
Arkansas

ESEA Flexibility

Accountability Addendum



U.S. Department of Education

Washington, DC 20202

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements (ESEA flexibility). However, an SEA that receives ESEA flexibility must comply with all statutory and regulatory provisions that are not waived. For example, an SEA must calculate a four-year adjusted cohort graduation rate, as set forth in 34 C.F.R. § 200.19(b), and disaggregate that rate for reporting. Similarly, an SEA must use an “n-size” that ensures, to the maximum extent practicable, that all student subgroups are included in accountability determinations, in accordance with 34 C.F.R. § 200.7(a)(2)(i)(B). Furthermore, an SEA may continue to use technical measures, such as confidence intervals, to the extent they are relevant to the SEA’s ESEA flexibility request. This accountability addendum replaces a State’s accountability workbook under NCLB and, together, an SEA’s approved ESEA flexibility request and this accountability addendum contain the elements of the State’s system of differentiated recognition, accountability and support.

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Subject and Question	State Response
Annual Measurable Objectives (AMOs)	
<p>Please attach the State's AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA's web site where the LEA and school level AMOs are available.</p>	<p>Arkansas has different AMOs for each school and LEA. A copy of Arkansas's State level AMOs can be found in Attachment 1 of this addendum. School and LEA level AMOs can be found on the web at http://normessasweb.uark.edu/schoolperformance/beta/ (as of 06/28/13).</p>
Annual Measurable Achievement Objective 3 (AMAO 3) under Title III	
<p>Please affirm that the State determines whether an LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:</p> <ul style="list-style-type: none"> • Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or • If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following: <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State's assessments in reading/language arts and mathematics. ○ The State's goal or annual targets for graduation rate if the LEA includes one or more high schools. 	<p>AMO and AMAO 3 data collection are used to make determinations of AMAO 3 status each school year, and notifications of AMAO status are sent to Title III LEAs. Arkansas has received a waiver of making AYP and determines whether an LEA, that receives funds under Title III of the ESEA, meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on the subgroup of English Learners meeting or exceeding each of the following:</p> <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State's assessments in reading/language arts and mathematics. ○ The State's goal or annual targets for graduation rate if the LEA includes one or more high schools.

Subgroup Accountability	
<p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p>	<p>Arkansas classifies schools and LEAs as Achieving or Needs Improvement based on meeting AMOs in performance or growth and graduation rates (high school) for All Students and a combined subgroup called the Targeted Achievement Gap Group (TAGG). The TAGG will include students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (ELs) and Students With Disabilities (SWD).</p> <p>The African American, Hispanic, Caucasian, Economically Disadvantaged, English Learners and Students With Disabilities subgroups will have individual AMOs, will continue to be reported separately and will continue to be used to plan interventions and support.</p> <p>The gap in achievement between TAGG and Non-TAGG Student group is used to identify Focus schools and to exclude certain schools from being reward (Exemplary) schools. The All Students group, the TAGG and all ESEA subgroups serve as triggers for the Statewide System of Support and interventions.</p>
State Accountability System Includes All Schools and Districts	
<p>What is the State’s definition of a local educational agency (LEA)?</p>	<p>For the purpose of this addendum, a local educational agency (LEA) – is defined as those school districts and open-enrollment charter schools created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law. (See Attachment 2, pp. 4, 7, 9, 11 and 15)</p>

<p>What is the State's definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p>	<p>Public School – those schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.</p> <p>Elementary School – public school(s) having some combination of grades kindergarten through four (K – 4).</p> <p>Middle School – public school(s) having some combination of grades five through eight (5 – 8).</p> <p>High School – public school(s) having some combination of grades nine through twelve (9-12).</p> <p>(See Attachment 2, pp. 3-4)</p>
<p>How does the State define a small school?</p>	<p>For the purpose of this addendum, Arkansas defines a small school as a school that does not have an All Students group that meets the minimum N for reading/language arts and mathematics.</p>
<p>How does the State include small schools in its accountability system?</p>	<p>Arkansas will ensure that all public schools, no matter the size, receive an ESEA accountability designation. The current process for small schools uses a three-year determination. This process allows accountability designations to be made for all schools except extremely small schools. For the purpose of this addendum extremely small schools are defined as schools that do not have an All Students group that meets the minimum N for reading/language arts and mathematics over 3 years.</p> <p>Arkansas will assign an initial status to extremely small schools using a three-year determination and will allow each LEA an opportunity to appeal the initial designation during the data corrections process. If there is an appeal, the ADE will make a final status determination based on the evidence provided by the LEA. If the LEA does not appeal, the initial status will become the final status.</p>

<p>How does the State define a new school?</p>	<p>Arkansas defines a New School as any school, which meets at least one of the following conditions:</p> <ol style="list-style-type: none">1. Two (or more) existing schools close and combine to form a new school.2. A school increases its number of students by at least 50% when compared to the school's enrollment at the beginning of the previous school year.3. An existing school has at least one tested grade added or removed from the school since the previous year's assessment.4. A school other than an open enrollment charter school in its initial year of existence.5. A school in its initial year of existence as an open enrollment charter school as defined in the Arkansas Department of Education rules governing public charter schools (Attachment 3, pp. ADE 313-4 through ADE 313-5, section 3.16)
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<p>How does the State include new schools, schools that split or merge grades (<i>e.g.</i>, because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system?</p>	<p>New Schools that change configuration within a LEA and New Schools established within an existing LEA will be held accountable for the district level AMOs in reading/language arts, mathematics, and graduation rate if applicable.</p> <p>LEAs and open enrollment charter schools in their initial year of existence will receive State level AMOs for reading/ language arts, mathematics and graduation rate. Once the first year of testing for these LEAs and/or schools is complete, AMOs in reading/language arts and mathematics will be calculated to show targets necessary for closing the gaps by half within six years. The AMO calculations will be generated from a matrix that estimates progress of the students beginning with the 2010-2011 test results. AMOs for graduation rates at LEAs and open enrollment charter schools in their initial year of existence will remain at State levels until the New School/LEA lowest grade level's initial cohort graduates. AMOs for graduation rates at New Schools within an existing LEA will remain at LEA levels until the New School's lowest grade level's initial cohort graduates.</p> <p>A New School will be assigned a status after the completion of its initial year. Schools identified as Priority or Focus schools will not be eligible for a new school status while identified as Priority or Focus regardless of changes made in student population and /or staffing. The Commissioner of Education alone has the authority to grant New School statuses.</p>
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<p>How does the State include schools that have no grades assessed (<i>e.g.</i>, K-2 schools) in its accountability system?</p>	<p>In Arkansas, schools are configured in a multiplicity of ways – there are 52 different grade-level combinations. Among these are a small number of schools such as a single-grade kindergarten center and schools having some combination of kindergarten through Grade 2. The SEA will document from the LEAs a pairing of schools that do not include a tested grade in such a way that each is linked to one or more schools having a tested grade. In these cases when the school with a tested grade fails to meet the accountability requirements, then the “feeder” school(s) will also be required to meet the same sanction/reward status as the school having the tested grade(s).</p> <p>In the case(s) of an LEA that may have a divided high school – Grades 9-10 on one campus and Grades 11-12 on another campus – those schools will be paired and considered as one unit.</p>
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<p>How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:</p> <ul style="list-style-type: none">• State schools for deaf and blind,• Juvenile institutions,• Alternative high schools, and• Alternative schools for special education students. <p>If the State includes categories of alternative schools in its accountability system in different ways, please provide a separate explanation for each category of school.</p>	<p>State-Supported Schools - Arkansas has three State-supported schools that receive no local funds. These schools are; Arkansas School for the Blind (K-12), Arkansas School for the Deaf (K-12) and Arkansas School for Mathematics, Sciences and Arts (11-12).</p> <p>The Arkansas School for the Blind and Arkansas School for the Deaf are residential special purpose schools serving students from across the state who have these disabilities. Some students attending have multiple disabilities. All of these students participate in the state assessment system. Scores for these schools are reported publicly as are other schools. Both of these schools have in the past and will continue to participate fully in the State Accountability system, the scores will be included in the report card and AMOs for these schools will be determined in the same manner as any other school.</p> <p>The Arkansas School for Mathematics, Sciences and Arts (ASMSA) is a residential school serving students based on application and demonstrated academic proficiency, especially in mathematics and science. This school only serves students who are juniors and seniors. All but a very small percentage of these students have completed the Algebra I and Geometry End-of-Course Exams at their home school prior to selection to ASMSA. All students attending ASMSA participate in the state Grade 11 Literacy Exam and in The End-of-Course Algebra and Geometry Exams when applicable. Student scores are reported individually, as a school, and at their home school. Accountability for the scores of these students is at the student's home school.</p>
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	<p>Alternative Schools - Students whose continuous enrollment may be disrupted due to disciplinary action such as short-term expulsion or assignment to an alternative school site for a prescribed period of time will be tested and those scores will be used in the accountability determination for the school of record.</p> <p>Juvenile Detention Facilities - Juvenile Detention Facility (JDF) is defined as: Any facility operated by a political subdivision of the State for the temporary care of juveniles alleged to be delinquent, or adjudicated delinquent, who require secure custody in a physically restricting environment. Juvenile Detention Facilities are specifically excluded from participation in the Arkansas Comprehensive Testing, Assessment and Accountability Program by state statute. (See Attachment 2, pp. 4, 7, 9, 11 and 15)</p> <p>The Division of Youth Services, an agency under the Department of Human Services, contracts for services with six regional programs which serve various needs of adjudicated youth. The Division of Youth Services is not operated by the SEA nor does the SEA have any oversight for programming provided for individuals who are sentenced there for long-term offenses or for those who are incarcerated for a short term sentence. Further, those entities are not defined as a school. Individuals of school age who would be assigned to one of these institutions by the court system are not counted as enrolled in any school or district. Individual units from the SEA provide consultative service to these entities, but those students are not engaged in an instructional setting that is part of the State's K-12 school system nor are they assessed by the State's assessment system.</p>
<p>How does the State include charter schools, including charter schools that are part of an LEA and charter schools that are their own LEA, in its accountability system?</p>	<p>All charter schools fully participate in the SEA's accountability system as prescribed for all other LEAs and public schools in the SEA.</p>

State Accountability System Includes All Students	
<p>What are the State’s policies and procedures to ensure that all students are included in its assessment and accountability systems?</p>	<p>Arkansas’s Comprehensive Testing, Assessment and Accountability Program (ACTAAP) requires that all students attending the State’s public schools be included in the Accountability System. This includes Charter Schools; special purpose schools such as the Arkansas School for the Blind, Arkansas School for the Deaf and the Arkansas School for Mathematics, Sciences and Arts; and describes pairing of schools not having a tested grade with those schools to which students attend – known as “feeder schools.”</p> <p>In addition to the regular assessments, the State provides for alternate portfolio assessments for students with disabilities that are unable to complete those regular assessments.</p>
<p>How does the State define “full academic year”?</p>	<p>For the purpose of identifying students to participate in accountability decisions at the school level, a “full academic year” means that a student has been in continuous enrollment at a school from October 1 of the school year through and including the initial date of testing.</p>

<p>How does the State determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>Student attendance is tracked by the State's electronic data management system. On October 1 of each school year, each school identifies to the student management system enrollment data, which includes identification numbers for all students attending that school.</p> <p>The SEA student management system requires that each school track student enrollment (or drop) data on an ongoing basis. The system is programmed to track each student from the enrollment date until the student is dropped or until the end of the year. For purposes of determining continuous enrollment, the student management system will download a report on a set date on or about the end of the testing cycle each year that will create a list of students for each school and district in the state that contains all students that have been in continuous enrollment from October 1 through the test date. Those enrollment data are provided to the contractor who uses that roster to determine students whose test scores are to be included in annual measurable objectives for that school or district. Student tracking is possible via a ten-digit student identification number that is on the test document as well as the enrollment document.</p>
<p>To which accountability indicators does the State apply the definition of full academic year?</p>	<p>Students must be enrolled on or before October 1 of the current academic year and remain continuously enrolled up to the assessment in order to be counted for the proficiency (measuring performance against AMOs), growth and achievement gap reduction in reading/language arts and mathematics.</p>

<p>What are the procedures the State uses to ensure that mobile students, including students who transfer within an LEA or between LEAs, are included at the appropriate level (school, LEA, and State) of the accountability system?</p>	<p>Students enrolled in the system that change from one school to another school in the same LEA will be compiled to establish an overall accountability status for the LEA. Students who move from one LEA to another LEA within the state will be compiled and their scores used to determine progress at the State level.</p> <p>In all cases each student enrolled in a school having a tested grade will be expected to complete the assessment within the administration guidelines as established by the SEA.</p> <p>Should the enrollment of a student be interrupted for temporary medical reasons or for disciplinary actions, that student will be expected to maintain contact with the school and if that student is present at the time of testing, he/she will be required to complete the test and the scores will be included in the school’s accountability status determination. Should a student’s enrollment be interrupted for medical or disciplinary reasons – but not permanently withdrawn, and that student is not available to complete the assessment, he/she will be counted as enrolled, but not tested and will be counted against the 5% variance allowed for not completing the assessment.</p>
<p>Does the State include in accountability determinations the proficient and advanced scores of students with the most significant cognitive disabilities on assessments based on alternate academic achievement standards? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 1.0 percent of all students in the grades assessed?</p>	<p>Yes. Arkansas will allow students completing the alternate portfolio assessments that score at the Independent and Functional Independent level to be counted as Proficient for accountability purposes up to a maximum number of 1% of the total number of students tested in the tested grades. This cap shall apply at the district and state levels only.</p> <p>Based on the 2006 Peer Review of the Arkansas Standards and Assessments, the Arkansas Department of Education was required to establish two (2) performance levels for students with disabilities alternate portfolio as Advanced and Proficient. Independent will equate to Advanced and Functional Independence will equate to Proficient.</p>

<p>If the State provides an alternate assessment based on modified academic achievement standards, does the State include in accountability determinations the proficient and advanced scores of students with disabilities who take that assessment? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 2.0 percent of all students in the grades assessed?</p>	<p>Arkansas does not provide an alternate assessment based on modified academic achievement standards.</p>
<p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p>	<p>If a district exceeds the 1% cap, the state counts the overage as non-proficient so that only 1% of the scores are included as proficient. A district that exceeds the 1% cap has the option to select the specific students who will be counted in the 1%.</p>

What are the State's policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA's web site where the State's accommodations manuals or test administration manuals may be found.

All students with disabilities must participate, with or without accommodations, in the Criterion-Referenced Tests. The determination for the type of assessment and the accommodations are prescribed in the student's Individual Education Plan (IEP).

All students with limited English proficiency must participate in the assessment system and ACTAAP. Depending on the student's language proficiency, testing accommodations may be allowed. The Home Language Survey is administered to all students upon initial enrollment and those determined to be Language Minority are administered an English proficiency assessment. Students who do not score at the fully-proficient level are classified as English Learners.

Students are allowed accommodations that do not change the construct of what is being assessed on Benchmark, End-of-Course, and Grade 11 Literacy exams. The accommodations must be in the student's current IEP and used regularly in the classroom to be allowed during assessment. Licensed personnel will administer the allowable portions of the exams. Evaluating the effectiveness of assessment accommodations may be completed through formative measures and help members of the planning team to monitor and gauge when changes are necessary.

The Guidelines for Assessment Accommodation for LEP/EL students in Arkansas can be found at:

http://www.arkansased.org/public/userfiles/Learning_Services/Student%20Assessment/2011/Benchmark_11/tcm_distich_benchmark-iowa_021411.pdf (as of 06/28/13).

For students with disabilities, the Guidelines for Assessment Accommodation are located at:

<https://arksped.k12.ar.us/documents/specialprojects/GuidelinesforAssessmentAccommodations2011.pdf> (as of 06/28/13).

<p>Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how?</p>	<p>The State does not include the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities. An LEA may decide to include the scores of former students with disabilities in making accountability determinations in this subgroup for up to two accountability determination cycles. If an LEA decides to include the scores of former students with disabilities, it must include the scores of all such students. LEAs are required to participate in the State's corrections process if they chose to exercise this option.</p>
<p>Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State's reading/language arts assessment; and (b) the State's mathematics assessments?</p>	<p>Any student who takes the English proficiency assessment or the reading/language arts assessment may be counted as part of the required 95% assessment participation requirement for reading.</p> <p>All EL students shall be required to take the appropriate mathematics assessment, with accommodations as necessary. When these students take the mathematics assessment, they are counted as participants toward meeting the 95% assessment participation requirement for accountability determination in mathematics.</p>
<p>Does the State exempt a recently arrived English Learner from one administration of the State's reading/language arts assessment?</p>	<p>Yes, the State does exempt recently arrived English Learners from one administration of the State's reading/language arts assessment.</p>
<p>Does the State exclude from accountability determinations the scores of recently arrived English Learners on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if these students have been enrolled in the same school or LEA for a full academic year?</p>	<p>Yes. All EL students shall be required to take the appropriate mathematics assessment, with accommodations as necessary. However, the local district may opt not to include the mathematics assessments of recently arrived EL students as part of the total group or any subgroup's accountability determination for that year.</p> <p>If a recently arrived EL student takes the reading/language arts assessment with accommodations as necessary, the district may decide not to include that student's reading/language arts score(s) for the total group or any subgroup when determining the school and/or district accountability determination for that year.</p>

<p>Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how?</p>	<p>The State does not include the scores of former English Learners in making accountability determinations for the subgroup of English Learners. An LEA may decide to include former English Learners in making accountability determinations for this subgroup for up to two accountability determination cycles. If a LEA decides to include the scores of former of English Learners, it must include the scores of all such students. LEAs are required to participate in the State’s corrections process if they chose to exercise this option.</p>
<p>What are the State’s criteria for exiting students from the English Learner subgroup?</p>	<p>The State’s minimum exit and reclassification criteria for students enrolled in a program for English Learners include all of the items listed below. The student:</p> <ul style="list-style-type: none"> • shall be administered the Spring English Language Proficiency Assessment (ELPA) and score at least a Proficiency of Level 5 in all five domains, • must earn a grade of “C” or above in all core subject areas in the previous year, • must score Proficient or Advanced on the criterion referenced tests (Augmented Benchmark or End-of-Course Exams) or score at or above the 40th percentile on the State approved norm referenced test, • shall obtain at least two current teachers recommendations to exit or reclassify based on the criteria above, and • must have an annual decision made by the Language Placement Assessment Committee (LPAC) following a review of the Spring English Language Proficiency Assessment results. <p>Documentation is required during enrollment and for two years after exiting the program. Progress should be reviewed and documented yearly by the school’s LPAC.</p> <p>According to Federal Law under Title III of NCLB, districts are required to monitor and provide assistance to English Learners for two years after exiting the EL program.</p> <p>Formerly classified EL students are tracked for two years and may be included as members of this subgroup for determining accountability.</p>

Assessments	
<p>Which assessments, including alternate assessments, is the SEA using for reporting achievement under ESEA section 1111(h)(1)(C)(i) (<i>i.e.</i>, reading/language arts, mathematics, and science assessments)?</p>	<p>ACTAAP includes the Augmented Benchmark Exams for all students in reading/language arts and mathematics at grades 3 through 8 and science for grades 5 and 7. At the high school level, Arkansas requires all students to complete End-of-Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. SWD and ELs participate in these required assessments with or without accommodations as specified in their IEP or ELPA. Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by U. S. Department of Education for use in NCLB accountability. Arkansas’s approved ESEA Flexibility Request specifies the use of math and reading/language arts exams for identifying schools’ and districts’ ESEA accountability status. Arkansas will transition to full implementation of the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments for reading/language arts and mathematics by 2014-2015.</p>
<p>What additional assessments, if any, does the State include in its accountability system and for what purpose is each assessment included?</p>	<p>Only reading/language arts and mathematics assessments are used in the assignment of an accountability status.</p> <p>Participation rates for science assessments are reported in annual school, district and state report cards.</p>
Statistical Reliability and Protection of Students’ Privacy	
<p>What is the State’s minimum “n-size” for determining each of the following?</p> <ul style="list-style-type: none"> • Participation rate • Performance against AMOs • Graduation rate • Other (as applicable, please specify use) 	<p>The State’s minimum “n-size” is 25. This applies to Participation rate, Performance against AMOs and Graduation rate.</p>
<p>What is the State’s minimum “n-size” for protecting students’ privacy when reporting?</p>	<p>For reporting purposes, the SEA has established a minimum N of 10 students per reporting unit as the lower bound. This provides protection of the individual identity for students included in a subgroup.</p>

<p>What confidence intervals, if any, does the State use in its accountability system to ensure the statistical reliability of school classifications, and for which calculations are these confidence intervals applied?</p>	<p>Confidence intervals were not used in calculating ESEA status under the Arkansas approved Flexibility.</p>
<p>Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted?</p>	<p>AMOs were created for schools and districts using assessments from spring of 2011. Test scores from spring of 2012 were compared to the AMOs for the All Students Group and the TAGG. Graduation Rate AMOs were created using the 2010 graduation rates for high schools and districts. Graduation rates for 2011 were compared to the 2010 graduation rate AMOs. If two years of graduation rates were available, the two year graduation rate average was compared to the AMO if it was better than the 2011 graduation rate.</p> <p>Schools with fewer than 25 students in the All Students group for reading/language arts or mathematics would be required to use the 3-year weighted average in place of prior year performance.</p> <p>Accountability determinations would derive from either prior year for All Students and TAGG, or 3-year weighted average for both groups within a subject to determine if AMOs were met.</p> <p>To determine Exemplary (Reward) Schools for high performance, high progress, high-TAGG performance and high-TAGG progress three years of Arkansas criterion referenced test results were used to calculate a three-year weighted average percentage of students Proficient for reading/language arts and mathematics combined for 2009 through 2011. The percentage for each school was determined by dividing the sum of all full academic year students tested who scored at or above Proficient at each tested grade for each of three consecutive years by the total number of full academic year students who tested for each of the three consecutive years. Combining the grade levels and the years for each school provides stability of the scores for accountability purposes. Schools' progress was determined by comparing the three-year weighted average percent Proficient for 2008 through 2010 to the three-year weighted average percent Proficient for 2009 through 2011. This results in a change or</p>

	<p>progress score for each school.</p> <p>Priority Schools were identified using data from 2009 through 2011. Additional Priority Schools will not be identified.</p> <p>Focus Schools were identified using data from 2009 through 2011. Additional Focus Schools will not be identified.</p>
Other Academic Indicators	
What are the other academic indicators for elementary and middle schools that the State uses for annual reporting? What are the State's goal and/or annual targets for these indicators?	For elementary and middle schools, Arkansas uses attendance as the other academic indicator for annual reporting. The target for attendance is 91.13 percent.
Graduation Rate	
<p>What are the State's graduation rate goal and annual graduation rate targets?</p> <p>Please provide a table with State-level goal and annual targets for all students and by subgroup beginning with the 2012–2013 school year.</p> <p>If graduation rate annual targets vary by school, provide a link to the page on the SEA's web site where the LEA and school targets are available.</p>	<p>Arkansas has a graduation rate goal of 85% and the annual graduation rate targets vary by subgroup. (Attachment 4)</p> <p>State level graduation rate AMOs are attached. (Attachment 4)</p> <p>Graduation rate targets vary by school and LEA. The rates can be found online at http://normessasweb.uark.edu/schoolperformance/beta/ (as of 06/28/13).</p>
If the State has received a timeline extension and is not using a four-year adjusted cohort graduation rate for accountability determinations, please specify what rate the State is using and when the State will begin using a four-year adjusted cohort rate.	Arkansas did not receive a timeline extension. It does use the four-year adjusted cohort graduation rate for accountability determinations.
What, if any, extended-year graduation rate(s) does the State use? How does the State use its extended-year graduation rate(s) in its accountability system?	Arkansas does not use an extended-year graduation rate.
Participation Rate	
How does the State calculate participation rates?	All students enrolled in an LEA on the first day of the test are included in the denominator for the participation calculation. All students who take the test are included in the numerator.

<p>How does the State use participation rates within its differentiated accountability system (<i>i.e.</i>, index)?</p>	<p>Schools and districts must test at least 95 percent of their students for reading/language arts and mathematics in the All Students Group and the TAGG in order to be labeled “achieving”. Schools testing less than 95 percent of students are labeled “needs improvement”.</p>
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