor Conway Junior High School	*Frank Shaw*, Math Instructor (Retired) Forrest City School District
Rhonda Simmons, Tech Coordinator El Dorado School District	*Kathy Smith*, Senior Program Officer AR Ed Reform for Walton Foundation	*Robin Stripling*, ADE Program Coordinator Special Education
Andy Sullivan, Asst. Principal/ IF Cabot School District	*Brian Summerhill*, Asst. Superintendent Van Buren School District	*Marylene Tate*, JAG Program Manager AR Career Education
Lisa Todd, Deputy Superintendent Greenbrier School District	*Jeff Wasem*, Principal Bentonville School District	*Boyce Watkins*, Advocacy Director Arkansas School Boards Assn.
Angela Winfield, Special Education Southwest Co-Op		