



Arkansas Accountability System Under the Every Student Succeeds Act

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	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
A, B, C, D, F	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	✓
Persistence	
EXT Extended-year graduation rate(s)	✓
OTG On-track to graduation	✓
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	✓
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	✓

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		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	✓
Social studies		
Other		



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

ESSA Indicator	State Measure	Measure Weightings	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA, math)	35%	35%
 Other academic	Student growth (VAM for ELA, math, ELP)	50%	35%
ELP English language proficiency progress			
 Graduation rate	4-year graduation rate	--	10%
	5-year graduation rate	--	5%
Academic indicators subtotal		85%	85%
SQSS School quality or student success	Student engagement (chronic absenteeism)	15%	15%
	Proficiency (science)		
	Student growth (VAM for science)		
	Reading at grade level		
	ACT/WorkKeys		
	ACT readiness benchmark		
	Grade point average		
	Community service learning credits		
	On-time credits		
	Computer science course credits		
	Advanced Placement/International Baccalaureate (AP/IB), dual/concurrent credits		
Student engagement (chronic absenteeism)			
SQSS indicator subtotal		15%	15%
Total		100%	100%

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

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency Index (ELA, math)	Weighted average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • 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)
	<i>Participation rate inclusion</i>	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 <i>actual</i> year-to-year change in annual statewide assessment results with the <i>predicted</i> 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.
ELP English language proficiency progress		
 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	
SQSS School quality or student success	Student engagement (chronic absenteeism)	Weighted average student level absenteeism rate based on the following point values: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		