

EXHIBIT E1

ACCOUNTABILITY

Tuesday, August 20, 2024



2024 ADEQUACY STUDY



ROADMAP

- Academic Accountability
 - Every Student Succeeds Act
 - Arkansas Educational Support and Accountability Act
- Special Education
- Fiscal Assessment and Accountability
- Academic Facilities Distress
- Districts under State Authority
- LEARNS Act



ACADEMIC ACCOUNTABILITY

Every Student Succeeds Act

EVERY STUDENT SUCCEEDS ACT

- 2015 reauthorization of the 1965 Elementary and Secondary Act
- Replaces 2002 No Child Left Behind
- All states submitted plans to the U.S. Department of Education for approval
- Arkansas's plan was codified in Act 930 of 2017

EVERY STUDENT SUCCEEDS ACT

- Standards and Assessment
- Accountability
- Public Reporting
- Teachers
- School Funding

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Standards and Assessment Requirements

States must have:

- Challenging academic content standards and statewide academic achievement standards that apply to all public schools and public school students
- Standards for math, reading or language arts, and science (states may adopt standards for other subjects)
- Standards for English-language proficiency that address speaking, listening, reading, and writing

States are allowed to set alternative achievement standards for students with the most significant cognitive disabilities

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Standards and Assessment

Assessments

States must have statewide, annual assessments aligned with academic standards

Must assess students in reading and math annually in grades 3-8 and once in high school

Must assess students in science at least once in grades 3-5, once in grades 6-9 and once in grades 10-12

May assess other subjects

May administer alternate assessments for students with the most significant disabilities, but no more than 1% of students across the state may be assessed using the alternate assessment

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Accountability

States are required to have a statewide accountability system based on the state academic standards

Must establish long-term goals for all students and each subgroup of students in the following areas:

- Proficiency on annual assessments
- High-school graduation rates
- Percentage of English language learners making progress in achieving English language proficiency

ESSA requires a system for meaningfully differentiating public schools

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Accountability

Meaningfully differentiating all public schools

Required indicators

- Academic achievement (proficiency on state assessments)
- Another academic indicator (for high schools, four-year graduation rate)
- English proficiency
- At least one other indicator of school quality of student success (must be valid, reliable, comparable, and statewide)

Each of the academic indicators (first three) must carry substantial weight

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Accountability

Arkansas's Goals

Achievement

- **80%** of students achieving a test-based grade-level proficiency score

Graduation rates

- **94%** for four-year Adjusted Cohort Graduation Rate
- **97%** for five-year Adjust Cohort Graduation Rate

English language proficiency

- **52%** of students on track
- English language proficiency is based on a number of factors including students' test scores on the ELPA21, when students were identified as English language learners, and whether students have exited English language learner status

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Accountability

Schools in Need of Support

State accountability systems must have a process for identifying three types of schools:

- **Comprehensive Support and Improvement**—Title I schools that are in the lowest performing 5% of Title I schools in the state, and all high schools that fail to graduate one-third or more of their students
- **Targeted Support and Improvement**—schools that are consistently underperforming for one or more student groups
- **Additional Targeted Support**—schools that, for any student subgroup, meet the criteria for the lowest performing 5% of Title I schools in the state for students overall

ESSA also sets requirements for the specific types of support that state education agencies must provide to each category of schools

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Accountability

Arkansas Schools in Need of Support

Arkansas uses five categories:

- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- Comprehensive Support and Improvement—Additional Targeted Support and Improvement
- Comprehensive Support and Improvement
- Comprehensive Support and Improvement—More Rigorous Interventions

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Accountability

Targeted Support and Improvement—one or more consistently underperforming subgroups

Total Schools	54
Elementary	25
Middle	28
High School	1

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Accountability

Additional Targeted Support and Improvement—schools with a subgroup falling below the 1st percentile of Title I schools in 2021 and 2022

Total Schools	16
Elementary	3
Middle	13
High School	0

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Accountability

Comprehensive Support and Improvement—Additional Targeted Support and Improvement—schools that were identified for Additional Targeted Support and Improvement in 2018 that did not exit the program within four years

Total Schools	125
Elementary	89
Middle	36
High School	0

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Accountability

Comprehensive Support and Improvement Schools—Title I schools that are at or below the 5th percentile value of all Title I schools in the grade span

Total Schools	28
Elementary	13
Middle	6
High School	9

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Accountability

Comprehensive Support and Improvement Schools—schools that were identified as in need of Comprehensive Support and Improvement in 2018 and did not sufficiently improve to exit by 2022

Total Schools	30
Elementary	19
Middle	5
High School	6

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Public Reporting

ESSA Requirements for States

Describe accountability system

List schools identified for various categories of support, including

- Results of assessments
- Graduation rates
- Other indicators
- Progress toward goals
- Assessment participation rates
- Number and percentage of English language learners achieving English-language proficiency

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Teachers

- State ESSA plans must describe how the state will ensure low-income and minority students are not taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers



ACADEMIC ACCOUNTABILITY

Arkansas Educational Support and Accountability Act (AESAA)

ACT 930 OF 2017

Repealed state's previous accountability system and created new system

DESE is responsible for developing and implementing a comprehensive accountability system

Multiple components

- Academic Standards
- Student Assessment
- Levels of Support
- School Improvement Plans and District Support Plans
- Student Success Plans
- Educator Excellence
- Data Reporting

Letter Grade Rating System

Reward Schools

School on the Move

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ACADEMIC STANDARDS

DESE is required to establish academic standards that define what students shall know and be able to demonstrate in each content area

Academic Standards were previously covered in the Learning Expectations report

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STUDENT ASSESSMENT

Educational Support and Accountability Act requires a statewide student assessment system, which must contain:

- Developmentally appropriate measurements or assessments for kindergarten through grade two in literacy and mathematics
- High-quality, evidence-based literacy screeners for kindergarten through grade three
- Assessments to measure English language arts, mathematics, and science as identified by the state board
- Assessment of English proficiency of all English learners, and
- Assessments to measure college and career readiness

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STUDENT ASSESSMENT

Beginning in 2023-24, Arkansas used the Arkansas Teaching & Learning Assessment System (ATLAS) as the statewide assessment

Arkansas received a waiver from the U.S. Department of Education for conducting assessments in 2020 due to COVID-19

On January 24, 2024, the State Board of Education approved DESE's request to place seven schools on "Accredited—Cited Status" for violations of Standard 1-C.1.1, Testing at Least 95% of All Students

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LEVELS OF SUPPORT

Level 1—General support: DESE provides guidance and tools to assist districts; districts have access to contacts at DESE for questions

Level 2—Collaborative support: includes minor or temporary technical assistance of a department initiative or state expectations, includes districts receiving a federal 1003 grant

Level 3—Coordinator support: technical assistance and monitoring

Level 4—Directed support: DESE provides direct guidance on development and implementation of school-level plans, resource allocation, monitoring, and evaluation

Level 5—Intensive support: requires State Board approval, DESE creates a district improvement/exit plan in collaboration with district leadership and local school boards, requires quarterly reports to State Board, State Board must vote to remove

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LEVELS OF SUPPORT

DESE considers schools' ESSA designations, fidelity of implementation of school-level improvement plans and district support plans, school and district level data, and fidelity of implementation of DESE directives

Districts may request to receive a certain level of support

DESE **must provide:**

- **Level 3** support to districts in which **40% or more** of the district's students score "in need of support" on the state's prior year summative assessment for reading
- **Level 4** support to districts in which **50% or more** of the district's students score "in need of support" on the state's prior year summative assessment for reading

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LEVELS OF SUPPORT

2022-23 Level of Support	Number of Districts	Percentage of Districts
1	127	49%
2	49	19%
3	47	18%
4	31	12%
5	4	2%

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Levels of Support—Educator Input

A quarter of superintendents (**26%**) responded that they **did not know their district's level of support**

Most frequently used DESE supports:

- Electronic trainings, recorded and live (66%)
- Assistance with monitoring and implementation of school-level improvement plans (40%)
- Support in collecting, analyzing, and using relevant data to create a school-level improvement plan (39%)

Almost half of superintendents (**49%**) responded that DESE support is either **very useful or essential**

About 1/5 of superintendents (**19%**) reported that their district **does not receive support from DESE**

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SCHOOL IMPROVEMENT PLANS

Every school must develop a school-level improvement plan by May 1 of each year

School-level plan is submitted to the district and posted on the district website by August 1 of each year

Schools are required to continually monitor and assess their schools' improvement efforts

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Schools Improvement Plans—Educator Input

More than half (57%) of principals said that school-improvement plans were very useful or essential in planning strategies to improve student achievement

Almost half (44%) of principals said that school-level improvement plans were very useful or essential in improving student achievement

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DISTRICT IMPROVEMENT PLANS

School districts incorporate school improvement plans into strategic planning for the school year

Districts receiving Level 2 support or higher must develop a district plan of support by September 1 and post the plan on the district website within 10 days

Districts in which **40% or more of students scored “in need of support”** on the state’s prior year summative assessment for reading shall develop a literacy plan as part of the district support plan. **Plans must include:**

- Goals for improving reading achievement through the district, and
- Information regarding the prioritization of funding for strategies to improve reading

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STUDENT SUCCESS PLANS

Success plans must:

- Guide the student along pathways to graduation (required coursework, courses of interest, consideration for student’s postsecondary plans using multiple measures to inform decisions about a pathway)
- Address accelerated learning opportunities (could include Advanced Placement, International Baccalaureate, concurrent credit, career pathways, apprenticeships, internships, courses based on identified areas of academic strength, extracurricular activities, and other opportunities)
- Address academic deficits and interventions (courses based on identified areas of academic deficit, point-in-time remediation, credit recovery, tutoring, additional learning supports, transitional coursework, and other opportunities), and
- **Include college and career planning components** (College and Career Readiness Assessment data, interest inventories, college and career planning tools, industry-recognized credentials or technical certifications, and other postsecondary preparations)

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Student Success Plans—Educator Input

Principals were asked which elements were included in student success plans. The three most common elements were

- Courses the student will take in high school (96%)
- Four- or two-year college planning (89%)
- Post-high school jobs (75%)

Principals were asked which parties are involved in creating student success plans. The three most common parties were

- Counselors (95%)
- Students (87%)
- Teachers (73%)

About half (51%) of principals indicated that all of their students have a student success plan. About a third of principals responded that between 75% and 99% of their students have a student success plan

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EDUCATOR EXCELLENCE

The Educational Support and Accountability Act allows the State Board of Education to promulgate rules that promote the state's goal of providing all Arkansas public school students with qualified and effective educators

Districts are responsible for hiring, retaining, and developing effective teachers and leaders by using programs provided by DESE

Districts and schools must report information to DESE, including professional qualifications, teaching assignments, and performance evaluation information

Districts with data reflecting disproportionality must develop and implement strategies for equitable access in the district support plan

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DATA REPORTING

DESE has multiple methods of communicating data to districts, schools, parents, and the public, including the annual school report cards

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LETTER GRADE RATING SYSTEM

Arkansas Code Annotated § 6-15-2101 *et seq.*

Multiple measures approach including

- Academic achievement on the annual statewide student assessment
- Student growth on the annual statewide student assessment
- School-level graduation rate or rates, and
- English-learner progress or growth in acquiring English

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LETTER GRADE RATING SYSTEM

The rating system must also consider at least one of the following indicators:

- Closing the achievement gap
- Academic growth of student subgroups
- The percentage of grade 9 cohort with on-time completion of credit attainment at the end of grade 9
- Equity in resource allocation

The percentage of students who earn Advanced Placement credit, concurrent credit, International Baccalaureate credit, or industry-recognized certification that leads to articulated or concurrent credit at a postsecondary institution, student access to multiple flexible learning continua, student access to preschool offered by the public school district, the proportional percentage of qualified educators who hold a National Board for Professional Teaching Standards certification or have an advanced degree beyond their bachelor's degree, and public school district and community partnerships.

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LETTER GRADE RATING SYSTEM

Arkansas's School Rating System uses the ESSA School Index, which consists of the following indicators:

Weighted achievement

School Mean Growth plus English Learner Growth

- Content growth (ELA and math growth scores combined for each student)
- English Learner progress to English Language Proficiency at a rate that is proportional to number of English Learners

Adjusted Cohort Graduation Rate

- Four-year Adjusted Cohort Graduation Rate
- Five-year Adjusted Cohort Graduation Rate

School Quality and Student Success (SQSS)

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LETTER GRADE RATING SYSTEM

School Quality and Student Success Indicator

- Student engagement (chronic absence risk level)
- Science Achievement
- Science Growth
- Reading at Grade Level
- ACT
- GPA 2.8 or better on 4.0 scale
- Community Service Learning Credits Earned
- On-time Credits
- Computer Science Course Credits Earned
- Advanced Placement/International Baccalaureate or Concurrent Credit Courses
- ACT Readiness Benchmark

LETTER GRADE RATING SYSTEM

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8		Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement and Academic Growth	70% total with Weighted Achiev. accounting for half (35%) and School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%		
Progress to English Language Proficiency	Weight of indicator in School Value - Added Growth Score is proportionate to number of English Learners	Progress to English Language Proficiency	Weight of indicator in School Value - Added Growth Score is proportionate to number of English Learners
Graduation Rate Indicator 4-Year Adjusted Cohort Rate 5-Year Adjusted Cohort Rate	NA		15% total 4-Yr = 10% 5-Yr = 5%
School Quality and Student Success Indicator	15%		15%

LETTER GRADE RATING SYSTEM

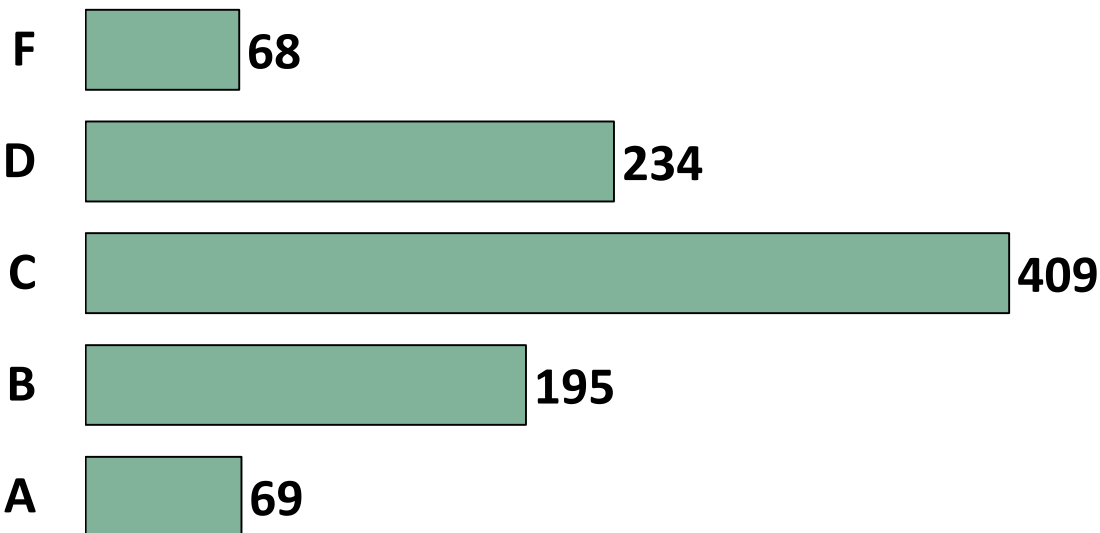
Once the ESSA School Index for each school has been calculated, DESE uses the following cut scores to calculate each school's letter grade:

Letter Grade	Elementary	Middle School	High School
A	79.26 <= Score	75.59 <= Score	73.22 <= Score
B	72.17 - 79.25	69.94 - 75.58	67.96 - 73.21
C	64.98 - 72.16	63.73 - 69.93	61.10 - 67.95
D	58.09 - 64.97	53.58 - 63.72	52.95 - 61.09
F	Score < 58.09	Score < 53.58	Score < 52.95

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Letter Grade Rating System

Number of Schools in Each Letter Grade

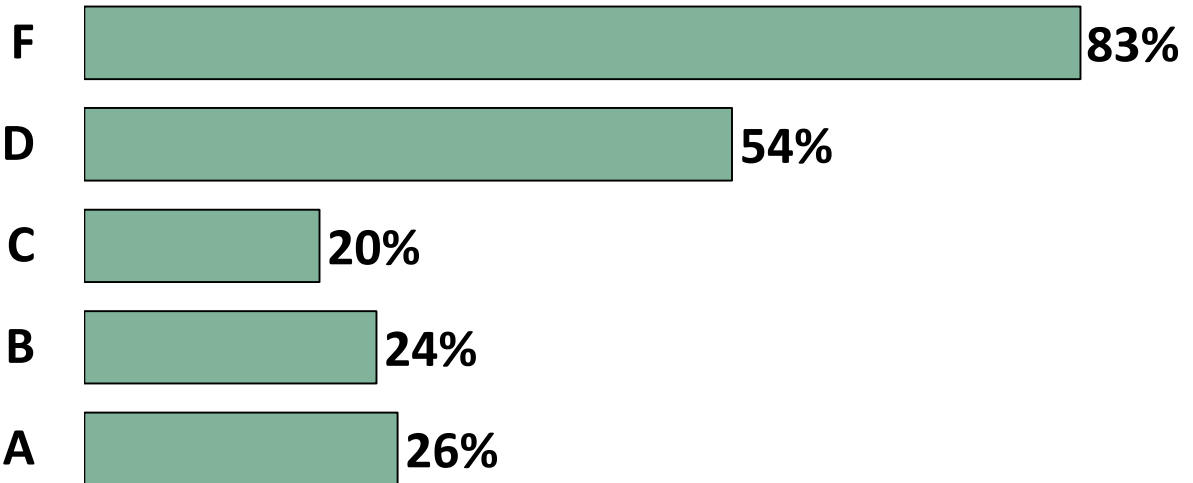


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Letter Grade Rating System

Characteristics of Schools by Letter Grade

Percent Nonwhite

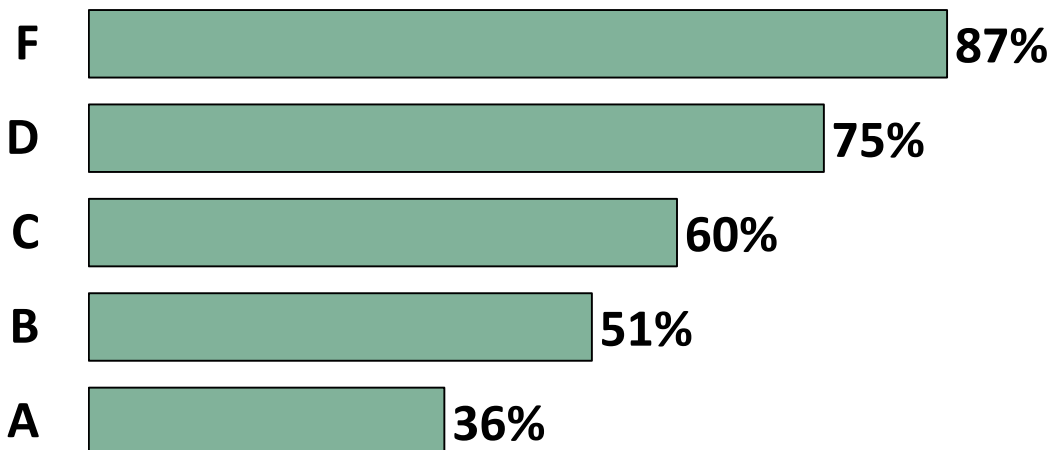


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Letter Grade Rating System

Characteristics of Schools by Letter Grade

Percent Free and Reduced Lunch

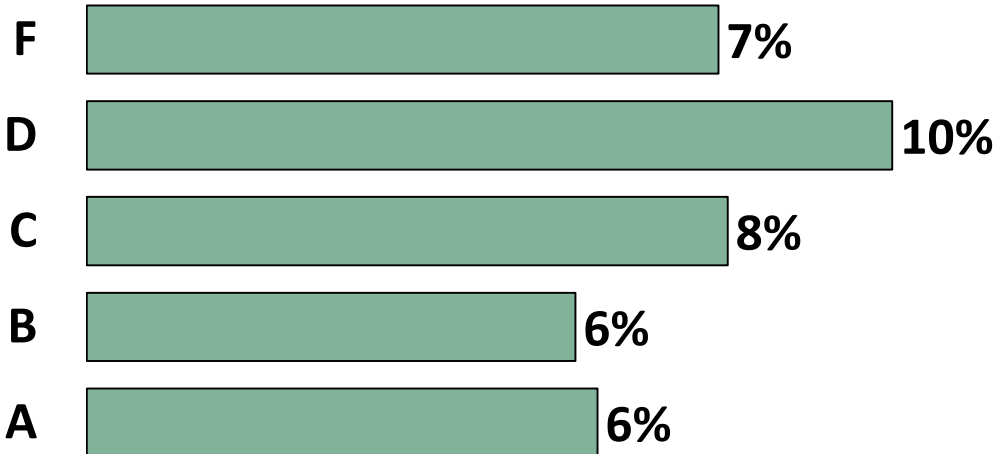


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Letter Grade Rating System

Characteristics of Schools by Letter Grade

Percent English Language Learner



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Letter Grade Rating System

Characteristics of Schools by Letter Grade

Percent Special Education

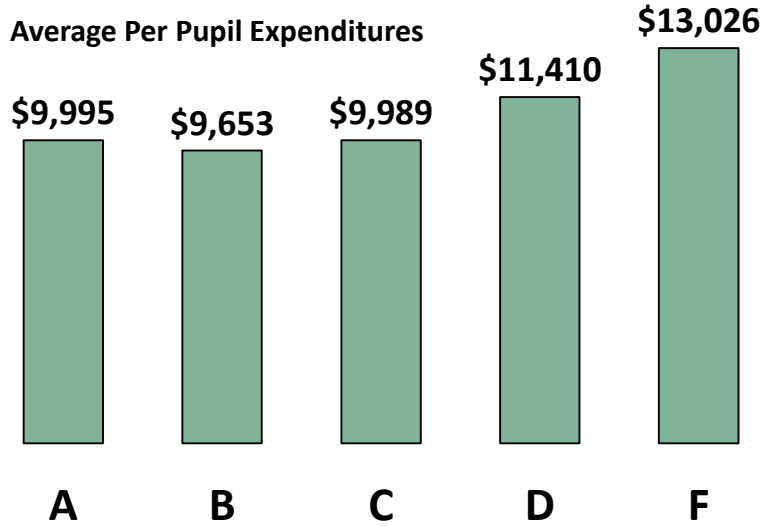


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Letter Grade Rating System

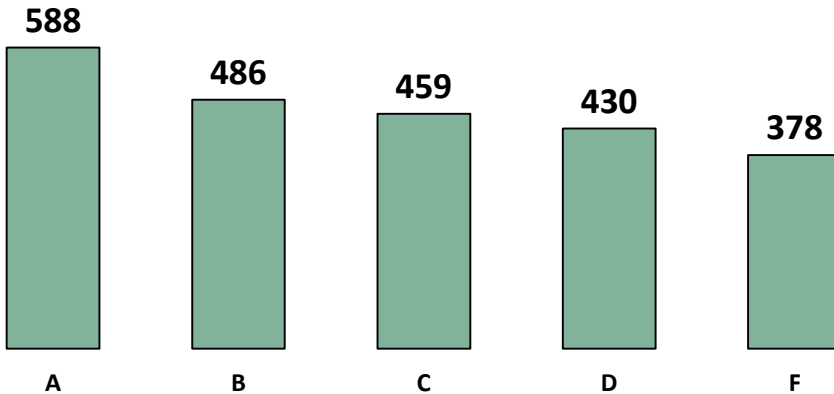
Characteristics of Schools by Letter Grade

Average Per Pupil Expenditures



Letter Grade Rating System

Average School Size



LETTER GRADE RATING SYSTEM

Correlations

Correlation is a mathematic calculation that shows how closely two indicators are related

The concentration of African-American students has a statistically significant negative correlation (-.57) to the ESSA School Index

The concentration of white students has a statistically significant positive correlation (.48) to the ESSA School Index

The concentration of students eligible for free and reduced lunch has a statistically significant negative correlation (-.6) to the ESSA School Index

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Arkansas Educator Feedback – Letter Grades

- **Almost half (44%)** of principals **somewhat or strongly agreed** with the statement:

“Letter grades are helpful in determining the areas where my school needs to improve.”

- **More than three-quarters (85%)** of principals **somewhat or strongly agreed** with the statement:

“I know the factors that are used to calculate my school’s letter grade.”

- **Almost three-quarters of principals (71%)** responded that they sometimes or often consider letter grades when making budget decisions

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REWARD SCHOOLS

Provides financial awards to public schools that experience high-student performance, student academic growth, and, where applicable, high school graduation rates

A public school or open-enrollment charter school in the top 5% of all Arkansas public schools in student performance or student academic growth (including high school graduation rates for secondary schools) may receive a one-time distribution of up to \$100 per student

A public school or open-enrollment charter school in the top 6% to 10% in student performance or student academic growth may receive a one-time distribution of up to \$50 per student

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SCHOOLS ON THE MOVE

DESE campaign recognizing schools that use a continuous cycle of inquiry (plan, do, check) to demonstrate improvement on recent state and federal accountability reports

Highlights schools that show significant progress on different indicators

- Increase in letter grade and ESSA School Index score by at least five points
- Weighted Achievement score increases by at least 10 points
- Value-Added Growth score higher than 97.5% of schools

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SPECIAL EDUCATION

Part B of the IDEA

SPECIAL EDUCATION

Individuals with Disabilities Education Act (IDEA)

- Part B: Free, appropriate public education in the least restrictive environment for children with disabilities ages 3-21
- US Department of Education annually assesses states:
 - Results
 - Compliance

SPECIAL EDUCATION

Part B Results Indicators

Pct. 4th and 8th Grade Students:

- Participating in ACT Aspire (or state assessment)
- Included in National Assessment for Educational Progress (NAEP)
- Scoring Basic or Above on NAEP

Pct. Students Who Dropped Out

Pct. Students Graduated with Diploma

Data Source: U.S. DOE

Note: 2023 Part B Results Matrix relies on performance and participation data from the 2021-22 school year.

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SPECIAL EDUCATION

Part B Compliance Indicators

- Significant discrepancies, by race and ethnicity, in suspension and expulsion rates
- Disproportionate representation of racial and ethnic groups in special education, related services, and specific disability categories due to inappropriate identification
- Timely initial evaluation
- IEPs by third birthday
- Secondary transition
- Timely and Accurate State-Reported Data
- Timely State Complaint Decisions
- Timely Due Process Hearing Decisions
- Longstanding Noncompliance

Data Source: U.S. DOE

Note: 2023 Part B Compliance Matrix relies on data from FFY21 and any findings identified in FFY20.

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SPECIAL EDUCATION

IDEA Determinations
Meets the requirements and purposes of IDEA
Needs assistance in implementing the requirements of IDEA
Needs intervention in implementing the requirements of IDEA
Needs substantial intervention in implementing the requirements of IDEA

Data Source: U.S. DOE

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SPECIAL EDUCATION

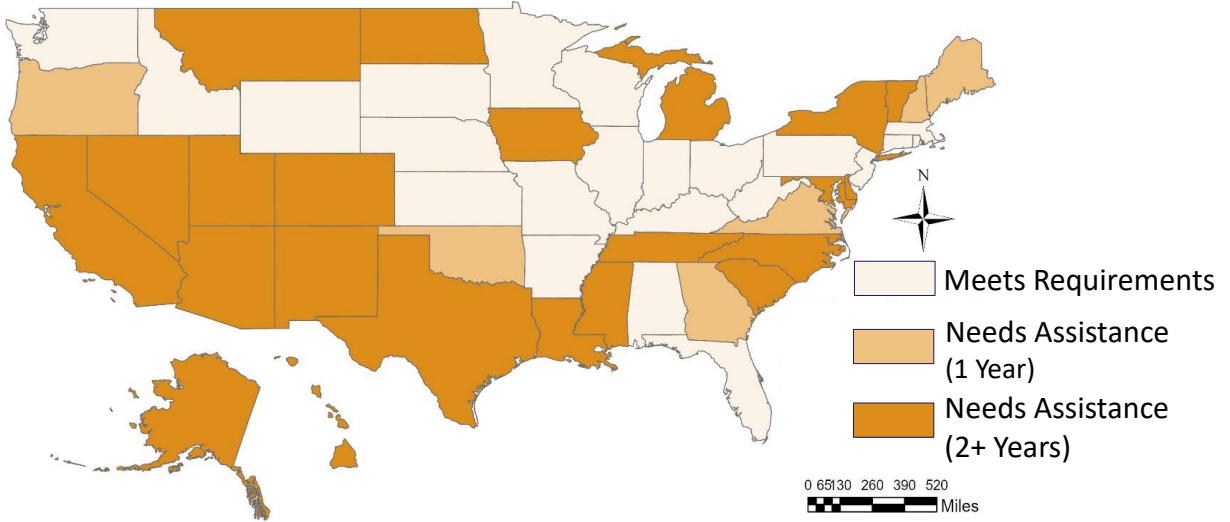
Year Issued	Results	Compliance	Results-Driven Accountability Overall Pct.	Determination
2019	50%	75%	62.50%	Needs Assistance
2020	66.67%	95%	80.83%	Meets Requirements
2021	50%	90%	70.00%	Needs Assistance
2022	50%	95%	72.50%	Needs Assistance
2023	66.67%	95%	80.83%	Meets Requirements

Data Sources: U.S. DOE Part B Results-Driven Accountability Matrices from 2019-2023

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Special Education

2023 IDEA Part B Determinations



Data Sources: U.S. DOE Part B Results-Driven Accountability Matrices from 2019-2023



FISCAL ASSESSMENT AND ACCOUNTABILITY

Fiscal Distress

FISCAL DISTRESS PROCESS

Early Warning

Identification and Classification

Possible Sanctions and Corrective Actions

Removal

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FISCAL DISTRESS

Early Warning

DESE is required to report to school district superintendents if DESE is aware that the school district has experienced two or more nonmaterial indicators of fiscal distress that DESE believes could put the district at risk without intervention before November 1

Superintendents are required to report the same information to DESE

Nonmaterial violation is something that does not directly jeopardize the fiscal integrity of the school district but has the potential to put the school district in fiscal distress

DESE provides early intervention checklist to districts

Districts may move into or out of early intervention at any time

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FISCAL DISTRESS

Early Warning

Districts in early intervention in 2022-23

- Forrest City
- Huntsville
- Nevada
- Helena-West Helena

If a district is experiencing fiscal distress at a nonmaterial level, district must comply with all requirements of the state board in rules and receive written approval from DESE before incurring debt

DESE may request that Legislative Audit conduct an annual audit of a public school district experiencing fiscal distress at a nonmaterial level

FISCAL DISTRESS

Identification and Classification

Indicators of fiscal distress (DESE can identify if a district has any of the indicators):

- Declining balance determined to jeopardize the fiscal integrity of the district
- An act or violation determined to jeopardize the fiscal integrity of the district
- Material failure to comply with A.C.A. § 6-20-1913, which concerns the minimum qualifications for a general business manager
- Material failure to comply with reporting, debt approval, or other requirements placed on a public school district that has been returned to local control
- Any other fiscal condition of a school district deemed to have a detrimental negative impact on the continuation of educational services by the district

FISCAL DISTRESS

Identification and Classification

Acts, violations, and conditions include:

- Material failure to maintain school facilities, provide timely and accurate financial reports to specific state agencies, meet minimum teachers salaries, comply with state purchasing, bid agreements, or audit requirements
- Material violation of local, state, or federal fire, health, safety, or construction codes
- Material default on any school district debt obligation
- Material discrepancy between budgeted and actual expenditures
- Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations

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FISCAL DISTRESS

Identification and Classification

DESE identifies a district in distress; DESE is required to notify the district in writing prior to June 30

District has 30 days following receipt of notification to appeal to State Board of Education

State Board of Education has 60 days to hear the appeal after receipt

If district does not appeal, State Board of Education must still vote to classify the district in distress

Pine Bluff School District and Lee County School District were both in fiscal distress during the 2022-23 school year

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FISCAL DISTRESS

Possible Sanctions and Corrective Actions

Districts in distress must:

- File an improvement plan with DESE that includes specific ways to correct fiscal deficiencies
- Allow on-site technical evaluations and other assistance conducted by members of the DESE Fiscal Services and Support Unit
- Adhere to recommendations from DESE to improve staffing and fiscal policy practices
- Report the reason for fiscal distress to the newspaper
- Obtain written permission from DESE before incurring additional debt

FISCAL DISTRESS

Possible Sanctions and Corrective Action

DESE and the SBOE may take actions in the district, including:

Removing or replacing the superintendent

Suspending or removing the local school board

Requiring fiscal training for the district staff or local board

Monitoring the fiscal operations and accounts of the district

Imposing additional reporting requirements on the district

Authorizing an individual appointed to the school district to remove, replace, reassign, or suspend public school district personnel in accordance with state law

Suspending on a temporary basis some or all of the powers and duties granted to the current public school district board of directors but allow the board of directors to continue to operate under the direction and approval of the Commissioner (SBOE defines the powers of the board of directors in this situation)

FISCAL DISTRESS

Possible Sanctions and Corrective Action

DESE and the SBOE may take actions in the district, including:

- Requiring reassignment of some or all of the staff of the district
- Requiring reorganization, closure, or dissolution of one or more of the district's schools
- Taking any other action allowed by law that is deemed necessary to assist a school district in removing the classification of fiscal distress

FISCAL DISTRESS

Removal

District must demonstrate that all causes of fiscal distress have been corrected

District must not have experienced any additional indicators of fiscal distress

State Board of Education must vote to remove a district from distress

If a district is not removed from fiscal distress within five years, the State Board of Education is required to annex, consolidate, or reconstitute the district (unless the State Board grants additional time due to conditions beyond the district's control)

Districts returned to local control or removed from fiscal distress must comply with all monitoring and reporting requirements from DESE and the State Board, cannot incur additional debt without written approval from DESE, and must use Arkansas Legislative Audit to conduct an annual audit



ACADEMIC FACILITIES DISTRESS PROGRAM

Facilities Distress

FACILITIES DISTRESS PROCESS

Early Indicators of Facilities Distress

Identification and Classification

Requirements and Removal

Districts in Facilities Distress

EARLY INDICATORS OF FACILITIES DISTRESS

Arkansas Division of Public School Academic Facilities and Transportation must notify superintendents when the Division has identified two or more indicators of facilities distress that, while nonmaterial, could place district in facilities distress if not addressed

Superintendents must report the same indicators to the Division

Within 30 days of the Division determining that a school district may be experiencing facilities distress at a nonmaterial level, Division must provide notice to superintendent and Board of Directors that describes indicators and identifies support available from the Division; Board of Directors must place discussion of indicators on its next regular meeting agenda

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IDENTIFICATION AND CLASSIFICATION

Actions and inactions:

- Material failure to properly maintain academic facilities;
- Material violation of local, state, or federal fire, health or safety code provisions or laws;
- Material violation of applicable building code provisions or law;
- Material failure to provide timely and accurate facilities master plans to the division;
- Material failure to comply with state law governing purchasing, bid requirement or school-construction related laws or rules in relation to academic facilities project;
- Material default on any school district debt obligation; or
- Material failure to plan and progress satisfactorily toward accomplishing the priorities established by the division and approved school district's facilities master plan

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REQUIREMENTS AND REMOVAL

Districts must submit a facilities improvement plan for Division approval within 30 days of classification

Division may provide on-site technical evaluation and assistance and make written and binding recommendations to superintendent

Districts or schools with immediate needs may apply for a loan from the Division or other assistance, such as the Academic Facilities Partnership Program

Districts or schools may not incur new debt obligations without permission from the Division

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REQUIREMENTS AND REMOVAL

Division may impose sanctions, including:

- Requiring a special election for a millage increase to support facilities construction or repair;
- Requiring the superintendent to step down and appoint a replacement;
- Suspending or removing local school board members;
- Assuming authority over a district in facilities distress;
- Prohibiting the district from spending money on any activity that is not part of providing an adequate education; or
- Petitioning the SBOE to consolidate, annex, reconstitute, or dissolve the district

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REQUIREMENTS AND REMOVAL

While a district or school is in facilities distress, a student may transfer to another school or district that is not in facilities distress

Removal

- Division must certify that the school or district has corrected all issues that caused it to be in facilities distress
- Commission must approve Division's recommendation for removal
- Schools or districts in facilities distress must correct academic facilities distress within five consecutive school years; if a school or district cannot be removed from facilities distress within five years, the district or school must be consolidated, annexed, or reconstituted (unless SBOE grants more time due to impossibility caused by external forces beyond the control of the school or district)

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DISTRICTS IN FACILITIES DISTRESS

To date, no individual schools have been placed in facilities distress

Hermitage School District is the only district to have been placed in facilities distress

Arkansas Division of Public School Academic Facilities and Transportation has a facilities distress indicator

2022-23 school year

- 11 districts had issues placed on indicator
- 1 district had multiple indicators on tracker
- 11 of 13 indicators were remediated within the school year

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Academic
Accountability

Special
Education

Fiscal Distress

Facilities
Distress

Districts under
State Authority

LEARNS Act

DISTRICTS UNDER STATE AUTHORITY

Earle, Helena-West Helena, Lee County, Pine Bluff

EARLE

Classified in fiscal distress October 12, 2017

Placed in state takeover November 6, 2017

Classified as being in need of Level 5—Intensive Support on May 9, 2019

Removed from fiscal distress June 1, 2023

SBOE also voted to appoint members of the school district's Board of Directors to a limited authority board that could, following training, make all the decisions of an elected board except selecting the superintendent

HELENA-WEST HELENA

Classified as being in need of Level 5—Intensive Services on July 14, 2022

SBOE also voted to require the Commissioner of Education to provide support to the district and remove the powers and duties of the local Board of Directors to make all personnel decisions

81

LEE COUNTY

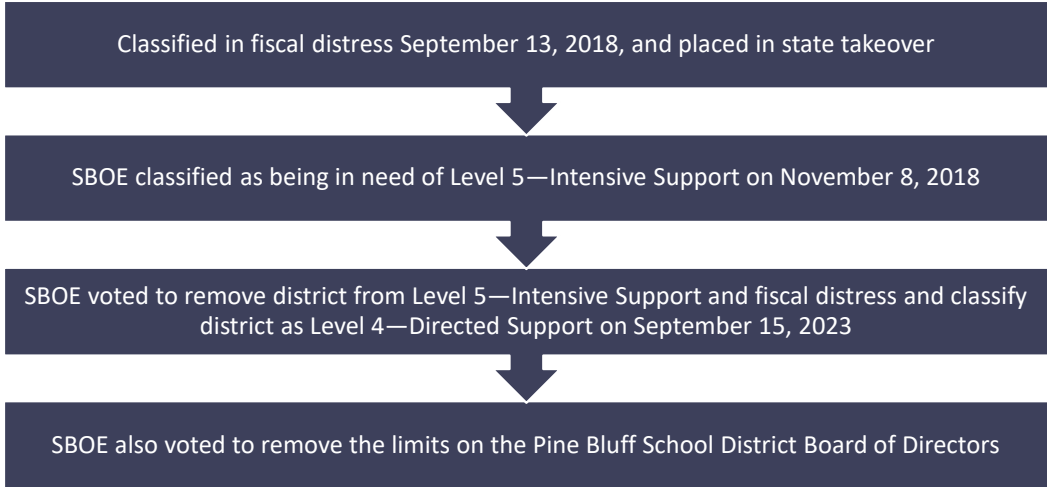
Placed under state authority March 25, 2019, for violations of Standards for Accreditation

SBOE classified the district in fiscal distress on May 9, 2019

SBOE classified the district as being in need of Level 5—Intensive Support of May 13, 2021

82

PINE BLUFF (2018 – 2023)



LEARNS ACT

Act 237 of 2023

LEARNS ACT

Written performance targets for district superintendent's contract of employment

Changes to the requirements for student success plans beginning in the 2023-24 school year

Arkansas Children's Education Freedom Account Program

Transformation contracts



THANK YOU