

# Vision for Excellence in Education and Arkansas Accountability System Steering Committee Meeting

May 29, 2018



Arkansas Department of Education

## Vision

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

## Mission

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



## Arkansas Educational Support and Accountability System

Every Student Succeeds  
Act (ESSA) - (federal)

Act 930 - Arkansas  
Educational Support and  
Accountability Act -  
(state)

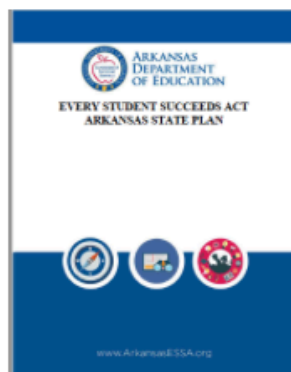
Act 744 - School Rating  
System - (state)

replaces  
NCLB

replaces  
ACTAAP

updates the  
process

## Approved Arkansas State Plan, January 16, 2018



Please read the final plan and submission letter: [Arkansas State Plan \(Final\)](#).

Our plan has been recognized as one of only seven in the nation to receive a strong rating in three major categories for its new accountability system. Learn more at <http://bit.ly/2moTdoc>.

## Informational Documents



**NEW!** Guide to ESSA Plan and a flyer about the differences between No Child Left Behind and ESSA are now available. Please read and share **informational documents** related to the Every Students Succeeds Act.

Topics include Vision for Excellence in Education, Arkansas Academic Standards, School Quality and Student Success, State Assessment System, and What is ESSA?

# State Accountability

- Act 930 of 2017
- **ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING THE  
ARKANSAS EDUCATIONAL  
SUPPORT AND  
ACCOUNTABILITY ACT (AESAA)  
2018 (pending)**
- School Rating and Recognition
- **ARKANSAS DEPARTMENT OF  
EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL RATING  
SYSTEM ON ANNUAL SCHOOL  
PERFORMANCE REPORTS AND  
THE SCHOOL RECOGNITION  
PROGRAM  
Effective 2018 (emergency)**

# 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...

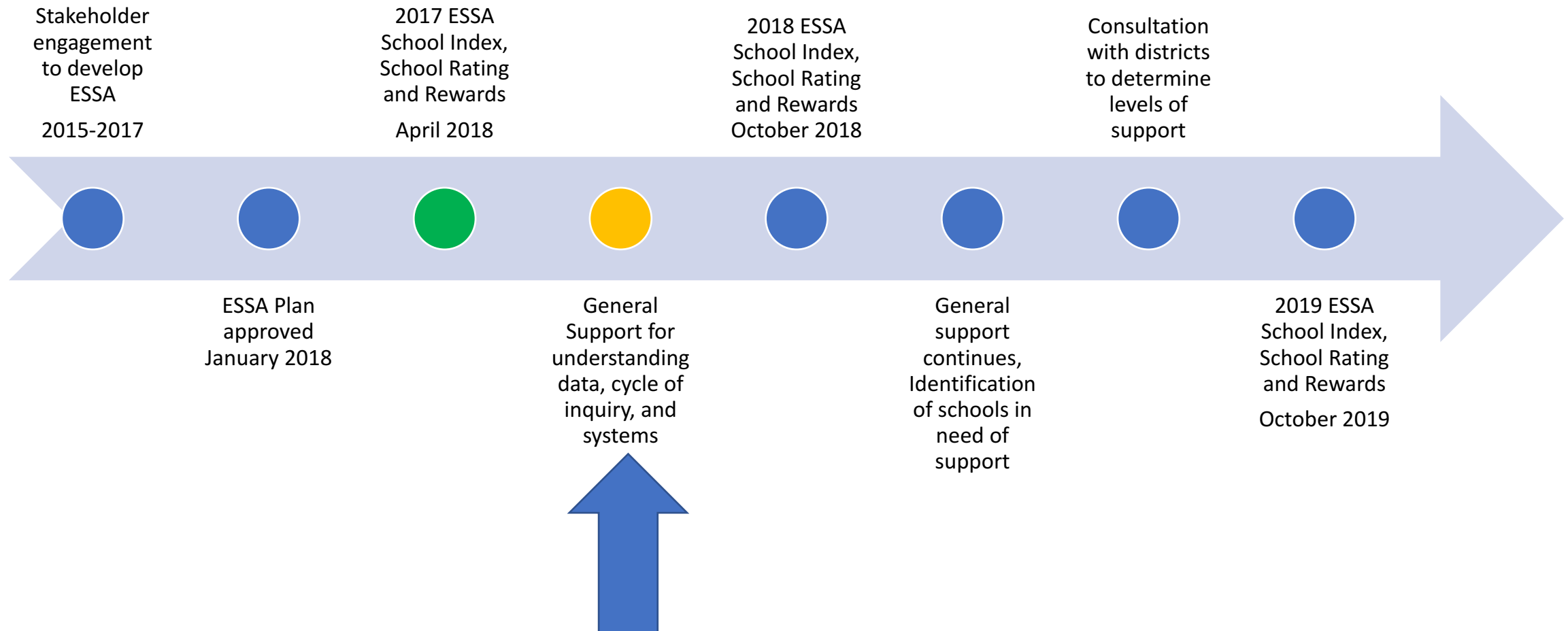
the ADE and LEA will engage in continuous cycles of inquiry and improvement by combining state and local information to identify and address the needs within their respective systems...

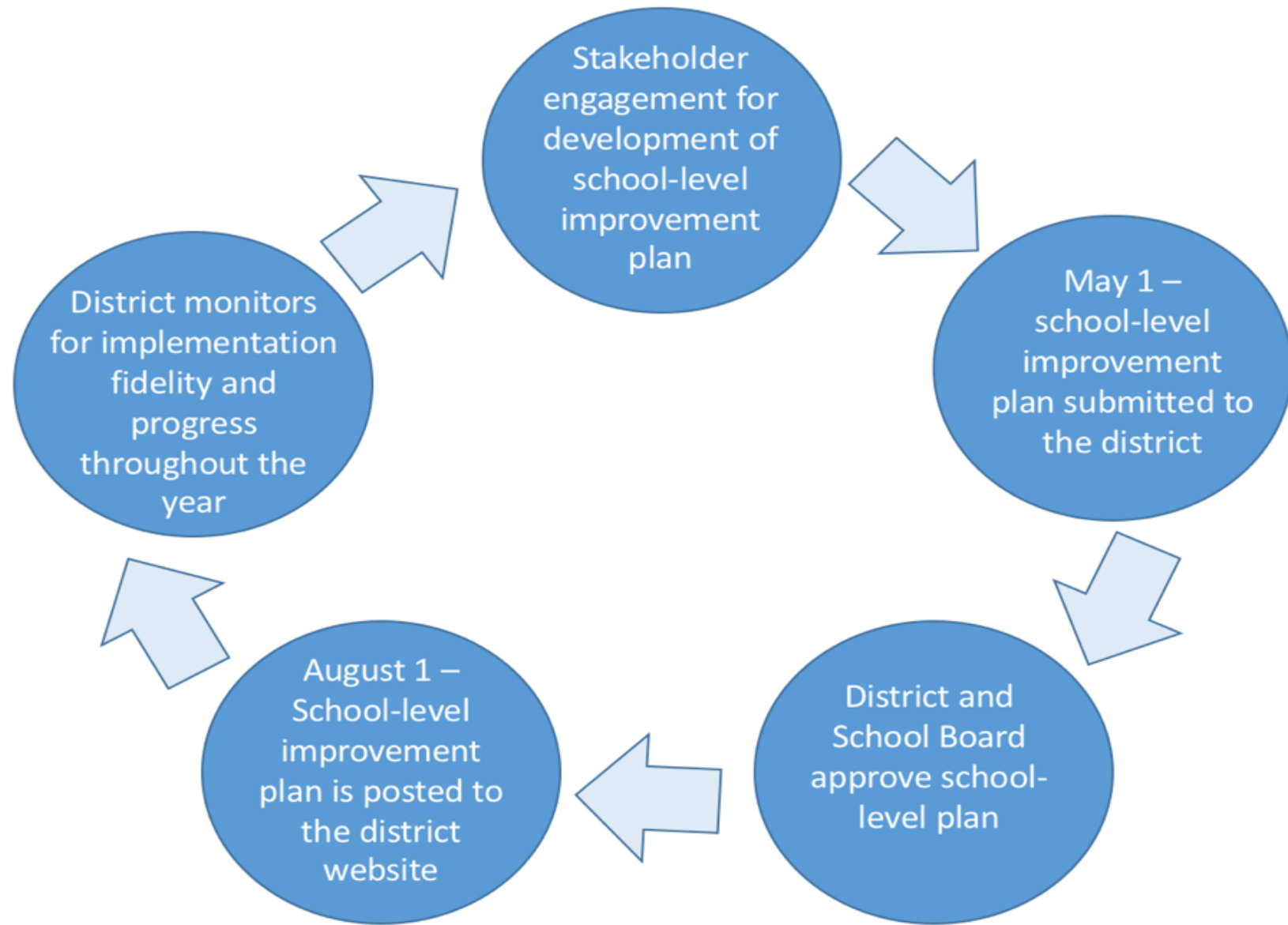


### AND this will...

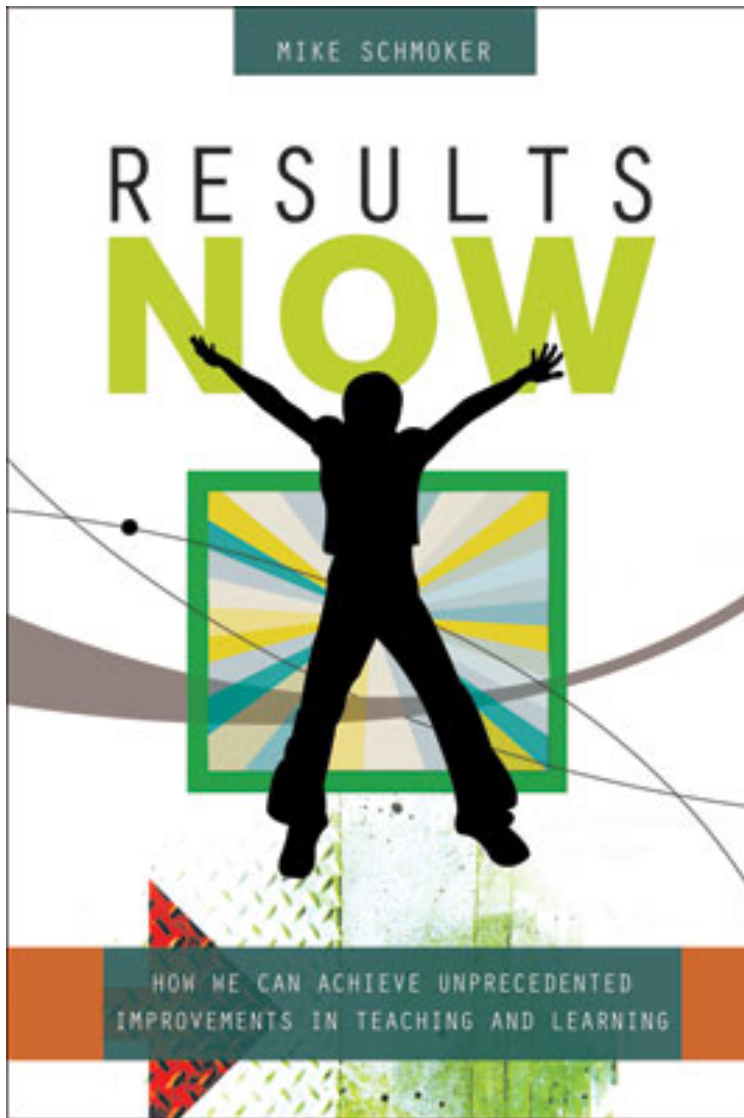
spark student learning; increase students' readiness for college, career, and community engagement; and close achievement gaps within and across schools.

# Timeline for relationships and implementation









“When entire districts begin to support professional learning communities, record numbers of schools will succeed. When state education departments similarly clarify and simplify their requirements for schools, those schools will redirect time now wasted on extraneous distractions, such as those foisted on schools and districts by state improvement templates. Change here will allow schools to invest their time and intelligence where it will make a historic difference for students in ensuring a coherent curriculum and regular opportunities for teachers to continuously improve their instruction.” - Mike Schmoker, Results Now

Establish goals or anticipated outcomes based on an analysis of students' needs. With stakeholder engagement, each school shall develop a school-level improvement plan that follows a continuous cycle of inquiry:

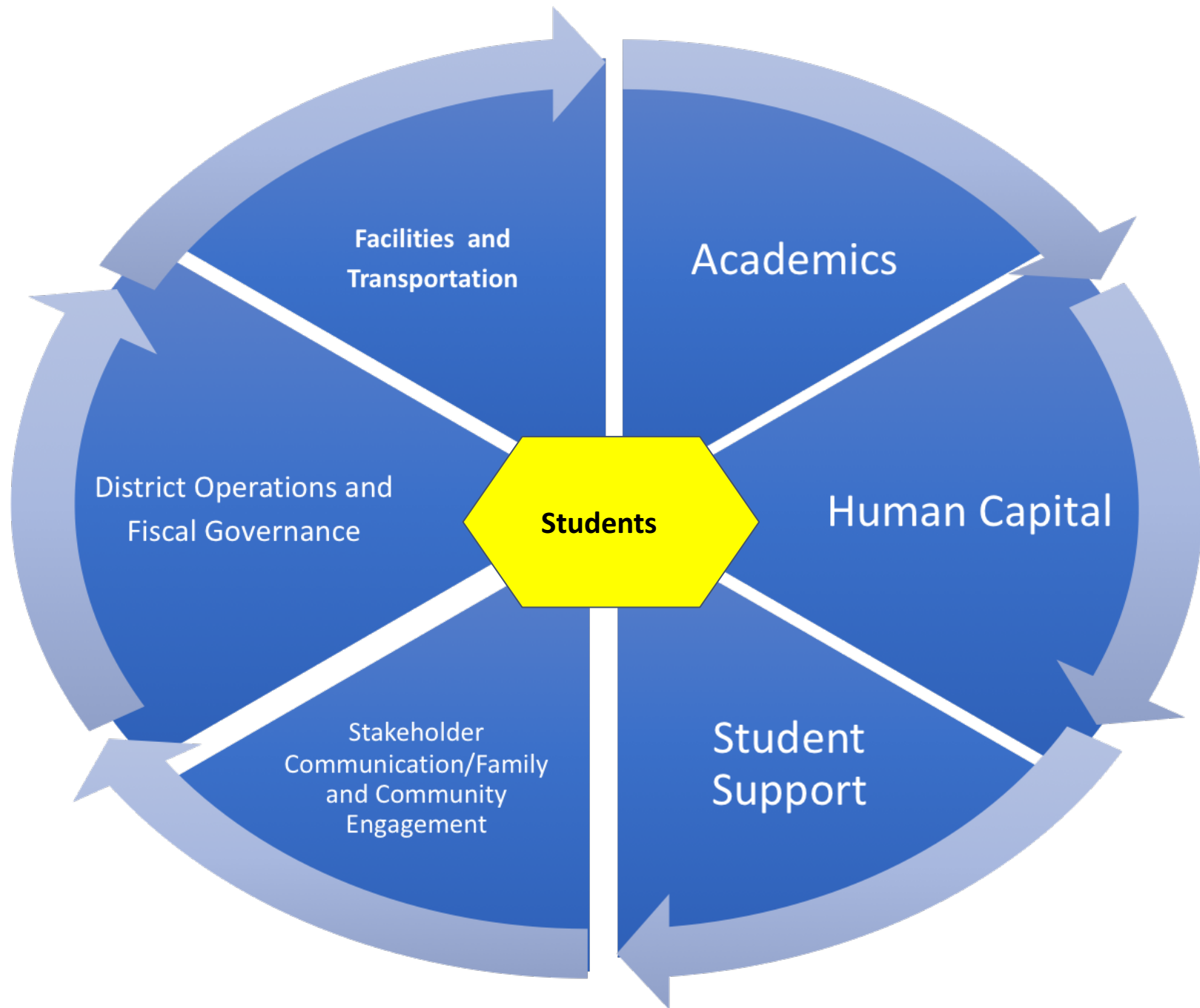
Identify evidence-based interventions and practices to be implemented.

Describe the professional learning necessary for adults to deliver the interventions and practices.

Describe the implementation timeline for monitoring of the interventions and practices for effectiveness.

Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness.





How do our school improvement plans reflect our areas of identified need?

# 1 PLAN

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

What does the data tell you about your district and/or schools that you need to investigate?

# 3 CHECK

Assess, reflect, and act for improvement

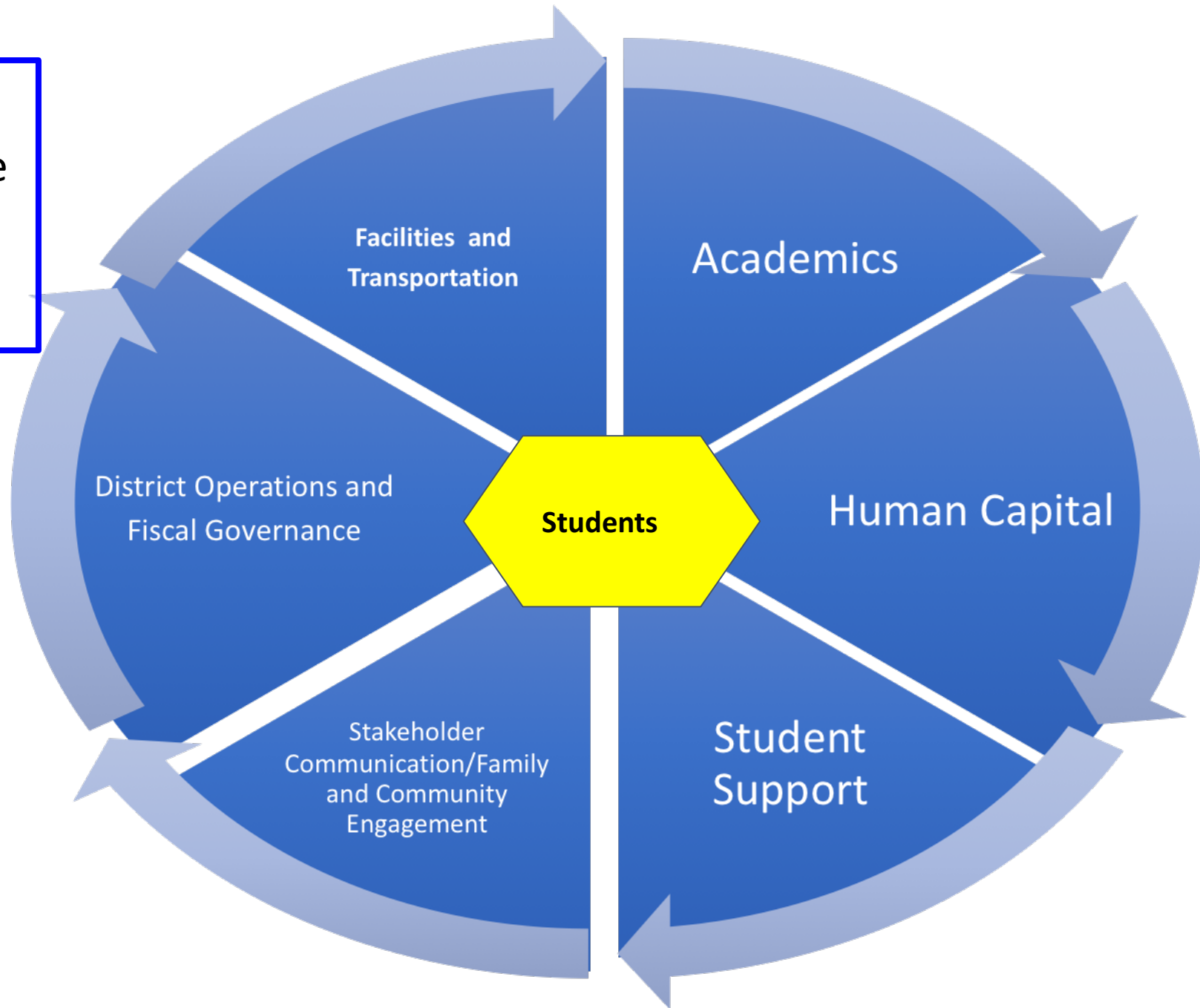
# 2 DO

Implement the plan

How will you know the plans are being implemented and progress is being made?



What supports  
must be in place  
for successful  
school  
improvement?



# Standards and Systems Support

Roy Causbie, Director

## Region 1

Randall Lawrence

Robert Toney

## Region 2

Nath Tumlison

Teresa Rambo

Bob Brewer

## Region 3

Charley Nowak

Brent Miller

## Region 4

Mari Beth Lawrence

Sharesa White

## Region 5

Kay Gardner

Judy Foot

Kristi McIntosh

## Region 6

Barbara Means

Krista Harrell

## Region 7

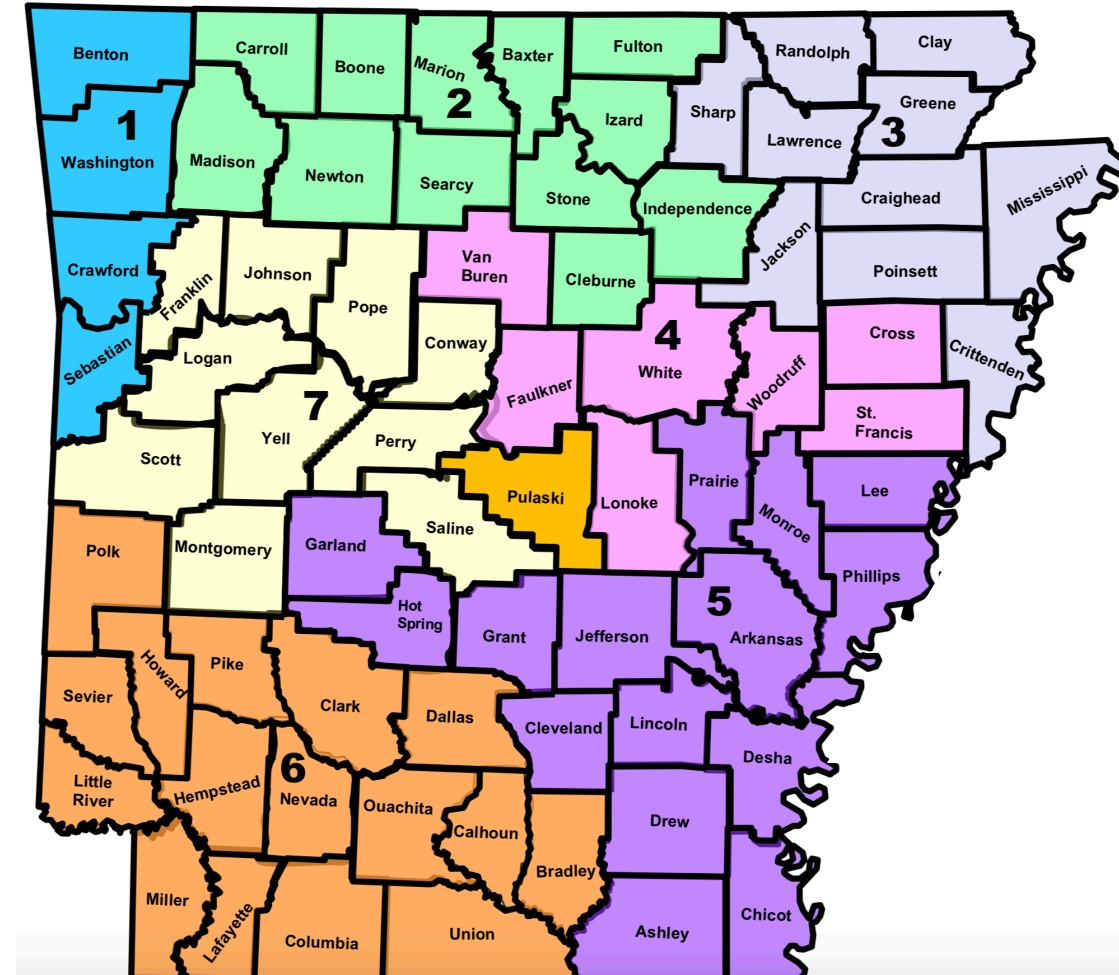
Tim Barnes

Kathy Davis

## Region 8

Chante'le' Williams

Emily Powell Carpenter



# Business Rules for Calculating the 2018 ESSA School Index Scores

Louis Ferren, State Systems Administrator  
Public School Accountability  
School Performance Unit



May 29, 2018



Topics A-Z >

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



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- Subscribe to our YouTube channel:

Arkansas Department of Education

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School Safety



TEACH Arkansas!



Read Arkansas' Every Student Succeeds Act Plan!





**Johnny Key**  
Commissioner of Education  
[Real Life >](#)



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# EVERY STUDENT SUCCEEDS ACT (ESSA)

[Home Page](#) / [ADE Divisions](#) / [Public School Accountability](#) / Every Student Succeeds Act (ESSA)



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[View Topics A-Z](#)

## Every Student Succeeds Act (ESSA)

[ESSA Advisory Teams](#)

[Stay Informed Archive](#)

## Related Links

[Commissioner's Presentation-2018 Superintendent Symposium](#)





7. [Cycle of Inquiry](#) (PDF)
8. [Arkansas Academic Standards](#) (PDF)
9. [State Assessment System](#) (PDF)
10. [What is ESSA?](#) (PDF)
11. [Grade Spans and Grade Configurations](#) (PDF)
12. [What is the ESSA School Index?](#) (PDF)
13. [Weighted Achievement](#) (PDF)
14. [School Growth Explanation](#) (PDF)
15. [Adjusted Cohort Graduation Rate](#) (PDF)
16. [School Quality and Student Success](#)
  - 2017 School Quality and Student Success (SQSS) Components by Grade Span ([DOCX](#)) ([PDF](#)) posted 3.13.18
17. [2017 ESSA School Index](#) [Director Summary Statistics FINAL](#) (PPTX) posted 3.13.18
18. 2017 Business Rules for Calculating the ESSA School Index Scores FINAL ([DOCX](#)) ([PDF](#)) posted 3.13.18
19. ESSA Presentation to Co-ops ([PPTX](#)) ([PDF](#))





ARKANSAS  
DEPARTMENT  
OF EDUCATION



**ADE Commissioner's Memo**  
Johnny Key, Commissioner

## Memos

## Subscription

Stats



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## 2017-2018 Draft Business Rules for Calculating the ESSA School Index

 Memo Information

**Memo Number** COM-18-090

**Memo Date** 4/30/2018

**Memo Type** Informational

Section Public School Accountability

### Regulatory Authority

Response Required NO

**Attention** Federal Programs; Superintendents; Principals; Test Coordinator; School Counselor

### Primary Contact Information

# Differences Between 2017 and 2018 Business Rules

In 2018 there was a data pull for accountability (test scores) using ACT Aspire on April 6 and a data pull for participation (percent tested) on May 7.

Having different dates makes it easier to use data for the correct school when a student is enrolled at different schools during the testing window.



# Accountability and Percent Tested

Accountability for test scores will go to the school where the student was enrolled on the April 6 data pull (student had to attend the same school for at least half of the school year).

If a student who has not been tested transfers to a different school and is enrolled there on May 7, the receiving school will be expected to test the student.

Schools where a student was enrolled in the April 6 data pull but did not test, and the student was not enrolled on the May 7 data pull, may be able to enter a reason not tested code in the Assessment Correction Engine (ACE) to exclude the student from enrollment expected to test.



# What Are Some Exemptions From Requirement To Test?

The following are some examples of reasons not tested that may be used to exclude students from enrollment expected to test: Medical Emergency/Extended Hospitalization; Resident code 'X' is only used for students who are in a residential facility, if the district is passing federal money to the facility; Resident code '1', and '2', are used for home school students; Resident code '4' is used for Home-schooled or Private school students enrolled in an academic course at a school; Incarcerated/Juvenile Detention, Deceased; Withdrew from school.



# Recently Arrived English Learners

In 2018, recently arrived English Learners (first year in the U.S.) are required to test. The scores will not be used to calculate achievement. The scores will be used to calculate growth when the students test next year. Test scores for the students will be used for achievement calculations in the third year.



# Setting ACT Aspire ELA Cut Scores

The ACT Aspire national tests only report one single benchmark for ELA in each grade level. The Standard Error Measurement (SEM) method is used to set two additional cut scores for Arkansas. Two SEMS below or above the existing ELA benchmarks were defined as the low and high cut scores. ACT recommends the “In Need of Support” and “Exceeding” categories in ELA indicates students’ ELA scores are significantly below or above the ELA readiness benchmark. More information is available in Appendix A of the 2018 Business Rules for calculating the ESSA School Index.





# ACT Aspire ELA Cut Scores Table

2018 Arkansas ELA Cut Scores								
Grade	3	4	5	6	7	8	9	10
ELA Close Cut Score	416	419	420	422	422	423	424	426
ELA Ready Cut Score	419	422	424	426	426	427	428	430
ELA Exceeds Cut Score	422	425	428	430	430	431	432	434



# The Course Code Lists Have Been Updated

Appendix B has updated course code lists for Advanced Placement, International Baccalaureate Courses, Concurrent Credit Courses, and Computer Science.



# Some 2018 Computer Science Courses From Appendix B

	HS CS Level 1 Note 1	HS CS Level 2 Note 1	HS CS Level 3	HS CS Level 4	Advanced HS CS Level 1	Advanced HS CS Level 2	Additional Advanced HS CS Level 1	Additional Advanced HS CS Level 2
Computer Science with Programming/ Coding Emphasis	465010	465020	465030	465040	N/A	N/A	N/A	N/A
Mobile Application Development	465310	465320	465330	465340	N/A	N/A	Note 2	Note 2
Advanced Programming	N/A	N/A	N/A	N/A	465050	465060	N/A	N/A
Advanced Programming: Game Design	N/A	N/A	N/A	N/A	465650	465660	N/A	N/A
Computer Science with Networking/ Hardware Emphasis	465110	465120	465130	465140	N/A	N/A	N/A	N/A
Robotics	465510	465520	N/A	N/A	N/A	N/A	Note 3	Note 3
Advanced Networking	N/A	N/A	N/A	N/A	465150	465160	N/A	N/A
Computer Science with Information Security Emphasis	465210	465220	465230	465240	N/A	N/A	N/A	N/A



# CONTACTS -

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<p>Kevin Ward <a href="mailto:Kevin.Ward@arkansas.gov">Kevin.Ward@arkansas.gov</a> School Performance, Public School Accountability Systems Analyst 501-682-0689</p>	<p>Dr. Mitzi Smith <a href="mailto:Mitzi.Smith@arkansas.gov">Mitzi.Smith@arkansas.gov</a> School Performance, Public School Accountability Public School Program Advisor 501-683-0785</p>



# Partnerships for Review and Feedback on 2017 Reports

## CCSSO and Battelle for Kids

- Regional focus groups – public comment on reports
- Survey
- Written recommendations

## CCSSO

- Critical friends review of business rules

## ADE

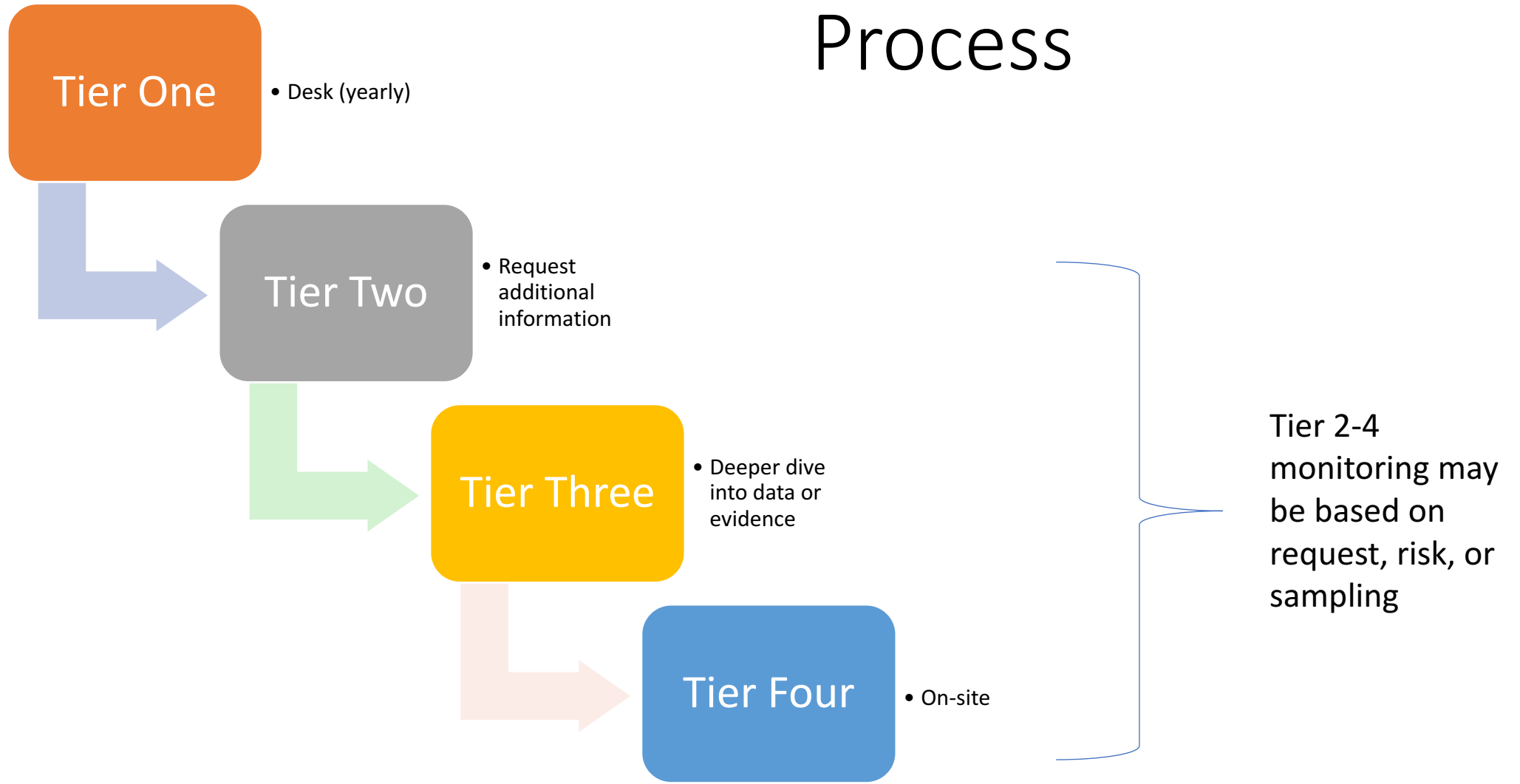
- Review of business rules
- Feedback on reports

## Evaluation of the Arkansas ESSA Plan

1. Claim to be Supported by Evidence: Indicators provide fair and accurate information that informs the accountability system as intended.

Assumptions	Research and Evaluation Sources	Example Analyses or Data
<ul style="list-style-type: none"><li>Indicator scores/ratings are reliable.</li><li>Data necessary to inform the indicator is accurate and complete.</li><li>The indicator relates to other indicators in the manner intended.</li><li>The indicator demonstrates characteristics necessary to ensure it is valid and fair.</li><li>Data and procedures support the intended interpretation of results (e.g., standard setting, norming).</li></ul>	<ul style="list-style-type: none"><li>Clear tie between policy rationale and indicator</li><li>Specification of measures (i.e., data) leading to use for indicator</li><li>Quantitative and qualitative examination of reliability, robustness, objectivity of measure</li><li>Relationship of measures within and across indicators</li><li>Examining business rules and quality assurance procedures</li></ul>	<ul style="list-style-type: none"><li>Descriptive examination of measures (e.g., shape, skew, distribution, range)</li><li>Reliability evidence where appropriate</li><li>Analyses to determine relationships among indicators (e.g., correlation, regression, factor analyses, path analyses)</li><li>Quality assurance checklists and business rules monitoring</li></ul>

# Federal Monitoring Process



# Records Retention

## **ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS, pending**

- **Standard 3-C Maintenance of Records and Reports**
- 3-C.1 Each public school and public school district shall develop and implement a records retention policy that retains all reports and records necessary for effective planning, operation, and education in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*



## §200.333 Retention requirements for records.

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities.

## §200.335 Methods for collection, transmission and storage of information.

When original records are electronic and cannot be altered, there is no need to create and retain paper copies. When original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.

# Communication

- ADE webpage
- Co-op summer tours
- Conferences
- ASBA regional meetings

# Next Steps