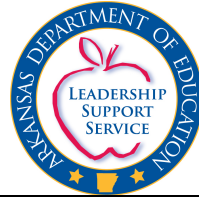


# ARKANSAS DEPARTMENT OF EDUCATION

ESSA	<p>Every Student Succeeds Act Replaces No Child Left Behind Gives each state more freedom in its design of accountability systems Positive change for Arkansas!</p>
Stakeholder Engagement	<ul style="list-style-type: none"> <li>• Ten regional Community Listening Forums</li> <li>• Ambassador led Community Listening Forums</li> <li>• Steering Committee-monthly meetings</li> <li>• Online Surveys</li> <li>• Advisory Teams</li> <li>• Stay Informed Archive: <a href="http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/stay-informed-archive">http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/stay-informed-archive</a></li> </ul>
Accountability (embedded throughout the plan)	<ul style="list-style-type: none"> <li>• ESSA School Index will determine level of SUPPORT</li> <li>• A focus on long-term learning versus one-time snapshot test score</li> <li>• Theory of action guides a logical system of informed support and accountability for improvement</li> </ul> <p><u>Five indicators:</u> ESSA School Index (p. 44) (Table 16 on p. 45)</p> <ol style="list-style-type: none"> <li>1. Achievement</li> <li>2. Growth</li> <li>3. Graduation Rate</li> <li>4. English Learners (Included with the growth indicator and proportionate to the number of English Learners in a district).</li> <li>5. School Quality/Student Success Factors (Explanation begins p. 41-45 of third draft and 141-142 in Appendix D)</li> </ol>
School Support	<ul style="list-style-type: none"> <li>• ADE will support <b>districts; districts will support schools</b></li> <li>• <b>**through this support, districts will gain strategies to better support their schools</b></li> <li>• Schools will be identified for a level of support (all schools need some form of support)</li> <li>• <b>**with new multiple indicators of success including growth</b></li> <li>• Identification of Schools             <ul style="list-style-type: none"> <li>○ comprehensive support and improvement (lowest 5% of title 1 schools)</li> <li>○ targeted support and improvement</li> </ul> </li> <li>• Stakeholders must be involved in the development of all improvement plans</li> </ul>



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	<ul style="list-style-type: none"> <li>Schools will be expected to show improvement over three years or be subject to more rigorous interventions going forward.</li> </ul>
<p>Assessment (p. 5-9)</p>	<ul style="list-style-type: none"> <li>ACT Aspire for grades 3-10</li> <li>Heightened focus on career readiness for high school levels</li> <li>Focus on grade level reading for K-2</li> <li>K-2 Assessment-District Choice-Northwest Evaluation Association (NWEA), I-Station or Renaissance</li> <li>Will explore multiple measures and performance assessments within schools' and districts' local cycle of inquiry to improve student learning.</li> </ul>
<p>English Learners</p>	<ul style="list-style-type: none"> <li>New Entry and Exit Criteria—common across the state for all districts</li> <li>ELPA 21 is new annual assessment</li> <li>Former English Learners—Included in accountability for four years</li> <li>Recently arrived English Learners (first year in the US) during their first year in US must take all state content assessments and the scores will be used as baseline scores, 2<sup>nd</sup> year-scores will be used in conjunction with baseline scores to calculate and use growth in achievement, 3<sup>rd</sup> year scores will be used for growth and proficiency</li> <li>Timeline to proficiency—takes into account entry grade level and initial English language proficiency level</li> <li>EL Indicator—             <ul style="list-style-type: none"> <li>School Percentage of students “On Track to English Language Proficiency” will be reported relative to long term goals and checkpoints for progress toward goals.</li> <li>EL growth in ELP will be included in the growth indicator for the ESSA School Index</li> </ul> </li> </ul>
<p>Teacher Effectiveness (p. 77-92)</p>	<ul style="list-style-type: none"> <li>Focus on Equity: access to effective teachers</li> <li>Effective/ineffective definitions</li> <li>Novice teachers (year 1-3) focus on development and support</li> <li>A career continuum is being developed: teachers will have the opportunity to move up a career ladder, receiving additional certifications on their licenses</li> <li>High School Cadets will have opportunities to receive micro credentials through Educators Rising Program</li> <li>Teacher Prep programs will be encouraged to provide a variety of internship opportunities</li> </ul>