American Institutes for Research (AIR) has compiled profiles of each state educational agency’s proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Arkansas uses a composite index to calculate an annual summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement.
- Arkansas includes multiple measures in its school quality or student success indicator including computer science credits, community service learning credits, grade point average, on-track to graduation credit accumulation, accelerated coursework, and college placement tests.
- Arkansas weights the English language proficiency (ELP) progress measure proportionally in relation to the number of participants in the statewide ELP assessment.

### Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

#### Annual Meaningful Differentiation

- **Annual summative rating** (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)
- **Data dashboard only** (CSI/TSI schools identification only)

#### Summative Ratings

A, B, C, D, F

#### Accountability Measures Included in Accountability

<table>
<thead>
<tr>
<th>Academic Measures</th>
<th>Included in Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement status</td>
<td>Yes</td>
</tr>
<tr>
<td>Achievement growth</td>
<td>Yes</td>
</tr>
<tr>
<td>GAP Achievement gap</td>
<td></td>
</tr>
<tr>
<td>ELP English language proficiency/progress</td>
<td>Yes</td>
</tr>
<tr>
<td>4-year graduation rate</td>
<td>Yes</td>
</tr>
<tr>
<td>EAR Early learning</td>
<td></td>
</tr>
<tr>
<td>WRE Well-rounded education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistence Measures</th>
<th>Included in Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXT Extended-year graduation rate(s)</td>
<td>Yes</td>
</tr>
<tr>
<td>OTG On-track to graduation</td>
<td>Yes</td>
</tr>
<tr>
<td>Dropout rate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and career readiness</th>
<th>Included in Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>COL College enrollment</td>
<td></td>
</tr>
<tr>
<td>ADV Advanced coursework or sequence</td>
<td>Yes</td>
</tr>
<tr>
<td>CPT College placement test(s)</td>
<td>Yes</td>
</tr>
<tr>
<td>CTE Career and technical education or work-based learning</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness to learn</th>
<th>Included in Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFL Conditions for learning/school climate</td>
<td></td>
</tr>
<tr>
<td>SEL Social-emotional learning</td>
<td></td>
</tr>
<tr>
<td>CHR Chronic absenteeism</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

#### Student Groups for Accountability Determinations

(N = 15 for accountability, N = 10 for reporting)

**Major racial/ethnic subgroups**
- African American
- Hispanic
- White

**Other required subgroups**
- Economically disadvantaged
- Students with disabilities
- English learners

**Nonrequired subgroups**
- Not applicable

#### Subjects Used for Accountability

<table>
<thead>
<tr>
<th>Subject</th>
<th>Status</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Reading/English language arts (ELA)</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Social studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>☑</td>
</tr>
</tbody>
</table>

Arkansas ESSA Accountability Profile
Annual Differentiation System

Arkansas uses a composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI; see also “School Improvement Categories”).

Arkansas Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Consolidated State Plan

<table>
<thead>
<tr>
<th>ESSA Indicator</th>
<th>State Measure</th>
<th>Measure Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Elementary/Middle Schools</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Proficiency index (ELA, math)</td>
<td>35%</td>
</tr>
<tr>
<td>Other academic</td>
<td>Student growth (VAM for ELA, math, ELP)</td>
<td>50%</td>
</tr>
<tr>
<td>English language proficiency progress</td>
<td>4-year graduation rate</td>
<td>--</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>5-year graduation rate</td>
<td>--</td>
</tr>
<tr>
<td>Academic indicators subtotal</td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>School quality or student success</td>
<td>Student engagement (chronic absenteeism)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficiency (science)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student growth (VAM for science)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading at grade level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT/WorkKeys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT readiness benchmark</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade point average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community service learning credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On-time credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer science course credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Placement/International Baccalaureate (AP/IB), dual/concurrent credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student engagement (chronic absenteeism)</td>
<td>15%</td>
</tr>
<tr>
<td>SQSS indicator subtotal</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Note 1: ELA=English/language arts; VAM=value-added student growth model
Note 2: The student growth measure integrates the academic achievement and ELP progress indicators because Arkansas includes math, ELA and ELP results in a single student growth measure and the weightings across the subjects depend on the number of respective participants.
# Accountability Measure Descriptions

<table>
<thead>
<tr>
<th>ESSA Indicator</th>
<th>State Measure</th>
<th>Description</th>
</tr>
</thead>
</table>
| Academic achievement | Proficiency Index (ELA, math) | Weighted average performance level achieved across students on statewide assessments based on the following point values:  
- In need of support (Level 1): 0 points  
- Close (Level 2): 0.5 points  
- Ready (Level 3): 1.0 point  
- Exceeding (Level 4): 1.0 or 1.5 points (depending on number of students scoring at Levels 1 and 4) |
| Participation rate inclusion | Proficiency Index (ELA, math) | The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades or subjects. Schools with participation rate less than 95% for 2 consecutive years must develop an improvement plan. After 3 years, Arkansas will implement additional actions and interventions as appropriate. |
| Other academic | Student growth (ELA, math, ELP) | Value-added student growth model (VAM) that compares actual year-to-year change in annual statewide assessment results with the predicted results for each participating student. Weighting for the combined ELA/math component of the measure is split evenly between those subjects; however, the ELA/math results are combined proportionally with ELP results based on number of test participants across each subject, so that the weightings of the ELP and combined math/ELA components vary within the composite index. |
| Graduation rate | 4-year graduation rate | The percentage of students within an adjusted cohort who graduate, respectively, within 4 or 5 years with a regular high school diploma. |
| 5-year graduation rate | Weighted average student level absenteeism rate based on the following point values:  
- Absent < 5% enrolled days: 1 point  
- 5% ≤ Absent < 10% enrolled days: 0.5 points  
- Absent ≥ 10% enrolled days: 0 points |
| Proficiency (science) | Weighted average performance level achieved across students on statewide assessments based on the following point values:  
- Ready or Exceeds: 1 point  
- Close: 0.5 points  
- Not ready: 0 points |
| Student growth (science) | Weighted average student growth (using student growth percentile [SGP]) across students on statewide assessments based on the following point values:  
- SGP ≥ 75%: 1 point  
- 25% ≤ SGP < 75%: 0.5 points  
- SGP ≤ 25%: 0 points |
| Reading at grade level | Weighted average reading performance level achieved across students (assessments pending clarification) based on the following point values:  
- Ready or Exceeds: 1 point  
- Close: 0.5 points  
- Not ready: 0 points |
| ACT/WorkKeys | Percentage of students in Grade 12 scoring above ACT WorkKeys readiness benchmark. |
| Bonus for ACT readiness benchmark | Percentage of ACT subject-specific assessments taken during Grades 9–12 that are scored above readiness benchmark (using each student’s best score for each subject). |
| GPA | Percentage of students in Grade 12 with final GPA greater than or equal to 2.8 on 4.0 scale. |
| Community service learning credits | Percentage of students in Grade 12 earning 1 or more service learning credits during Grades 9–12. |
| On-time credits | Percentage of students in Grades 9, 10, and 11 meeting grade-specific benchmarks for course credit accumulation for Grades 9 (5.5 credits), 10 (11.0 credits), and 12 (16.5 credits). |
| Computer science course credits | Percentage of students in Grade 12 earning at least 1 credit for computer science during Grades 9–12. |
| AP/IB, dual/concurrent credits | Percentage of students in Grade 12 earning at least 1 credit for advanced placement (AP/IB) or concurrent coursework during Grades 9–12. |
School Improvement Categories

<table>
<thead>
<tr>
<th>Identification criteria</th>
<th>Comprehensive Support and Improvement (CSI) Schools</th>
<th>Targeted Support and Improvement (TSI) Schools</th>
<th>Additional Targeted Support (ATS) Schools</th>
</tr>
</thead>
</table>
| • Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score (by grade span)  
• Low graduation rate school: 4-year graduation rate less than 66.67%  
• Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) | Any school with consistently underperforming subgroup(s) based on composite index score gap (gap definition to be determined), for 2 consecutive years | Any school with subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students |
| First year and frequency of identification | 2018–19 for low-performing (every 3 years) and low graduation rate schools (annually)  
2021–22 for chronically underperforming subgroup schools and every 3 years thereafter | 2020–21 and annually thereafter (pending clarification) | 2018–19 (frequency not given) |
| Years of improvement to exit status | Some categories of CSI schools must demonstrate an “upward trend” in improvement to exit (undefined) | States are not required to determine exit criteria for consistently underperforming subgroups | ATS schools must demonstrate an “upward trend” in improvement to exit (pending clarification) |

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

<table>
<thead>
<tr>
<th>State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA</th>
<th>Year of Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>1 (for all recent ELs)</td>
<td>Exempt all recent ELs from ELA/reading statewide testing</td>
</tr>
<tr>
<td>2 (for all recent ELs)</td>
<td>Test all recent ELs in ELA/reading but exclude from accountability</td>
</tr>
<tr>
<td>3</td>
<td>Uniform procedure for assigning individual ELs to either Option 1 or Option 2</td>
</tr>
</tbody>
</table>

Arkansas ESSA Accountability Profile