

EVERY STUDENT SUCCEEDS ACT: A Guide to the Arkansas Plan

ESSA is a reauthorization of the 1965 Elementary and Secondary Education Act and replaces No Child Left Behind (NCLB). Arkansas’ approved ESSA plan is a contract with the U.S. Department of Education that outlines how the USDE will hold Arkansas accountable for school performance in return for federal funding. Arkansas’ ESSA plan was created with local stakeholder feedback and focuses on improvement and opportunity for all students.

Academic Standards and Assessments

Arkansas has developed challenging and rigorous academic standards designed to meet the diverse needs of all students.

A focus on core instruction will prepare every student to graduate prepared for college, career, and community engagement. Core instruction also prepares students for achievement and growth on assessments.

Arkansas has moved to a system of multiple assessment measures. (p. 6, Table 1)

Accountability

ESSA School Index is an annual calculation for every school that will be used for school accountability. The index is a yearly look at how well all students are being served within each school.

The ESSA School Index has five weighted indicators. (Table 17 on p. 54)

Arkansas will continue to include student subgroups in its system. (p. 21)

The student subgroups are: African American; Hispanic; White; Economically Disadvantaged; English Learners; and Students with Disabilities.

Arkansas will use an N-size of 15 students for determining subgroup accountability, informing support, and for ensuring success for each student. (p. 23)

Long-Term Goals and Measuring Progress: ADE has established long-term goals for academic achievement, graduation rates, and English language proficiency and will report progress toward meeting goals. (p. 124)

School Support

Schools will be identified if in need of support:

- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support

Exit Criteria (p. 66): Arkansas exit criteria requires a 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.

ADE will support districts in providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps including:

- Migrant (p. 89)
- Rural and Low Income (p. 135)
- McKinney Vento (p. 137)

English Learners

ELPA 21 is the annual assessment for students identified as English Learners (EL).

Recently arrived EL students must take all state content assessments and the results will be used for (p. 21)

- Year 1 – Baseline
- Year 2 – Growth
- Year 3 – Achievement and growth

Timeline to English Language Proficiency (ELP) – (Table 25 p. 122)

New Entry and Exit Criteria (Table 26 p. 124)

EL growth in ELP will be included in the growth indicator for the ESSA School Index (p. 57)

Teacher Effectiveness

Focus on Equity: Access to effective teachers

- Calculating and reporting disproportionate rates of access (p. 76 – 81)
- Technical Assistance

Title II, Part A: Supporting Effective Instruction Pages (pp.103-120):

Strategies for:

- Supporting educators
- Licensing and Certification
- Recruiting effective teachers and leaders
- Teacher preparation

