

Arkansas ESEA Flexibility

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Public School Accountability



No Child Left Behind (NCLB)

- NCLB was passed in January of 2002. It was a reauthorization of the Elementary and Secondary Education Act (ESEA). It had proficiency targets for all schools based on state averages. Targets in 2006 through 2011 increased about 9% each year. The 2005-06 grade 6-8 math proficiency target was 29.10 percent. The 2013-14 targets were 100 percent proficient.
- If a school missed the targets for consecutive years, they had to use 20% of Title I Part A for school choice and supplemental educational services. They also had to use 10% of Title I Part A for professional development.

No Child Left Behind (NCLB)

- Because the proficiency targets got higher each year, more and more schools were unable to reach them. If all the schools missed the targets, there would be a problem of no differentiation for recognition of achieving schools and special support for non-achieving schools.
- The United States Department of Education offered the states flexibility from the NCLB performance targets in September, 2011. This allowed the states to create performance targets that were achievable and ambitious.

Arkansas ESEA Flexibility

- The Arkansas ESEA Flexibility was approved by the United States Department of Education on June 29, 2012.
- The Arkansas Flexibility established performance targets called Annual Measureable Objectives (AMOs) for each school based on their performance in 2011.
- The Arkansas Flexibility provides differentiated accountability, recognition and support.
- A one year extension of the Arkansas ESEA Flexibility was approved on July 27, 2015.

Arkansas ESEA Flexibility

- The Arkansas ESEA Flexibility removes the following requirements
 - Meeting 100% proficiency targets for each ESEA student subgroup.
 - Using 20% of Title I Part A for school choice and supplemental educational services.
 - Using 10% of Title I Part A for professional development.
- The Arkansas ESEA Flexibility can be found at http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf

TAGG (Targeted Achievement Gap Group)

- A student is counted once in the TAGG if he is in at least one of the following student subgroups:
 - Economically Disadvantaged Students
 - English Learners (EL)
 - Students with Disabilities (SWD)
- Only 16% of Arkansas schools were accountable for the Students with Disabilities subgroup under NCLB.
- TAGG causes more students to count in the accountability model. Ninety-eight percent of the state's schools have a TAGG that meets the minimum N of 25.



Achieving Schools

- Achieving schools meet proficiency AMOs for the All Students group and the TAGG.
- Schools must test at least 95% for math and literacy in the All Students group and the TAGG.
- High schools must meet the graduation rate AMOs for the All Students group and the TAGG.
- Schools will be given the “Needs Improvement” label if they do not meet the AMOs or test less than 95%.

Priority - Five Percent of the State's Lowest-Performing Title I Schools

- The lowest performance calculation used three years of data with the Added Ranks method described in A-15 on website: http://www.arkansased.gov/public/userfiles/Learning_Services/Federal%20Programs/School%20Improvement%20Grants/SIG%20Guidance.doc
- Non-Title I schools with commensurate low performance are Priority Schools.
- Tier I or Tier II schools using SIG funds for a school intervention model are Priority Schools.
- To exit Priority, a school must meet AMOs for two consecutive years for All Students and TAGG, and have percent tested of at least 95%.

Added Ranks Using 2014 Percent Proficient

- a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2014. Each school was assigned a rank based on this order with 1 representing the best.
- b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2014. Each school was assigned a rank based on this order with 1 representing the best.
- c. An overall rank for 2014 academic achievement was obtained by summing the ranks for math and literacy.

Assigning Ranks for Priority

| School Name | 2014 Math %Prof & Adv | Math Rank | 2014 Literacy %Prof & Adv | Literacy Rank | Added Ranks |
|-------------|-----------------------|-----------|---------------------------|---------------|-------------|
| School B | 96.56 | 1 | 86.61 | 3 | 4 |
| School A | 92.12 | 2 | 95.45 | 1 | 3 |
| School C | 88.05 | 3 | 87.59 | 2 | 5 |
| School D | 65.52 | 4 | 67.87 | 4 | 8 |

Priority - Lowest 5% of Final Rank Score

- A 3-year progress ranking was obtained by summing the 2012, 2013 and 2014 overall rank values.
- A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2014 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2014 performance was weighted .80, thus giving slightly more credit to schools that may have been low performing, but demonstrated progress during the three years.

Priority – Sample Calculation

- Three year total rank = 2014 math rank (988) + 2014 literacy rank (1008) + 2013 math rank (996) + 2013 literacy rank (1000) + 2012 math rank (981) + 2012 literacy rank (964) = 5937.
- Weighted Rank Value (WRV) = 7534 = 3 Year Total Rank (5937) + .80 * 2014 Total Rank (1996).
- Newly identified Priority Schools in 2015 had a Weighted Rank Value greater than 7533.

Identifying Focus Schools

- Students are in the Targeted Achievement Gap Group (TAGG) if they belong to one of the following subgroups: Economically Disadvantaged, English Learners and Students with Disabilities.
- Three year percent proficient and advanced (prof) in Literacy and Math are calculated both for TAGG and Non-TAGG.
- Three year TAGG percent proficient and advanced equals the number (#) of TAGG students prof in 2014 math plus # prof in 2014 literacy plus # prof in 2013 math plus # prof in 2013 literacy plus # prof in 2012 math plus # prof in 2012 literacy divided by the sum of the number of TAGG students tested in math and literacy in 2012, 2013 and 2014.

Focus School Achievement Gaps

- Achievement gaps were calculated by subtracting the three year TAGG percent proficient and advanced in math and literacy from the Non-TAGG three year percent proficient and advanced within each school. If the school Non-TAGG group was less than minimum N (25), the median of all schools' Non-TAGG (91.77%) was compared to the school TAGG.
- Focus schools include 10% of Title I schools with the largest TAGG/Non-TAGG gaps. Non-Title I schools with same gaps were also included. Three year gaps for newly identified Focus Schools for 2015 were greater than or equal to 31.15.

