

Vision for Excellence in Education and Arkansas Accountability System in ESSA Steering Committee

September 28, 2016



Ambassador Led Community Listening Forum

- Fifty-seven Arkansas have registered to be an Ambassador
- Information can be found on the ESSA webpage for dates, times and locations of Ambassador Led Community Listening Forums



Student-Focused Learning System

How do we develop and support a student-focused learning system?



Academic Standards

What are academic standards?

Why do we have academic standards?



Arkansas Academic Standards

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade.

Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade.



Curriculum

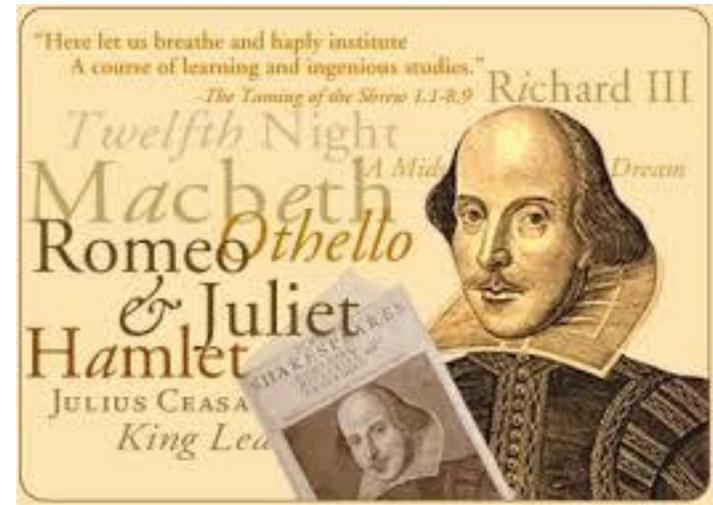
Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified academic standards

Local district decisions



Standards vs. Curriculum

- Standards- What we WANT students to Learn
 - Ex. Cite evidence from the text to support arguments.
- Curriculum- What we USE to teach the Standards
 - Ex. Books, materials used



Grade 3-Reading Standards for Literature

Key Ideas and Details

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories from a text, describing the characters, setting, and major events in a sequence of events.

Grade 6 – Arkansas Mathematics Standards

The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions
AR.Math.Content.6.NS.A.1	<ul style="list-style-type: none"> • In • St • si • pr <p>For exam use the re 8/9 is 2/3.</p> <p>Note: In g</p>

RL.3.2
The following link provid
<http://partnerinedu.com>

Retell vs. Recount
“Retell implies an oral re speak, we may correct c written or oral and requi from the point of view of stance, sets the context the nature of the recoun nature, or as in following <http://partnerinedu.com/>

Summary is “a shortene same text structure and *Writing, and Test Taking*”

Space Systems
Students who demonstrate understanding can:

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances rather than sizes of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).]

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and select stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

The Number System	Compute
AR.Math.Content.6.NS.B.2	Use comp Note: A s system. f
AR.Math.Content.6.NS.B.3	Use comp using a st Note: A s system. f
AR.Math.Content.6.NS.B.4	<ul style="list-style-type: none"> • Fi • pr

Science and Engineering Practices

Analyzing and Interpreting Data
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-PS2-1, 5-ESS1-1)

Disciplinary Core Ideas

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (5-PS2-1)

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Scale, Proportion, and Quantity

- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

Connections to other DCIs in fifth grade: N/A
Connections to other DCIs across grade levels: 1.ESS1.A (5-ESS1-2); 1.ESS1.B (5-ESS1-2); 3.PS2.A (5-PS2-1, 5-ESS1-2); 3.PS2.B (5-PS2-1); 8.PS2.B (5-PS2-1); 8.ESS1.A (5-ESS1-1, 5-ESS1-2); 8.ESS1.B (5-PS2-1, 5-ESS1-1, 5-ESS1-2); 7.ESS2.C (5-PS2-1)



Academic Standards

- How were academic standards developed?
- When are academic standards reviewed and revised?



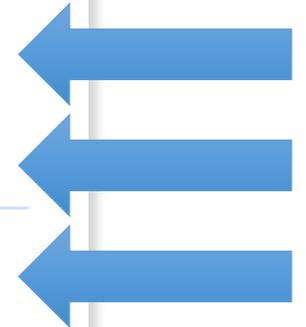
Standards Review Process

- Expert Reviewers
- Committee
 - Teachers
 - Higher Ed
- Research, National Standards, State Standards
- State Board Approval



Arkansas Academic Standards

Committee Work	Academic Standards to be Revised	State Board Approval	Full Implementation
2014-2016	Science	2015 – K-8 2016 – 9-12	K-4 – 2016-2017 5-8 – 2017-2018 9-12 – 2018-2019
2015-2016	Mathematics	Spring 2016	2017-2018
2015-2016	English Language Arts	Spring 2016	2017-2018
Summer 2017	Physical Education Health Driver’s Education	Spring 2018	2019-2020
Summer 2018	Foreign Language Library Media	Spring 2019	2020-2021
Summer 2019	Fine Arts	Spring 2020	2021-2022
Summer 2020	Social Studies Arkansas History	Spring 2021	2022-2023
Summer 2021	Mathematics	Spring 2022	2023-2024
Summer 2022	English Language Arts	Spring 2023	2024-2025
Summer 2023	Science	Spring 2024	2025-2026



Courses for Credit

Are the academic standards aligned with credit bearing coursework and relevant career and technical education standards?



Assessment

What are the current state assessments?

Should we consider multiple assessments in the reporting and accountability system?



Assessment Requirements

Arkansas Assessment Requirements

Test	Grade	Time in Minutes	Required by State	State or Federal Law	% of School Year
QELI Screener*	K	10	Yes	State § 6-15-404	0.02%
ITBS	1 and 2	135	Yes	State § 6-15-404	0.21%
ACT Aspire	3, 4 and 5	260	Yes	Federal - PUBLIC LAW 107-110	0.41%
	6 and 7	265			0.41%
	8	270			0.42%
	9 and 10	275			0.43%
The ACT	11	175	Yes	State - § 6-15-441	0.27%
PSAT	10	165	Optional by school	State - § 6-15-441	0.26%
AP Exams*	9 through 12	360	Only required when enrolled in AP course		0.56%
ELPA21	K and 1	60	Only for English Language Learners students receiving ESL services.	Federal- PUBLIC LAW 107-110	0.09%
	2 through 5	90			0.14%
	6 through 12	120			0.19%

*Time represents an approximation. QELI will depend on the student and AP exams depend on the exam(s) taken. Time shown for AP is the approximate time for one test.



Assessment

- State must implement a set of high-quality student academic assessments in math, reading or language arts, and science.
- Assessments may measure individual student growth.



Assessment

- State systems can measure achievement through an annual summative assessment or multiple statewide assessments, the results of which would be required to be combined to produce a summative score.
- State may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the State's standards and meet other requirements.



Assessment

- Are the assessments aligned to college and career ready standards?
- Yes, domain level of the ACT
- Alignment Study



Assessment

- What is the role of the state assessments in the reporting and accountability system?
- How do we ensure 95% students tested in all subgroups?



Assessment

- Scores from the state assessment are used in all school report card and designation calculations. They are also annually reported to the USED.
- Schools are required to test all students. State law requires that all students participate in the statewide assessment program.



Reporting and Accountability



Related, but Different

Report/Reporting—To provide information. To give or render a formal account or statement of; to make known the presence, condition, or whereabouts of...

- <http://www.dictionary.com/browse/reporting?s=t>

Accountability—The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property.

- <http://businessdictionary.com>



Broad Considerations

Start with a theory of Action: If we focus on what matters for students to be prepared for success in life, then more students will graduate from our school systems prepared for success in life.

- What does it mean, broadly-speaking, for students to be prepared for college, career, and community engagement? Success in life?
- What does that mean for how we assess students, how we report on student's progress in their preparation, and how we hold schools and districts accountable for their areas of responsibility?
- What does that mean for how we support schools and districts to enable equity of access and opportunity to achieve our goals?



Considerations for Reporting

Public Law 114-95 Section 1111(h)(1-3)*

Reporting a metric is a form of ‘soft’ accountability and increases transparency.

- What information/indicators do families and communities want to know about their schools?
- Which indicators promote transparency and help to inform progress for continuous improvement?
 - Are there potential unintended consequences for reporting these metrics?
- Which indicators are better collected and used at the local level to inform ‘operations’?



State Report Card

State of Arkansas

State Report Card 2014-2015
4 Capitol Mall | Little Rock, AR 72201
501-682-4475

Commissioner

Johnny Key

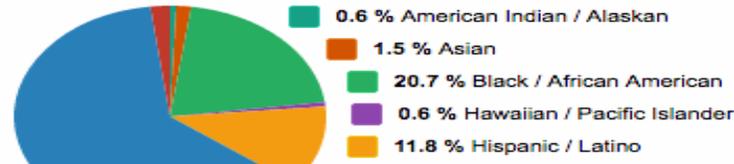


STATE CHARACTERISTICS

Enrollment	476,083
Avg. Class Size	16
Avg. years teaching Experience	12
Per pupil spending	
• State avg.	\$9,642
School Choice Transfers	1,732

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	8 %
Low-income	62 %

INDICATOR: Achievement

	Tested 2014-2015	2012-2013					2013-2014					2014-2015						
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	State Average Met or Exceeded
3rd Grade Literacy		Annual Measurable Objective (AMO)					2014 AMO											
Combined Population	99.56	8.58	11.39	26.51	53.53	80.03	10.1	13.1	27.2	49.6	76.8	23.18	22.56	24.53	27.61	2.12	29.73	
TAGG	99.56	11.78	14.48	29.74	44.01	73.75	13.8	16.4	30.1	39.8	69.9	29.82	25.23	23.62	19.92	1.41	21.32	
African American	99.67	14.97	17.48	32.05	35.5	67.55	17.1	20.2	30.5	32.3	62.8	35.25	27.30	20.81	15.83	0.80	16.64	
Hispanic	99.54	9.59	13.5	30.31	46.59	76.9	11.4	15.4	29.7	43.5	73.2	29.01	26.27	24.44	19.14	1.14	20.28	
Caucasian	99.55	6.41	9.09	24.32	60.18	84.5	7.57	10.4	25.8	56.2	82	18.14	20.42	25.81	32.97	2.65	35.63	
Economically Disadvantaged	99.61	11.23	14.29	29.97	44.52	74.49	13.2	16.0	30.4	40.4	70.8	29.25	25.53	23.96	19.99	1.27	21.27	
Students with Disabilities	99.11	41.43	21.86	19.88	16.84	36.72	38.7	24.1	22.7	14.5	37.2	58.00	17.92	10.79	9.48	3.81	13.29	
Limited English Proficient	99.52	11.74	17.14	32.73	38.39	71.12	13.7	16.9	31.2	38.1	69.3	34.21	27.85	22.85	14.41	0.69	15.10	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy		21					37					---						
Female	99.57	5.71	9.21	23.84	61.24	85.08	6.90	11.0	24.9	57.2	82.1	19.43	22.31	25.07	30.72	2.47	33.19	
Male	99.55	11.38	13.5	29.07	46.05	75.12	13.2	15.0	29.5	42.3	71.8	26.74	22.79	24.02	24.66	1.79	26.45	
Migrant	99.64	16.33	12.67	32.67	38.33	71	16.6	24.0	32.3	27.1	59.4	40.07	27.94	18.38	12.13	1.47	13.60	
3rd Grade Math		Annual Measurable Objective (AMO) 80.28					2014 AMO 82.26											
Combined Population	99.60	2.24	11.47	28.22	58.07	86.29	2.84	13.1	29.4	54.6	84	13.56	23.85	30.61	28.68	3.31	31.99	
TAGG	99.61	3.09	15.03	32.89	48.99	81.88	3.92	16.9	33.4	45.7	79.1	17.98	27.93	30.37	21.73	1.99	23.72	
African American	99.67	4.9	21.57	37.59	35.94	73.53	5.94	24.4	37.6	32.0	69.6	24.57	31.00	28.56	14.92	0.96	15.88	
Hispanic	99.80	1.79	13.05	30.76	54.4	85.16	2.49	12.8	32.7	52.0	84.7	13.91	29.16	31.38	23.85	1.71	25.55	
Caucasian	99.56	1.46	8.04	24.96	65.54	90.5	1.87	9.45	26.4	62.3	88.7	9.86	20.66	31.31	34.04	4.13	38.16	
Economically Disadvantaged	99.67	2.94	14.77	33.13	49.16	82.29	3.73	16.8	33.7	45.7	79.4	17.52	28.06	30.69	21.91	1.81	23.73	
Students with Disabilities	99.13	12.84	32.07	29.59	25.49	55.08	12.3	29.0	30.1	28.7	58.8	41.96	26.90	16.07	11.23	3.84	15.07	
Limited English Proficient	99.94	2.33	16.04	33.65	47.97	81.63	3.16	14.3	34.8	47.7	82.5	16.98	31.11	31.05	19.59	1.28	20.87	
Female	99.61	1.88	10.8	27.67	59.65	87.32	2.18	12.3	30.0	55.5	85.5	12.03	23.92	31.89	29.20	2.95	32.16	
Male	99.60	2.59	12.13	28.74	56.55	85.28	3.47	13.8	28.9	53.8	82.7	15.01	23.78	29.39	28.18	3.64	31.82	
Migrant	100.00	2.64	18.15	36.3	42.9	79.21	6.09	20.9	37.4	35.7	73.1	18.15	34.16	33.45	13.17	1.07	14.23	

Multiple Measures Provide Rich Information—Use of graphics can increase the richness

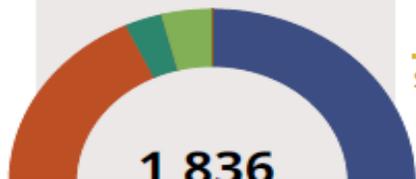
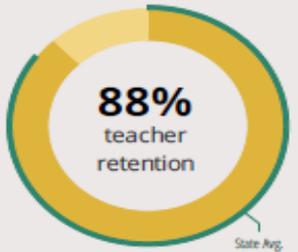
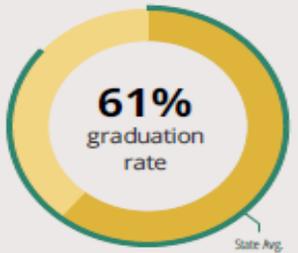
JEFFERSON HIGH SCHOOL

4145 SAMUELSON RD ROCKFORD, IL 61109 3249 (815) 874-9536

Grades 9-12
District ROCKFORD SD 205

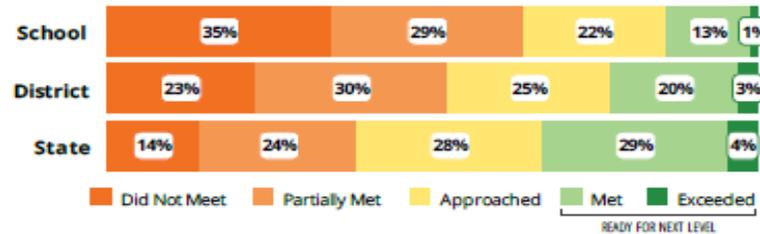
Principal: Don Rundall
Superintendent: Dr. Ehren Jarrett

FAST FACTS



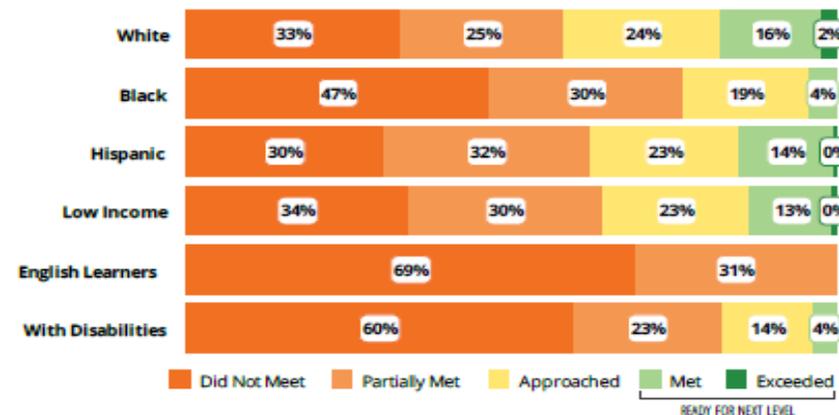
Academic Success

All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the PARCC in specific Math or English Language Arts (ELA) courses.



Success by Student Group

This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.



Student Characteristics

White	32%	Low Income	87%
Black	25%	English Learners	3%
Hispanic	37%	With Disabilities	16%

School Environment



The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

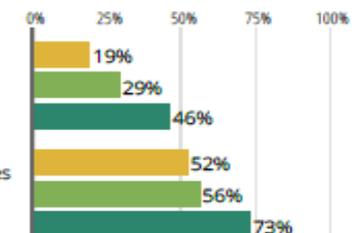
Response Rates

Students	55%
Teachers	90%

- Less Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Average Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Less Ambitious Instruction**
Are the classes challenging and engaging?
- Less Supportive Environment**
Is the school safe, demanding, and supportive?
- Less Involved Families**
Does the entire staff build strong external relationships?

College Readiness

Ready for College Coursework
Students who meet or exceed ACT college readiness benchmarks



Postsecondary Enrollment
Students who enroll at colleges and universities

Postsecondary Remediation (lower is better)

Considerations for Accountability

Public Law 114-95 Section 1111(c)(1-5)

- What is the most important outcome for the accountability system today? In five years?
- What parts of the current state system are driving the desired outcomes and what do we want to change?
- How can the assessment and accountability systems drive desired behaviors and instructional and assessment practices to realize our goals for students?
- What are the important outcomes for which schools and districts should be accountable?
 - Are there potential unintended consequences for reporting these metrics?



NCLB: We know where we've been...

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
COMBINED POPULATION								
# Proficient	543	473	586	499	688	594	1817	1566
# Attempted	776	733	787	750	851	810	2414	2293
% Proficient	70	64.5	74.5	66.5	80.8	73.3	75.3	68.3
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
AFRICAN-AMERICAN POPULATION								
# Proficient	4	3	3	3	3	5	10	11
# Attempted	8	7	6	6	8	7	22	20
% Proficient	50	42.9	50	50	37.5	71.4	45.5	55
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
HISPANIC POPULATION								
# Proficient	82	68	106	75	144	114	332	257
# Attempted	173	171	176	175	197	190	546	536
% Proficient	47.4	39.8	60.2	42.9	73.1	60	60.8	47.9
AYP Status	MS	SL_4	MS	SL_5	MS	SL_M	MS	SL_M

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
CAUCASIAN POPULATION								
# Proficient	411	366	423	374	475	418	1309	1158
# Attempted	526	488	536	504	560	531	1622	1523
% Proficient	78.1	75	78.9	74.2	84.8	78.7	80.7	76
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	182	164	229	189	276	229	687	582
# Attempted	346	341	372	367	387	380	1105	1088
% Proficient	52.6	48.1	61.6	51.5	71.3	60.3	62.2	53.5
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	69	52	77	77	115	84	271	194
# Attempted	117	117	164	160	164	160	460	452
% Proficient	59	44.4	47	48.1	70.1	52.5	58.9	42.9
AYP Status	MS	MS	MS	MS	MS	SL_M	MS	SL_M

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
STUDENTS WITH DISABILITIES								
# Proficient	20	17	48	34	66	66	194	193
# Attempted	30.3	25.8	24.7	17.6	30.3	25.8	24.7	17.6
% Proficient	66	66	194	193	MS	SL_3	MS	SL_M
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS

Overall School AYP Information

2009 AYP Status: Targeted Intensive Improvement (TII-A-5)

Met Standards for Mathematics: NO
 Met Standards for Literacy: YES
 Met Standards for Attendance: YES

Prior Year AYP Status: School Improvement

AYP Group: 6 - 8 Attendance Goal: 91.13%
 Grade Range: 6 - 8 Met Attendance Goal: YES
 Minimum N*: 43 Qtrs. 1-3 Average ADM: 866.42

Summary of Subgroup Adequate Yearly

	Math		Literacy	
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor
Combined	Yes	Yes	Yes	Yes
Af.Amer.	NA	NA	NA	NA
Hispanic	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Econ.Dis.	Yes	Yes	Yes	Yes
LEP	Yes	Yes	No	Yes
Stud.Dis.	No	No	Yes	No

Percent Tested Results for Overall and Subgroups

	Combined	Af.Amer.	Caucasian	Hispanic	Econ.Dis.	LEP	Stud.Dis.
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be included in the AYP determinations.



AYP: 3 - 4 page report
AYP Targets, Status + Growth,
% Tested, Safe Harbor, and
Safe Harbor Eligibility, single
graduation rate target for All
Students

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	450	YES	689	YES
Targeted Achievement Gap Group	254	YES	376	YES
ESEA Subgroups				
	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	30	YES	46	YES
Hispanic	45	YES	74	YES
White	357	YES	546	YES
Economically Disadvantaged	242	YES	354	YES
English Learners	29	YES	45	YES
Students with Disabilities	67	YES	95	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance						
All Students	415	85.06	79.21	399	86.47	79.90
Targeted Achievement Gap Group	227	75.77	69.58	212	77.83	70.03
Three Year Performance						
All Students	1083	85.06	79.21	1083	86.47	79.90
Targeted Achievement Gap Group	583	75.77	69.58	583	77.83	70.03

ESEA Flex: 1-2 page report
Individualized targets, All Students and TAGG for Status,
Reported each subgroup, Status and separate growth, %
tested, graduation rate targets for All Students and TAGG,
report graduation rate against targets for each subgroup.

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance						
All Students	635	85.83	82.03	399	80.95	76.30
Targeted Achievement Gap Group	335	79.10	73.07	212	73.11	65.25
Three Year Performance						
All Students	1902	82.97	82.03	1169	78.27	76.30
Targeted Achievement Gap Group	1026	73.78	73.07	631	67.51	65.25
ESEA Subgroups						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
African Americans	42	69.05	66.67	25	60.00	60.71
Hispanic	70	74.29	69.02	40	72.50	66.51
White	501	89.42	84.88	317	84.23	79.28
Economically Disadvantaged	314	79.30	72.88	202	74.26	65.74
English Learners	43	60.47	55.23	27	55.56	51.31
Students with Disabilities	84	59.52	54.78	48	37.50	25.00

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
AFRICAN-AMERICAN POPULATION								
Percent Tested	YES	YES	YES	YES	YES	YES	YES	YES
Attendance Rate	YES	YES	YES	YES	YES	YES	YES	YES
Prof. Change 08-09	YES	YES	YES	YES	YES	YES	YES	YES
2008-2009 AYP STATUS	MS	(SH)	MS	(SH)	MS	(SH)	MS	(SH)

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
CAUCASIAN POPULATION								
Percent Tested	YES	YES	YES	YES	YES	YES	YES	YES
Attendance Rate	YES	YES	YES	YES	YES	YES	YES	YES
Prof. Change 08-09	YES	YES	YES	YES	YES	YES	YES	YES
2008-2009 AYP STATUS	MS	(SH)	MS	(SH)	MS	(SH)	MS	(SH)

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
ECONOMICALLY DISADVANTAGED POPULATION								
Percent Tested	YES	YES	YES	YES	YES	YES	YES	YES
Attendance Rate	YES	YES	YES	YES	YES	YES	YES	YES
Prof. Change 08-09	YES	YES	YES	YES	YES	YES	YES	YES
2008-2009 AYP STATUS	MS	(SH)	MS	(SH)	MS	(SH)	MS	(SH)

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
LIMITED ENGLISH PROFICIENT POPULATION								
Percent Tested	YES	YES	YES	YES	YES	YES	YES	YES
Attendance Rate	YES	YES	YES	YES	YES	YES	YES	YES
Prof. Change 08-09	YES	YES	YES	YES	YES	YES	YES	YES
2008-2009 AYP STATUS	MS	(SH)	MS	(SH)	MS	(SH)	MS	(SH)

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
STUDENTS WITH DISABILITIES								
Percent Tested	YES	YES	YES	YES	YES	YES	YES	YES
Attendance Rate	YES	YES	YES	YES	YES	YES	YES	YES
Prof. Change 08-09	NO(5.30)	YES	NO(5.30)	YES	NO(5.30)	YES	NO(5.30)	YES
2008-2009 AYP STATUS	SL_3	MS	SL_3	MS	SL_3	MS	SL_3	MS

We know where we are...



2014-2015 School Rating Report

School Letter Grade

C

224 Points Earned

	School Statistics	District Statistics	State Statistics
Enrollment	642	4113	476083
Eoon. Disadvantaged	68.22%	58.06%	61.83%
Proficient/Advanced ELA	33.21%	39.15%	33.9%
Proficient/Advanced Math	39.14%	36.46%	24.59%

How did we get this grade?

Weighted Performance Score: 68.4

School Value-Added Growth: 83.35

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

Measures Affecting School Grade

↑

- Higher than expected average growth value boosted this school's score.
- This school earned 2 ELA challenge points.
- This school earned 3 math challenge points.

↓

- Weighted performance score lowered this school's score.
- Achievement Gap adjustment lowered this school's score. (Gap Adjustment = -6)

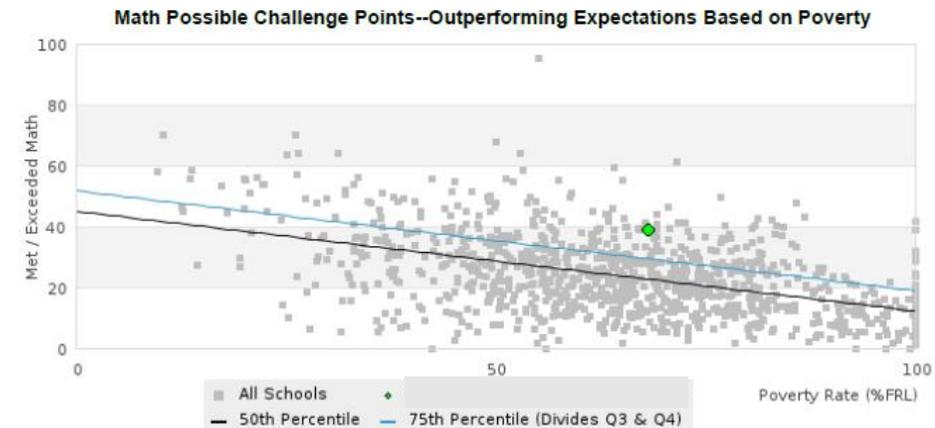
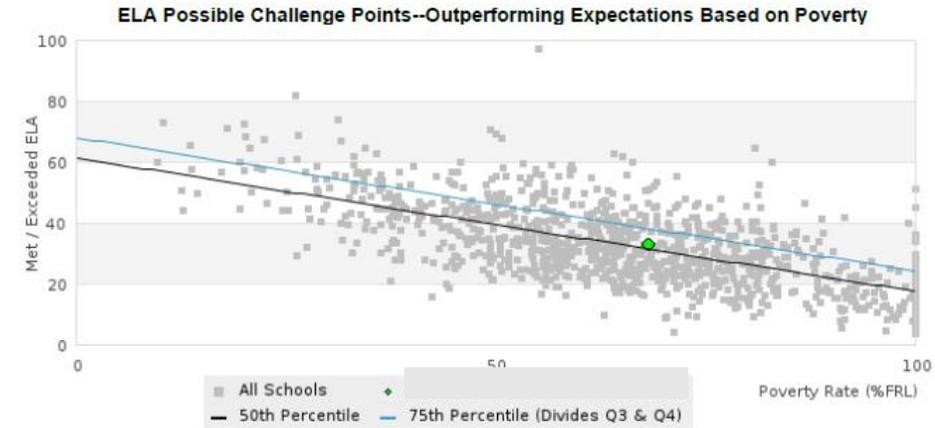
Statewide School Rating Distribution

This school's grade is better than 23.64% of schools in the state

Last year's letter grade: C (224 points earned)



2014-2015 School Letter Grade Detail Report



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.



Where will Arkansas Go Next?



Federal Funding Supports

Program	Purpose	Funding	Who It Serves
Title I Section 1001	To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and to close educational achievement gaps.	Based on poverty levels as determined by census data	Students who may be at risk of academic failure
Title II Section 2001	To increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.	Based on the number of individuals aged 5 through 17 in the area served by the school district.	Teachers and school leaders
Title III Section 3102	1) To help English learners attain English proficiency and develop high levels of academic achievement in English; 2) To assist English learners to meet the same challenging State academic standards as all children; 3) To assist teachers in establishing, implementing, and sustaining effective language instruction programs; 4) To assist teachers, principals, and other school leaders in developing their capacity to prepare English learners; 5) To promote parental, family, and community participation in language instruction programs for the parents, families, and communities of English learners.	Based on the number of English Learners in the school district	English Learners
Title IV, Part A Section 4204	Student Support and Academic Enrichment Grants -To improve students' academic achievement by increasing the capacity of State and local educational agencies to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; 3) improve the use of technology and digital literacy.	Non-competitive; awarded to local schools	Students who may be at risk of academic failure
Title IV, Part B	21st Century Community Learning Centers - To provide opportunities for communities to establish activities in community learning centers that: 1) provide opportunities for academic enrichment; 2) offer students additional services to reinforce the academic program (nutrition and health, career, financial literacy, etc.)	Local competitive sub-grant program	Students who may be at risk of academic failure
Title IV, Part C	Charter Schools	Non-competitive; awarded to local schools	Students who may be at risk of academic failure
Title IV, Part D	Magnet Schools	Non-competitive; awarded to local schools	Students who may be at risk of academic failure
Title IV, Part E	Family Engagement	Non-competitive; awarded to local schools	Students who may be at risk of academic failure
Title V Section 5001	Rural Education Initiative - To address the unique needs of rural school districts that: 1) lack the personnel and resources needed to compete effectively for Federal competitive grants; 2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes	Based on 20 percent or more of the children ages 5 through 17 years served by the school district are from families with incomes below the poverty line	Schools districts classified as rural
Title IX McKinney-Vento Section 9102	To provide services and activities to improve the identification of homeless children and youth	Based on the number of homeless children in the area the district serves.	Students classified as homeless



Subgroups

Accountability

English Language Learner
Special Education
Economically Disadvantaged
African American
Hispanic
Caucasian

Reporting

English Language Learner
Special Education
Economically Disadvantaged
African American
Hispanic
Caucasian
Migrant
Gender
Active Duty Military Dependents
Homeless Foster Children



Minimum Number of Students

N Size Considerations

What is the context for thinking about minimum N size?

Title I Part A of ESSA

- Title I: *Improving the Academic Achievement of the Disadvantaged*.
- Purpose: “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: *Improving Basic Programs Operated by State and Local Education Agencies*.
- Details basic program requirements for State Education Agencies (SEAs) and Local Education Agencies (LEAs).

Minimum N Requirements (1111(c)(3))

(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.

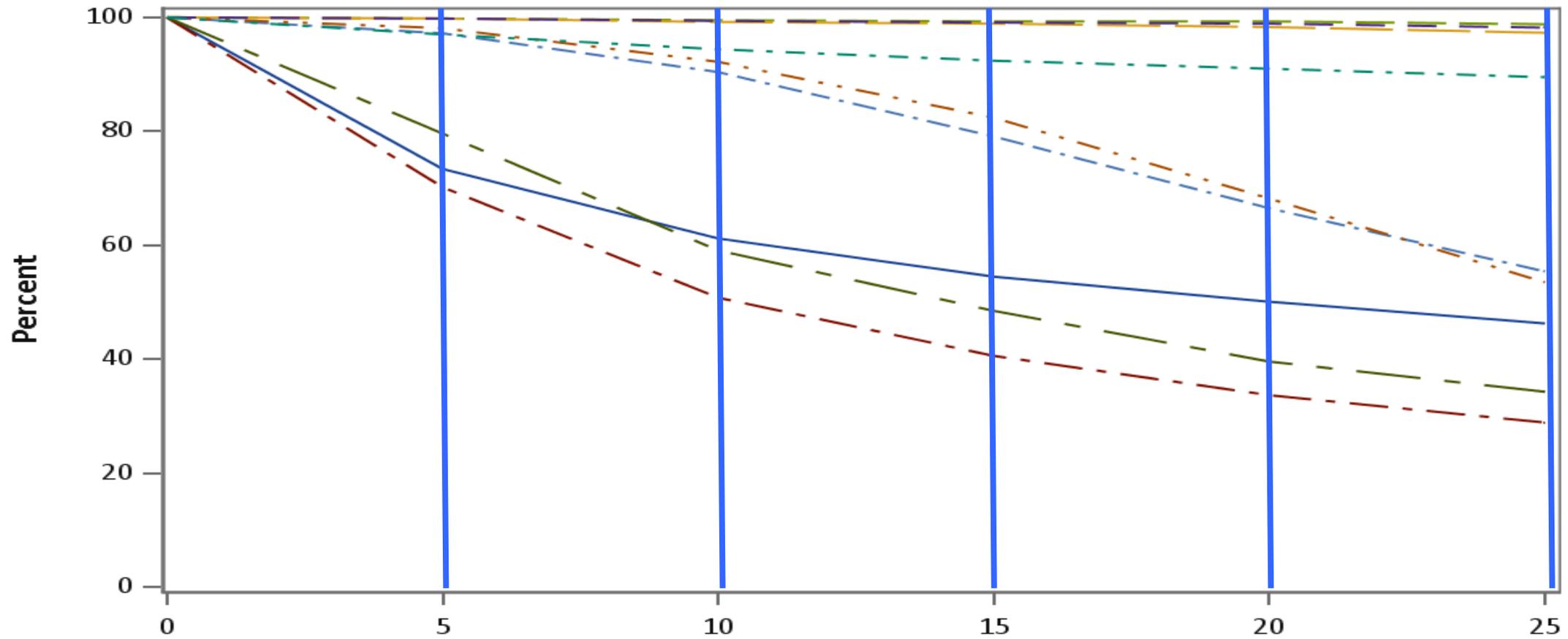
Non-technical Considerations for Minimum N Size

- 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?
- 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?

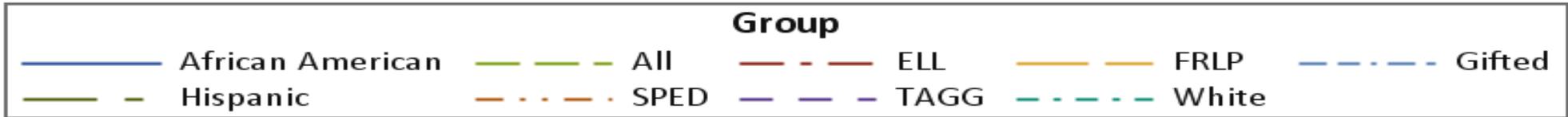
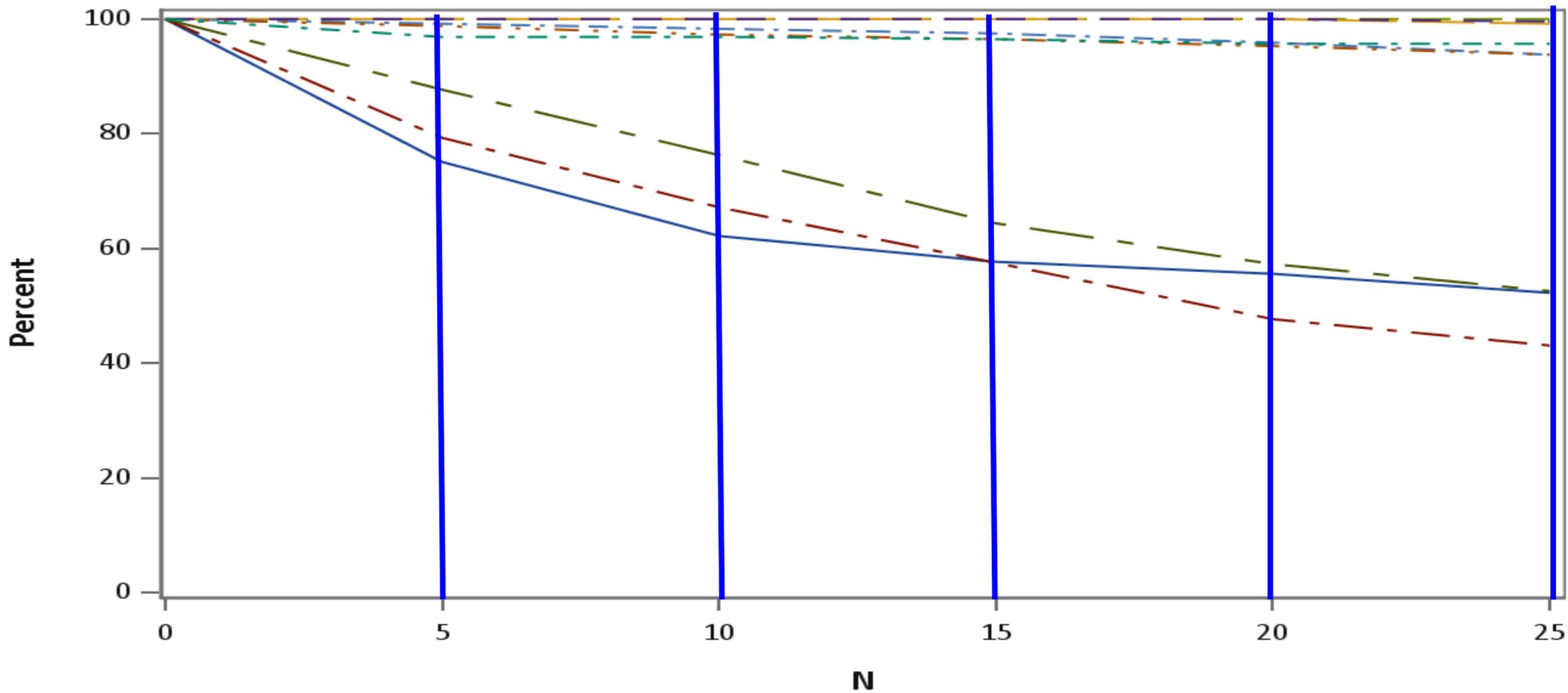
Technical Considerations for Minimum N Size

- 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.*
- What unintended consequences might result from a higher minimum N size? A lower minimum N size?

Percentage of Schools Meeting Minimum N



Percentage of Districts Meeting Minimum N

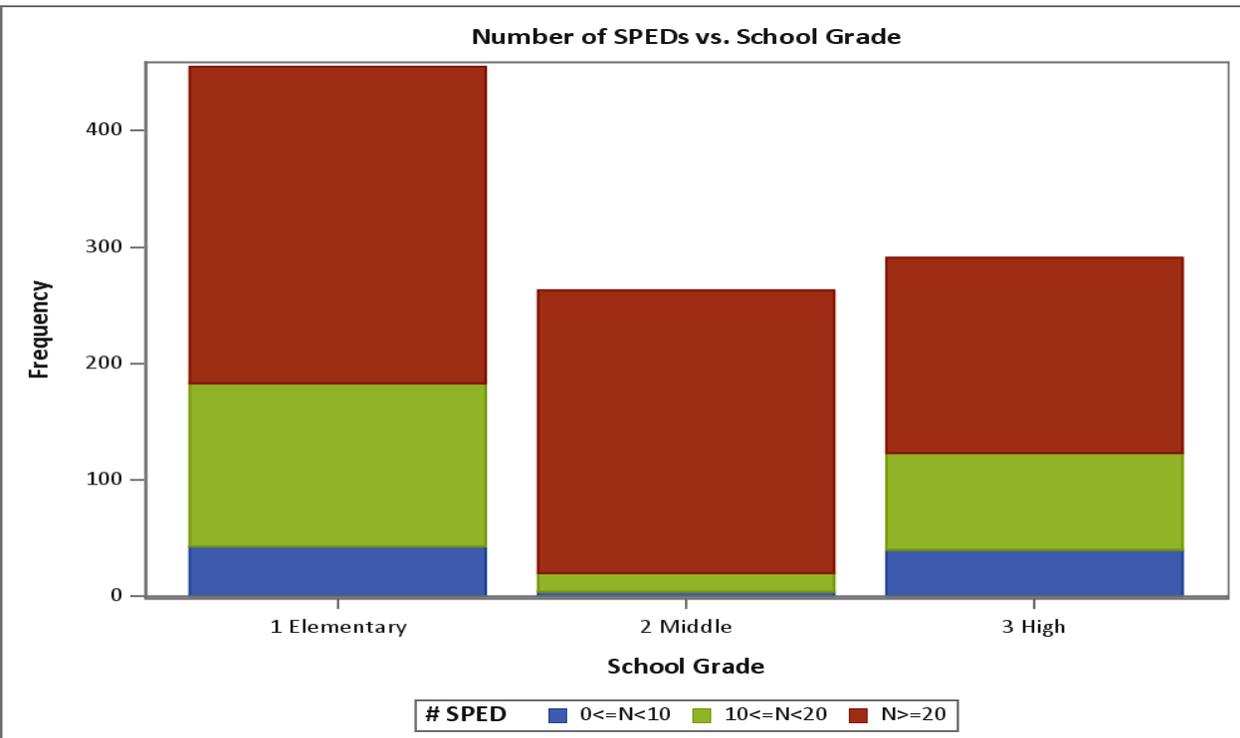


Technical Considerations for Minimum N Size

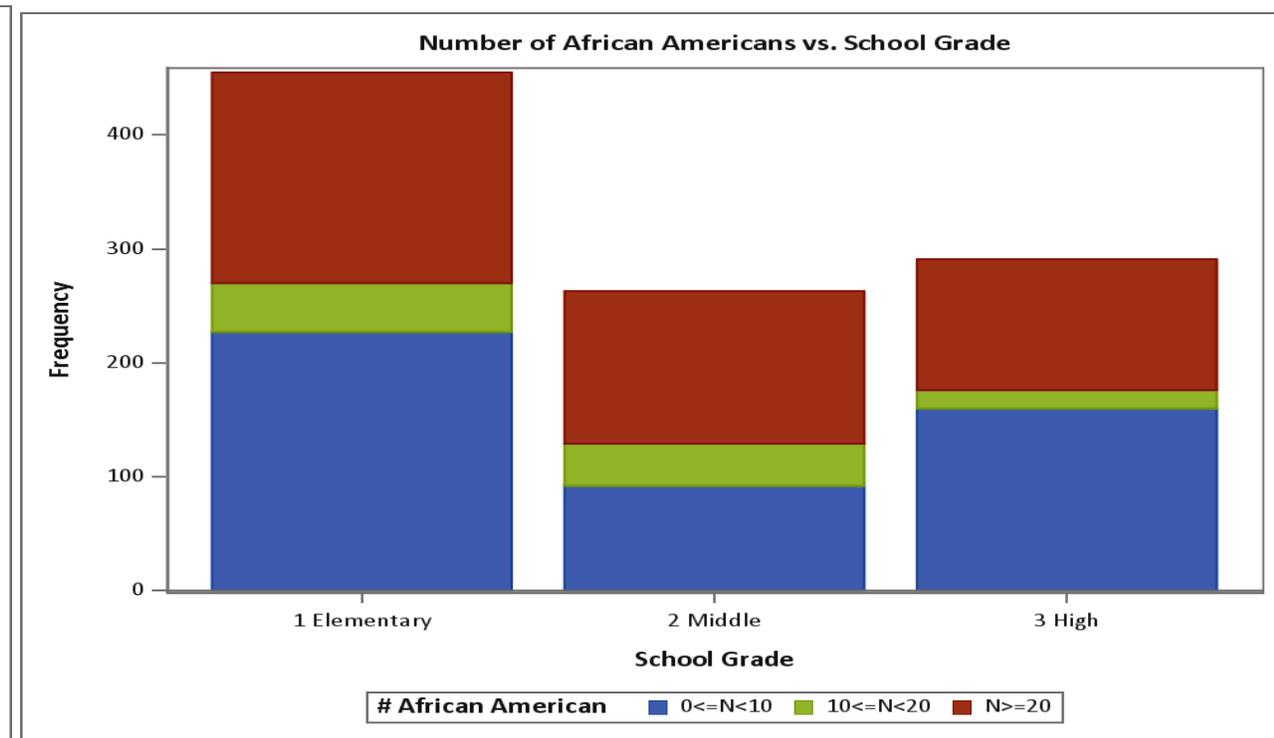
- Statistical soundness
- Do factors such as schools size, grade range, district size, concentrations of subpopulations within schools within districts, etc. interact with the accountability indicators such as achievement, growth, graduation rate, English language acquisition, etc., in different ways at different minimum N size?
- How are validity and reliability (stability) of the accountability rating impacted by different minimum N sizes?

Are some grade ranges impacted differently by lower or higher minimum N size?

Students with Disabilities

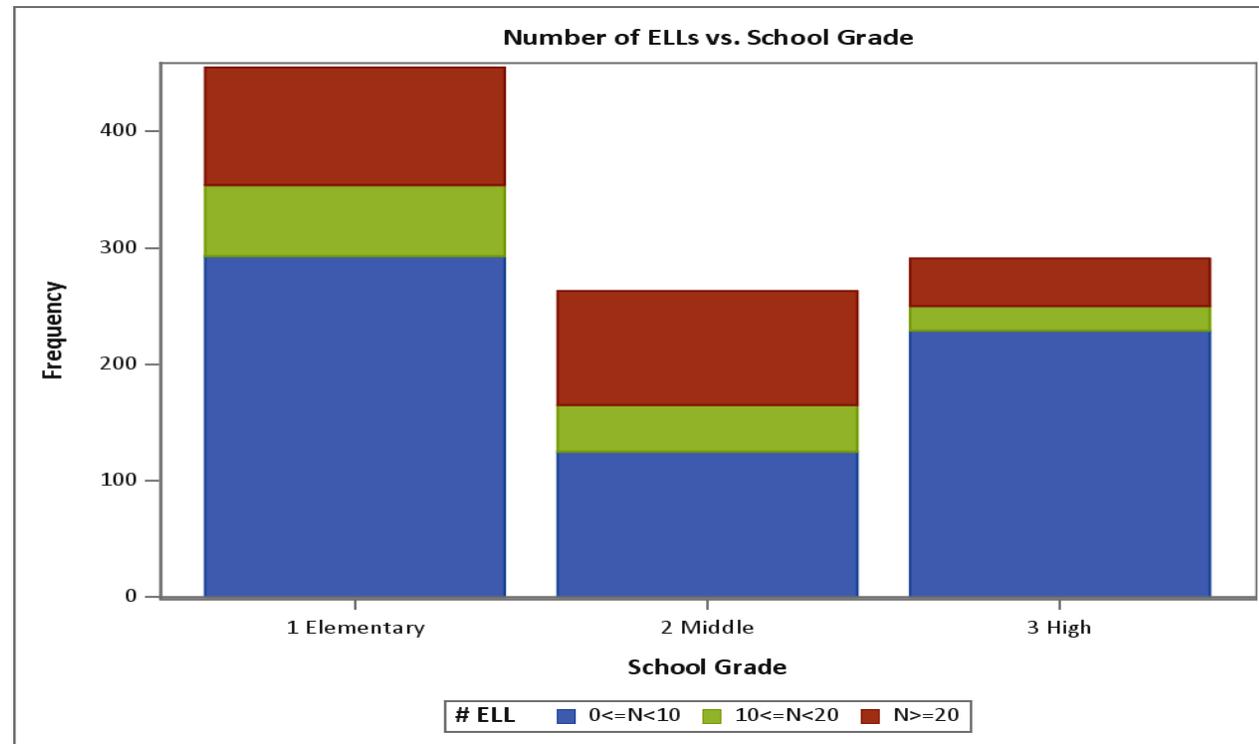


African American Students



Are some grade ranges impacted differently by lower or higher minimum N size?

English Language Learners



What additional
questions/considerations do
you have?

Personalized Learning

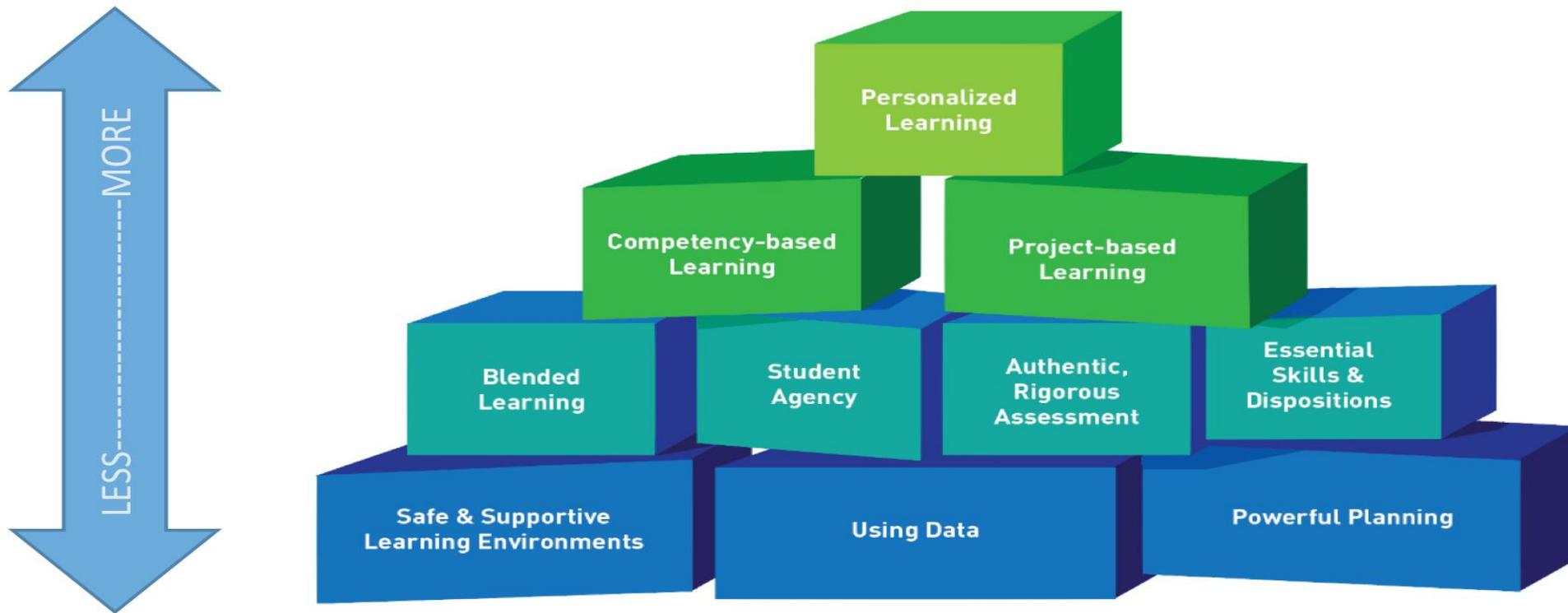
Office of Innovation for Education

Marsha Hash

What is Personalized Learning?

- Personalized learning is tailoring learning for each student's strengths, needs, and interests — including enabling student voice and choice in what, how, when, and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible (INACOL, 2016).
- To meet each child where he/she is and help him/her achieve their potential (Wolf, 2010, p.6).
- Personalized learning is fundamental for student-centered, future ready learning (USDE, 2010).

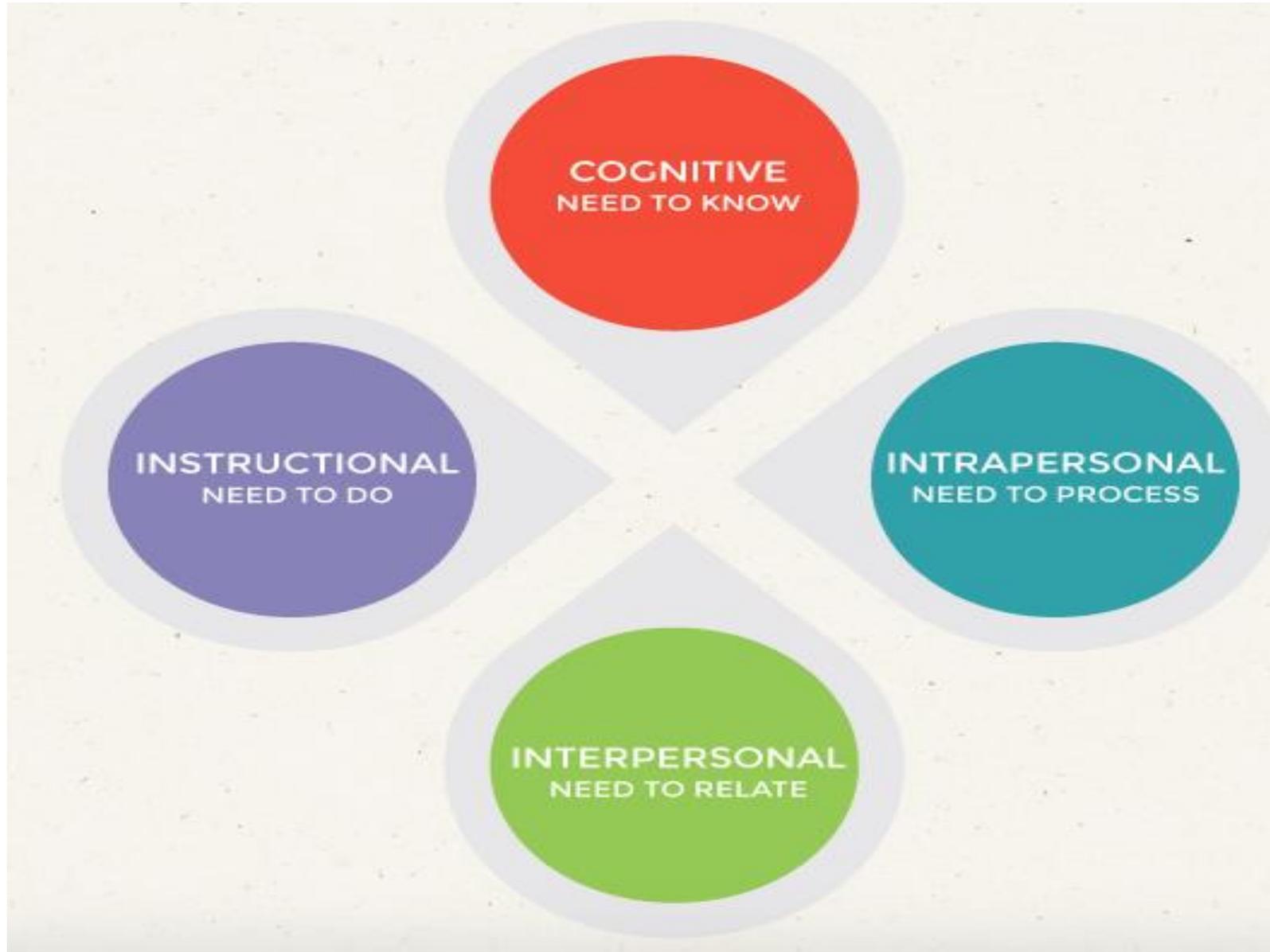
Student-focused learning systems are systems that support student learning along a continuum of increasing student-focus and personalization.



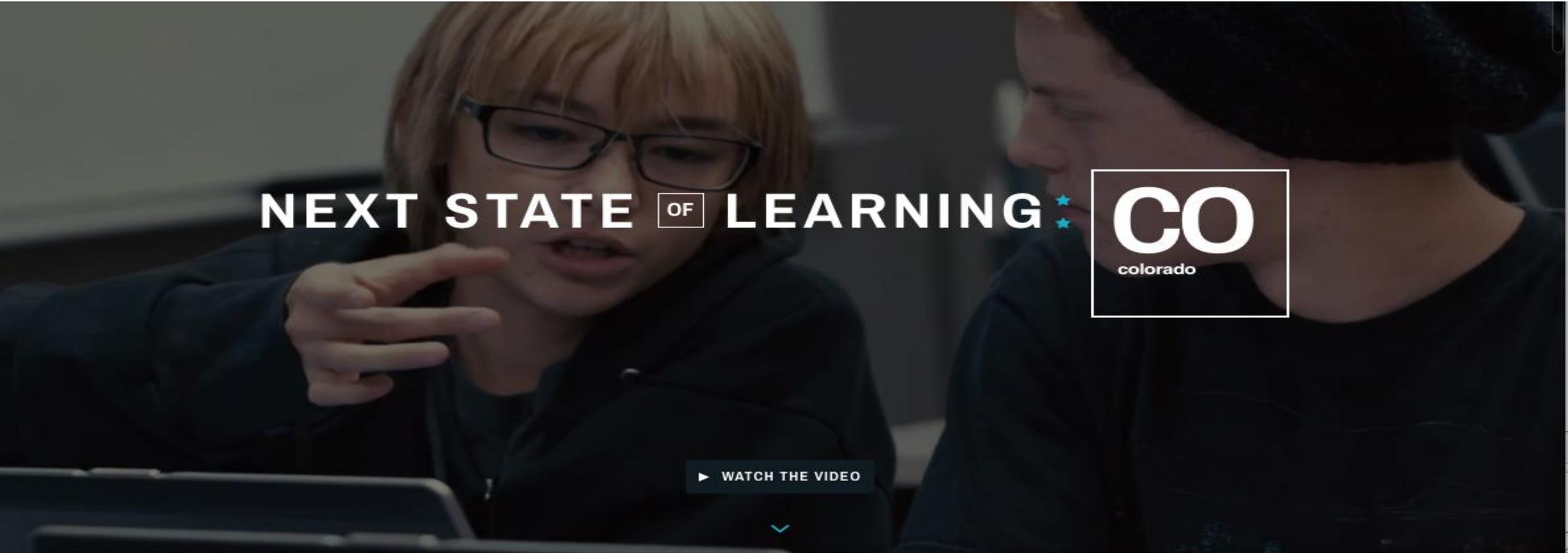
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ⁱ Building Block Graphic modified from graphic provided by 2Revolutions, LLC <http://www.2revolutions.net/>

Implications for Educator Competencies



The Next State of Learning



NEXT STATE OF LEARNING



▶ WATCH THE VIDEO



What might it look like?



Innovation Science

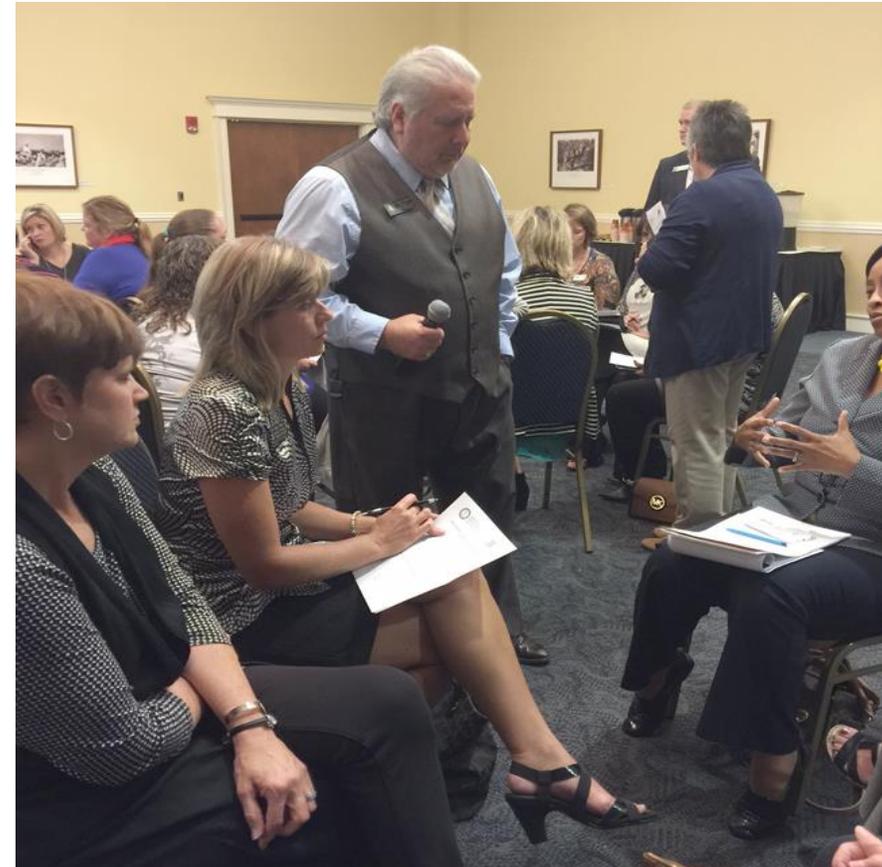
- The transformation to personalized learning comes about through a cycle of innovation that is a companion to continuous improvement.
- Innovation science is the mechanism by which planned change occurs. (Center on Innovations in Learning, 2016).

Community Listening Forums and Public Feedback

Alma-74 Participants



Magnolia-55 Participants



Community Listening Forums and Public Feedback

Melbourne-82 Participants



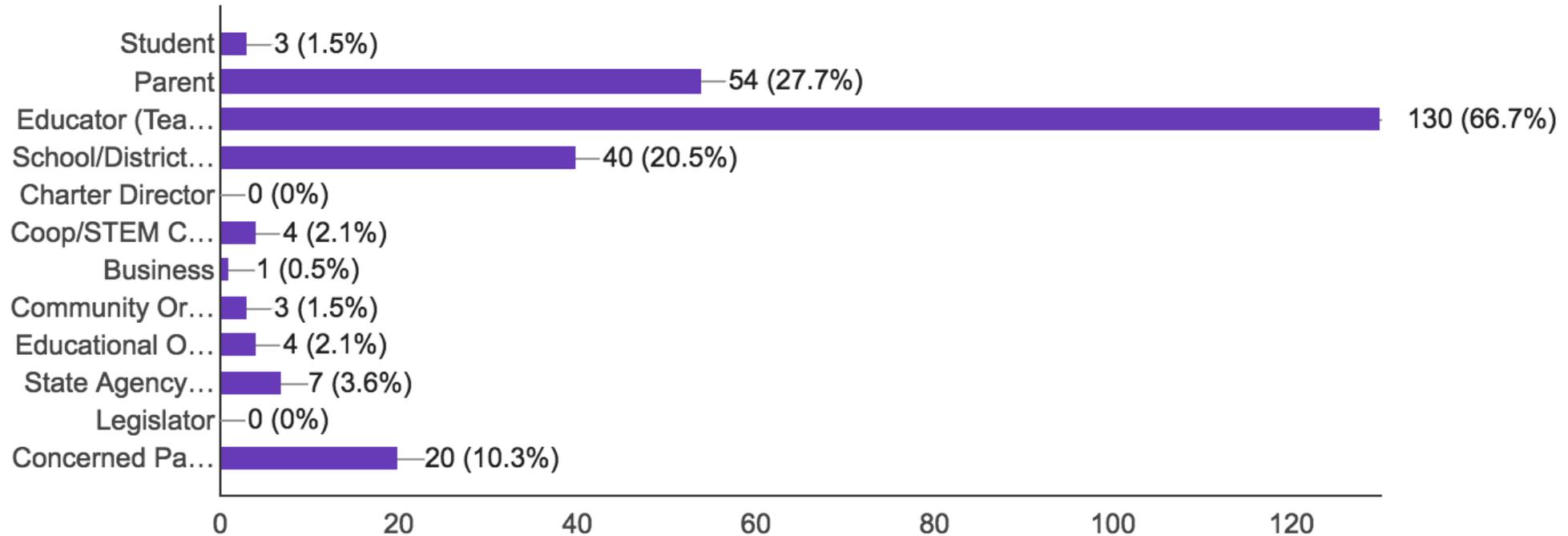
Current Data

- Academic Standards and Assessment online survey
- Committee of Practitioners
- LEA Academy



Academic Standards and Assessment

I am a/an: (Check all that apply.) (195 responses)

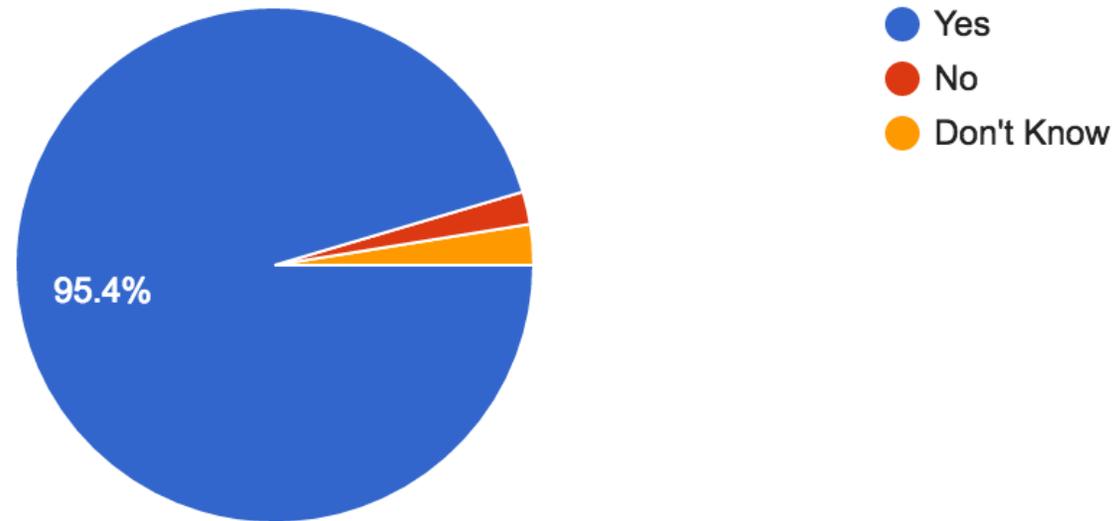


Current as of 9/26/16

Academic Standards and Assessment

Arkansas has Academic Standards (previously Curriculum Frameworks) for each subject.

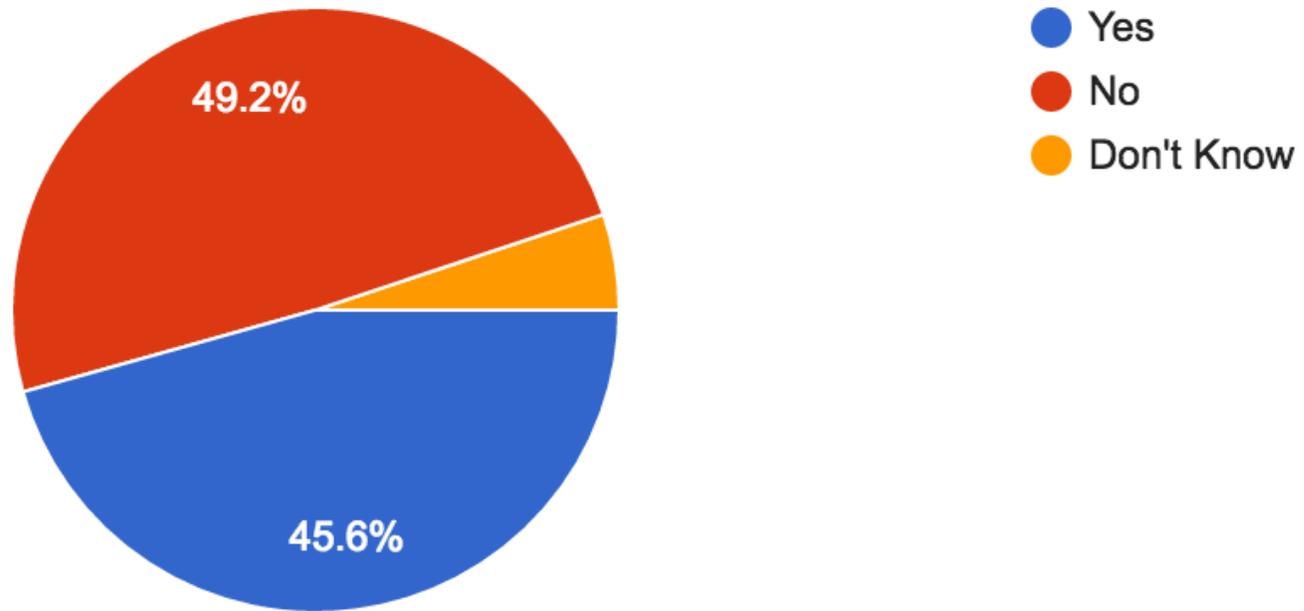
(196 responses)



Current as of 9/26/16

Academic Standards and Assessment

Arkansas no longer uses Common Core State Standards. (195 responses)

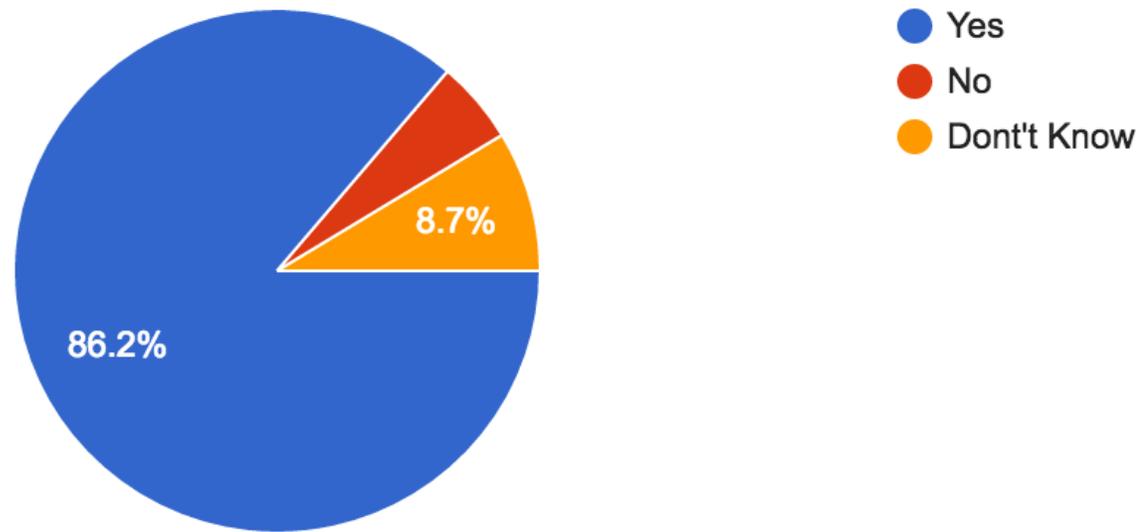


Current as of 9/26/16

Academic Standards and Assessment

Arkansas recently revised the Mathematics and English Language Arts Standards.

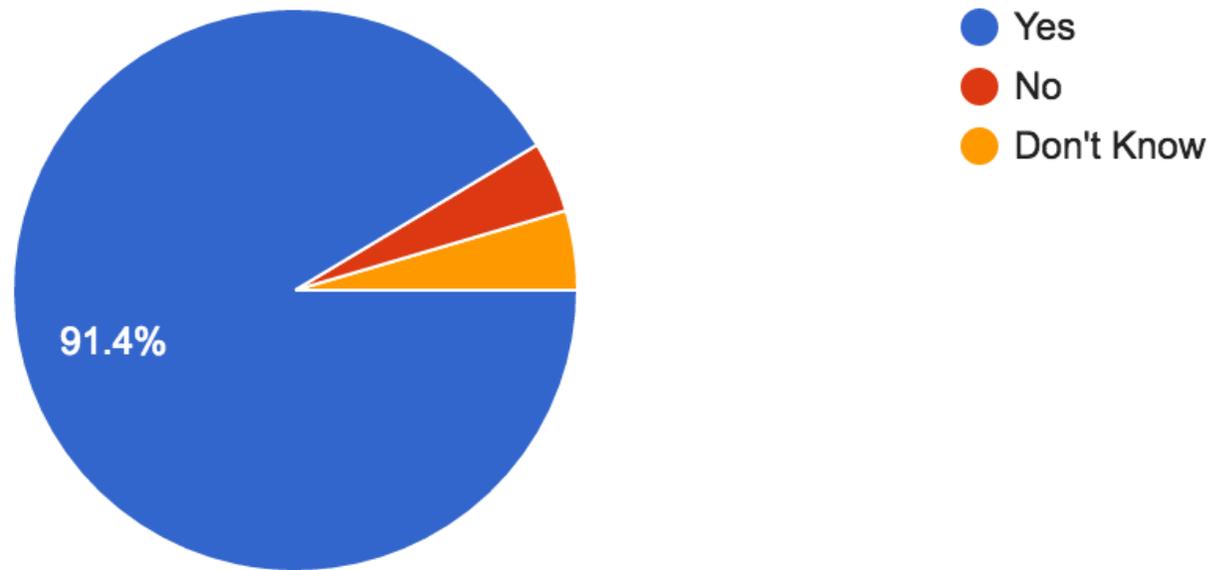
(196 responses)



Current as of 9/26/16

Academic Standards and Assessment

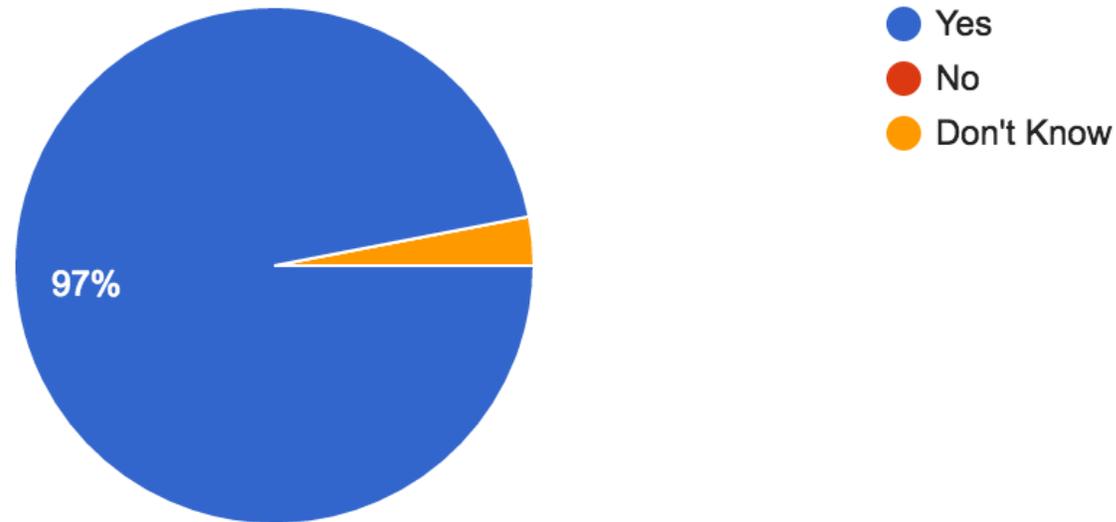
Educators use the Arkansas Academic Standards to plan units and lessons.
(197 responses)



Academic Standards and Assessment

Arkansas uses ACT Aspire to meet the federal requirements for assessment in grades 3-10.

(197 responses)

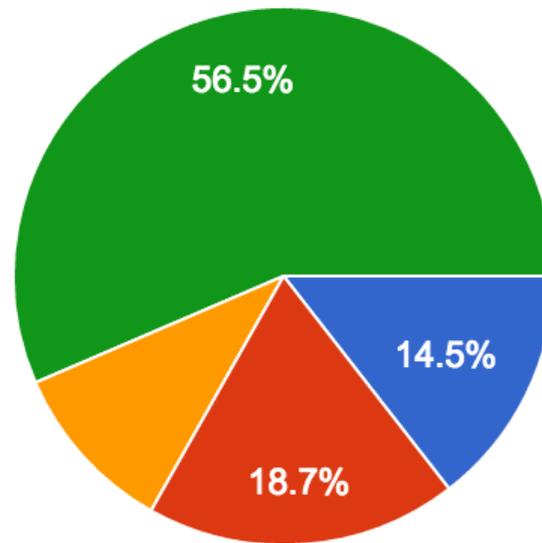


Current as of 9/26/16

Academic Standards and Assessment

As a parent, I use the Arkansas Academic Standards to understand the expectations for my child.

(193 responses)



- I always use the Arkansas Academic Standards to understand the expectations for my child.
- I sometimes use the Arkansas Academic Standards to understand the expectations for my child.
- I do not use the Arkansas Academic Standards to understand the expectations for my child.
- Not applicable



Current as of 9/26/16

Next Steps

Let your voice be heard-share what you know



Attend Community Listening Forums

