

Arkansas' ESEA Flexibility request was renewed on July 27, 2015 for one year by the United States Department of Education.

What does Arkansas' ESEA Flexibility renewal mean for Districts and their Schools?

- New Annual Measureable Objectives.
- Newly named Priority and Focus Schools.

What data was used to name the newly identified Priority and Focus Schools?

- Benchmark exams for math and literacy in grades 3-8, Algebra I, Geometry, and grade 11 literacy from years 2012, 2013 and 2014.

What are Focus Schools?

- Focus schools include 10% of Title I schools with the largest performance gaps over a three year period between Non-TAGG and TAGG student groups. Schools that were not Title I with the same size gaps were also identified as Focus.

What are TAGG and Non-TAGG?

- TAGG stands for Targeted Achievement Gap Group. A student is counted once in the TAGG if they are in at least one of the following student subgroups:
 - Economically Disadvantaged Students
 - English Learners
 - Students with Disabilities
- Students that are not in one of the TAGG student subgroups are part of the Non-TAGG group.

What calculation was used to identify Focus schools?

- Non-mobile tests were used (students were continuously enrolled at the same school from October 1 through the day of the test).
- For each school, percent proficient and advanced was calculated for TAGG students and Non-TAGG students using tests from 2012, 2013 and 2014.
- Achievement gaps were calculated for each school by subtracting the percent proficient and advanced over the three years for TAGG from the percent proficient and advanced over the three years for Non-TAGG.
- Schools were ranked by the magnitude of the 3 year gap.
- Ten percent of Title I schools with the largest gaps were identified as Focus. Schools that were not Title I with the same size gaps were also identified as Focus.

What are Priority Schools?

- Priority schools include 5% of Title I schools with the lowest performance over a three year period. Schools are also Priority if they are Tier 1 or Tier 2 schools using SIG funds for a school intervention model.

What calculation was used to identify Priority schools?

- Non-mobile tests were used.
- Math and Literacy performance is ranked for 2012, 2013, and 2014.
- Schools were sorted from highest to lowest based on the percentage of students proficient in mathematics in 2014. Each school was assigned a rank based on this order with 1 representing the best.
- 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.
- An overall rank for 2014 academic achievement was obtained by summing the ranks for math and literacy.
- 3-year progress ranking was obtained by summing the 2012, 2013 and 2014 overall rank values.
- 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.
- For example
 - 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 (lowest 5%).

If my school was newly labeled as Focus or Priority, how can we exit our new status?

- Your school must meet literacy and math AMOs for 2 consecutive years for the All Students and TAGG student subgroups.
- Percent Tested must be at least 95%
- A High School must meet graduation rate AMOs.

How will new Annual Measureable Objectives (AMOs) be developed using PARCC test data?

- New AMOs will be developed for each student subgroup based on performance at the 20 percent level of the state distribution of scores.