

Arkansas: 2013 Accountability Profile

| What new performance goal did Arkansas adopt after receiving waivers to <i>No Child Left Behind</i> provisions? | |
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| Performance Goal > | To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups |
| Grade Level | Measures (Approved for 2013) |
| Elementary | State assessments: reading, mathematics, science (grade 5 only) |
| Middle Grades | State assessments: reading, mathematics, science (grade 7 only) |
| High | End-of-course exams: reading (grade 11), Algebra I, geometry, biology Graduation rate |
| How will Arkansas measure school performance and student progress after receiving waivers? | |
| <p>Similar to <i>NCLB</i>'s adequate yearly progress (AYP) system, Arkansas will measure school performance and progress by the percentage of students meeting state standards in reading and mathematics — i.e., scoring at the proficient level on state assessments. Arkansas requires science assessments for grades 5 and 7 and a biology end-of-course exam, but these assessments/exams are not used to make accountability determinations.</p> <p>Schools do not have to meet annual targets for each separate student group, as had been the practice under <i>NCLB</i>¹. Arkansas requires schools to meet annual targets for all students and a Targeted Achievement Gap Group (TAGG) to show progress in achieving the state's performance goal. TAGG includes the overall test performance of students from low-income families, English-language learners and students with disabilities. Schools that meet their annual targets for all students and TAGG are identified as "Achieving," and schools that do not meet annual targets for all students and TAGG are labeled as "Needs Improvement."</p> | |
| Arkansas's Accountability Model², 2013 | |
| <p>To be considered Achieving, elementary and middle grades must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and TAGG, and • meet reading and math performance targets for all students and TAGG or meet reading and math progress/growth targets for all students and TAGG. <p>To be considered Achieving, high schools must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and TAGG, and • meet reading and math performance targets for all students and TAGG and meet graduation rate targets for all students and TAGG. | |
| <p>Notes: ¹All states that receive waivers to <i>NCLB</i> provisions will continue to report proficiency levels, or the percentage of students meeting annual targets, for all students and individual student groups. ²Schools that do not receive Achieving designation are classified as Needs Improvement schools.</p> <p>Source: Arkansas ESEA Flexibility Request — http://www.arkansased.org/esea-flexibility.</p> | |

How will Arkansas identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

In Arkansas, all schools are given a broad accountability rating (Achieving/Needs Improvement) but are further classified among five accountability categories: Reward, Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority. All schools — both Title I¹ and non-Title I schools — are included among the five categories. Keeping with the principles of flexibility, Arkansas developed separate criteria to identify schools and differentiated levels of state intervention.

| Category | Entrance Criteria | Interventions | Exit Criteria |
|---|--|--|---|
| Reward ² | Schools demonstrating: <ul style="list-style-type: none"> • high performance or high progress • high TAGG populations with high performance or high progress, and • no significant gaps among individual student groups | Public recognition and financial rewards | Identified annually |
| Achieving | Schools that meet annual targets for progress, performance or graduation rate (high schools) for all students and TAGG | <ul style="list-style-type: none"> • Schools that meet all annual targets must submit a School Improvement Plan every three years. • Schools that meet most annual targets must submit a School Improvement Plan every year. | Schools can lose Achieving status for failing to meet annual targets. |
| Needs Improvement | Schools that fail to meet annual targets for progress, performance or graduation rate (high schools) for all students and TAGG | School Improvement Plan with customized interventions approved by state agency | <ul style="list-style-type: none"> • Meet annual targets for two consecutive years for all students and TAGG, and • make satisfactory progress on School Improvement Plan |
| Needs Improvement Focus ³ | 10 percent of low-performing Title I schools with: <ul style="list-style-type: none"> • largest achievement gaps between TAGG and non-TAGG students, and • lowest performance and/or graduation rates for student groups | Targeted Improvement Plan with customized interventions approved by state agency | <ul style="list-style-type: none"> • Meet annual targets for all students and TAGG for two years, and • improve progress of all student groups |
| Needs Improvement Priority ³ | 5 percent of the lowest-performing Title I schools that include: <ul style="list-style-type: none"> • Title I or Title I-eligible high schools with less than 60 percent graduation rate, and • Tier I and Tier II SIG⁴ | Priority Improvement Plan with customized interventions approved by state agency | <ul style="list-style-type: none"> • Meet annual targets for two consecutive years for all students and TAGG, and • make satisfactory progress on the Priority Improvement Plan |

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families. ²In Arkansas, Reward Schools are called “Exemplary Schools.” ³Non-Title I schools also are eligible for Focus or Priority status if they show commensurate performance with Title I schools that receive the same designation. ⁴Schools currently operating under a federal Student Improvement Grant (SIG) at Tier I or Tier II.

Source: Arkansas ESEA Flexibility Request — <http://www.arkansased.org/esea-flexibility>.

Sources:

- **Arkansas ESEA Flexibility Request** — <http://www.arkansased.org/esea-flexibility>.
Achievement goal, pg. 45
Targeted Achievement Gap Group (TAGG), pg. 46
Annual Measurable Objectives (AMOs), pgs. 44-45
School performance and progress, pgs. 57-58
“Achieving” status, pg. 66
Multi-tiered levels of support, pgs. 67-68
- **Arkansas ESEA Flexibility Presentation** — <http://www.arkansased.org/esea-flexibility>.
Annual Measurable Objectives (AMOs), pg. 8
Achievement goal, pg. 9
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Exemplary Schools, pg. 26
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