

Public School Accountability: School Performance Unit

Louis Ferren, State Systems Administrator

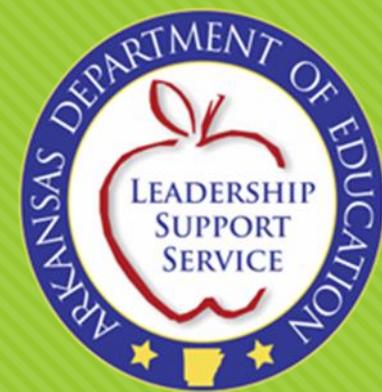
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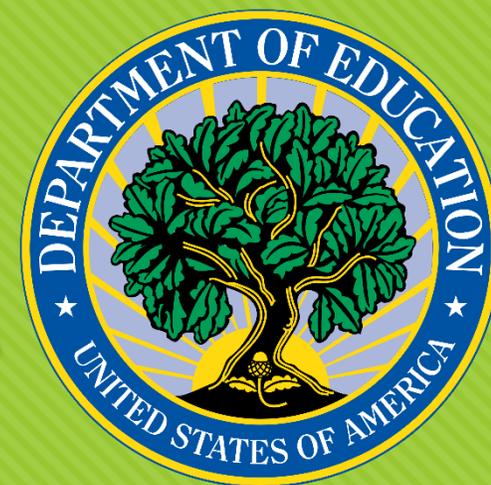
ADE Vision for Excellence in Education



Vision: The Arkansas Department of Education is transforming Arkansas to lead the nation in **student-focused** education so that every student graduates ready for college, career, and community engagement.



What's New For ESSA



EVERY STUDENT SUCCEEDS ACT (ESSA)



- The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and reauthorized the Elementary and Secondary Education Act (ESEA), that was passed in 1965. ESEA was passed to provide opportunity for a quality education to all students. ESEA has been reauthorized many times. The 2002 reauthorization was No Child Left Behind.
- The latest draft of the Arkansas educational support and accountability plan, under Every Student Succeeds Act (ESSA), is available at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>.
- The Arkansas ESSA plan will be sent to the U.S. Department of Education by September 18.



ESSA Annual Meaningful School Differentiation

Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall—

- be based on all indicators for all students and for each subgroup of students, consistent with the requirements of such subparagraph;
- Afford substantial weight to achievement, growth, graduation rate, and progress in achieving English language proficiency; and in aggregate, much greater weight than that afforded to the school quality/student success indicator;

ESSA Indicator of School Quality or Student Success

State ESSA plans must have: For all public schools in the State, not less than one indicator of school quality or student success that allows for meaningful differentiation in school performance; that is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and may include one or more of the measures of— student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other indicator the State chooses that meets the requirements of this clause.

Overall School Score for ESSA Is Based on Index

Scores for ESSA Indicators Will be Listed Individually

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NAME OF REPORT **DRAFT MOCKUP** **MY SCHOOL INFO**
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School name here

Overall Rating **A**

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[View Grades](#)

ACHIEVEMENT
 Weighted Achievement reflects whether students are reaching higher levels of achievement. Increasing scores means more students are improving.

GRADE: **B** Weighted Achievement Score **10**

SUBGROUPS

- Black/African American
- Hispanic/Latino
- White/Caucasian
- Economic Disadvantaged

[view all](#)

PROGRESS TOWARD LONG-TERM GOAL [View Graph](#)

	2016 Baseline Percent Graduating	Current Year (2019) Percent Graduating	On Track to Catch Up/Meet/Exceed Checkpoint for Long-Term Goal?
All Students	25	37	Keeping up
Black/African American	19	34	Catching up
Hispanic/Latino			N < 15
White/Caucasian	26	38	Exceeding
Economic Disadvantaged	25	36	Catching up
English Learners			N < 15
Students with Disabilities	15	30	Catching up

GROWTH
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GRADE: **A** Growth Score **10**

SUBGROUPS

- Black/African American
- Hispanic/Latino
- White/Caucasian
- Economic Disadvantaged

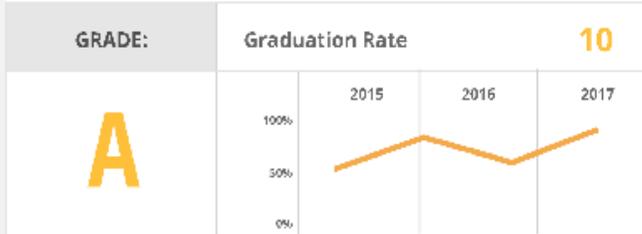
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GROWTH/ACHIEVEMENT MATRIX [View Graph](#)



GRADUATION RATE

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut



SUBGROUPS

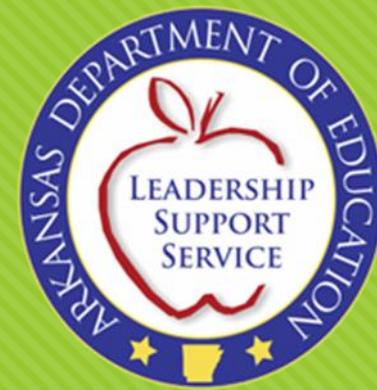
- Black/African American ●
- Hispanic/Latino ●
- White/Caucasian ●
- Economic Disadvantaged ●

[view all](#)

PROGRESS TOWARD LONG-TERM GOAL

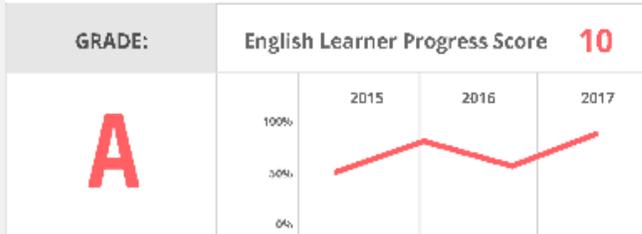
[View Graph](#)

	2016 Baseline Making Progress	Current Year (2019) Making Progress	On Track to Catch Up/Meet/Exceed Checkpoint for Long-Term Goal?
All Students	82	84	Keeping up
Black/African American	76	80	Catching up
Hispanic/Latino	75	80	Catching up
White/Caucasian	85	85	Falling Off
Economic Disadvantaged	83	84	Catching up
English Learners	75	79	Catching up
Students with Disabilities	80	82	Falling Off



ENGLISH LEARNER PROGRESS

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SUBGROUPS

- Black/African American ●
- Hispanic/Latino ●
- White/Caucasian ●
- Economic Disadvantaged ●

[view all](#)

PROGRESS TOWARD LONG-TERM GOAL

[View Graph](#)

	2016 Baseline Making Progress	Current Year (2019) Making Progress	On Track to Catch Up/Meet/Exceed Checkpoint for Long-Term Goal?
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Economic Disadvantaged	83	84	Catching up
English Learners	75	79	Catching up
Students with Disabilities	80	82	Falling Off

ESSA REPORT DRAFT MOCKUP CONTINUED



SCHOOL QUALITY & STUDENT SUCCESS

This indicator is under development.



SUBGROUPS

- Black/African American ●
- Hispanic/Latino ●
- White/Caucasian ●
- Economic Disadvantaged ●

[view all](#)

PROGRESS TOWARD LONG-TERM GOAL

[View Graph](#)

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English Learners	75	79	Catching up

Weighting Indicators of ESSA School Index Annual School Differentiation

Indicators for Grades K–8	Weight Grades K–8	Indicators for Grades 9–12	Weight Grades 9–12
Weighted Achievement	35%	Weighted Achievement	35%
ELA/Math and English Language Proficiency Growth	50%	ELA/Math and English Language Proficiency Growth	35%
Chronic Absenteeism grades K-11 Reading at grade level grades 3-10, Science Achievement grades 3-10, Science growth grades 4-10.	15%	4-Yr. Adjusted Cohort Graduation Rate	10%
		5-Yr. Adjusted Cohort Graduation Rate	5%
		Postsecondary Readiness: %AP/IB/Concurrent Credit, ACT scores >= 19; additional for ACT Science >= 23, ACT Math >= 22, ACT Reading >=22; HS GPA>=2.8, Community Service Learning Credits, On-time credits for grades 9-11. Computer Science Credit, WorkKeys.	15%

ESSA Weighted Achievement Indicator Performance Levels and Points

Aspire Performance Level	Points Earned	MSAA (Alternate Assessment)	Points Earned
PL1 In Need of Support	0.0	PL1	0.0
PL2 Close	0.5	PL2	0.5
PL3 Ready	1.00	PL3	1.00
PL4 Exceeding Number of PL4 students <= Number of PL1 Scores	1.00	PL4 Number of PL4 students <= Number of PL1 Scores	1.00
Number of PL4 students > Number of PL1 Scores	1.25	PL4 Number of PL4 students > Number of PL1 Scores	1.25

ESSA Weighted Achievement Indicator Achievement Points Earned

Aspire Performance Level	Number of ELA Students	Number of Math Students	Points Earned (Level Points * Number of Students)	Points Earned
PL1 In Need of Support	8	11	0 * 19	0
PL2 Close	18	42	.5 * 60	30
PL3 Ready	46	39	1 * 85	85
Number of PL4 students <= Number of PL1 Scores	8	4	1 * 12	12
Number of PL4 students > Number of PL1 Scores	2	0	1.25 * 2	2.5
Totals	82	96		129.5

Weighted Achievement Points Earned (Sum of Points / Number of tests)
 $= (129.5 / 178) * 100 = 72.75$

ESSA Value-Added Growth Score (VAS) Indicator

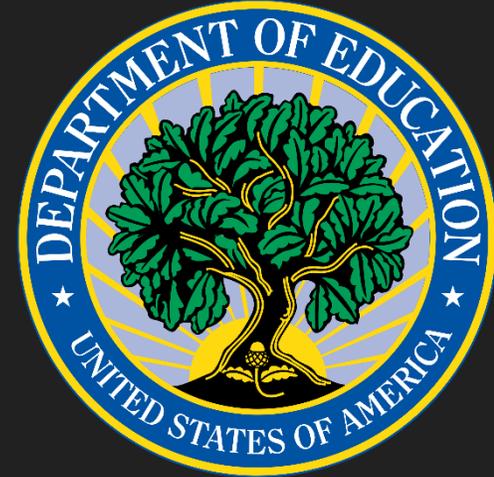


- A longitudinal individual growth model will produce a predicted score for each student using as many prior scores for each student as possible.
- A student's predicted score will be subtracted from their actual score to produce the student's value added score (Actual – Predicted = VAS).
- School VAS are transformed to fit the rating system point scale (School Growth Score = (school VAS * 35) + 80.00).

Transition to School Support and Improvement Under the ESEA, as amended by the ESSA (April 10, 2017 Letter)



- The Dear Colleague letter on April 10, 2017 from Monique M. Chism, Ph.D., Acting Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education, states the following:
- To ensure an orderly transition to the new law, a State may delay, until the 2018–2019 school year, identification of: (1) schools for comprehensive support and improvement and (2) schools in which any subgroup of students, on its own, would place the school among the lowest-performing five percent of all schools receiving Title I, Part A funds and that must implement targeted support and improvement plans.
- A State that operated under ESEA flexibility prior to the termination of that flexibility on August 1, 2016, may either: (1) continue to support and intervene in its existing priority and focus schools, except that the State may remove from the list of priority and focus schools any school that has met the State's exit criteria;



ESSA Schools in Need of Comprehensive Support and Improvement

ESSA requires each State to identify public schools for comprehensive support and improvement, beginning with the 2018-2019 school year. Schools that need this support will be

- The lowest-performing five percent of all title I schools in the State;
- Any public high school in the State failing to graduate one-third or more of their students.

ESSA Schools in Need of Additional Targeted Support and Improvement

- ESSA requires each State to identify public schools for additional targeted support and improvement, beginning with the 2018-2019 school year. Schools that need this support will be
- Schools with a subgroup that, on its own, is performing as poorly as all students in the lowest-performing five percent of Title I schools.



N-Size for ESSA

Minimum Number of Students in Subgroups



- The minimum number of students in subgroups to be included in subgroup accountability is called minimum N.
- Subgroups that are most affected by minimum N :
 - English Learners
 - Hispanic
 - Students with Disabilities
- Under No Child Left Behind, the minimum N was set so high that many schools were not held accountable for their Students with Disabilities subgroup.

Lower Minimum N Includes More Subgroups



- Minimum N of 15 means that a school would not be identified to receive Additional Targeted Support and Improvement for a subgroup that had less than 15 students.
- Stakeholders wanted minimum N set so that at least 90 percent of the statewide population of students in each subgroup would be included. The following chart shows that minimum N would need to be set at 15 to include this percentage.

If Minimum N was 15, 90.3% of English Learners Would be Included in Subgroup Accountability

Group	% Total Students for Schools N>=10	% Total Students for Schools N>=15	% Total Students for Schools N>=20	% Total Students for Schools N>=25
All	100	100	100	99.9
African American	97.8	96.5	95.4	94.1
Hispanic	94.6	91.1	86.9	83.7
White	99.9	99.7	99.6	99.4
Economically Disadvantaged	100	100	99.9	99.8
English Learners	94	90.3	86.6	83.4
Students with Disabilities	98.6	95	87.8	78.1

Percent Of Statewide Population of Students in Each Group that Would Be Included in Subgroup Accountability at Each Minimum N



ESSA Targeted Support and Improvement

ESSA Schools in Need of Targeted Support and Improvement

- ESSA requires each State to use their method for annual meaningful differentiation, based on all indicators in the accountability system, to identify any public school in which one or more subgroups of students is consistently underperforming, as determined by the State, and to notify each LEA (school district) of such identification so that the LEA can ensure the school develops a targeted support and improvement plan.



ESSA Change to Achievement Calculation

ESSA Calculating Academic Achievement (Denominator)



Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools.

- For calculating, and reporting on the indicator academic achievement, include in the denominator the greater of—
- 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or
- the number of students participating in the assessments.



Alternative Assessments

Participation in an Alternate Assessment

A State may provide for alternate assessments for students with the most significant cognitive disabilities.

- PROHIBITION ON LOCAL CAP—Nothing in this subparagraph shall be construed to permit the Secretary or a State educational agency to impose on any local educational agency a cap on the percentage of students administered an alternate assessment under this subparagraph, except that a local educational agency exceeding the cap (one percent) shall submit information to the State educational agency justifying the need to exceed such cap.



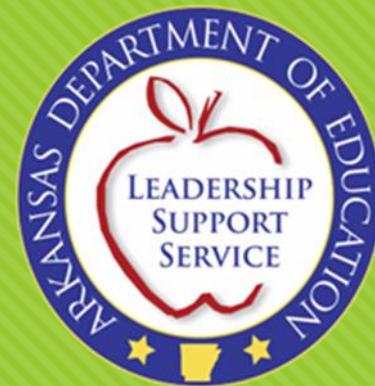
Long Term Goals

Reporting on Progress Toward Long Term Goals



ESSA requires ambitious long-term goals, that include measurements of interim progress toward meeting the goals for all students and separately for each subgroup of students.

- Arkansas goals will be achieved over a twelve-year period.
- Long-term math and English Language Arts academic achievement goals are grade-level proficiency of 80 percent.
- Long-term 4-year adjusted cohort graduation rate goal is 94 percent.
- Long-term 5-year adjusted cohort graduation rate goal is 97 percent.
- Measurements of interim progress on key indicators are checkpoints for stakeholders to assess their schools' progress. These are listed every three years for academic achievement and graduation rate in Appendix A of the Arkansas ESSA plan.



Arkansas School Recognition Program

Arkansas School Recognition Reward Calculation



- A.C.A. § 6-15-2107 provides one hundred dollars per student who attends a public school if the school is in the top five percent of public schools in Arkansas in student academic achievement, or in the top five percent of public schools in Arkansas in student academic growth.
- Fifty dollars per student is provided to public schools that are in the top ten percent but below the top five percent of public schools in Arkansas in student achievement, or in student academic growth.
- The law was changed in the 2017 legislative session to allow Focus and Priority schools to receive reward funds if they met achievement or growth requirements.



Arkansas Grade Inflation Report



Grade Inflation

A.C.A. § 6-15-421 Grade inflation is the number of high school students who graduate with a GPA of 3.0 or higher, with math or English ACT college entrance exam scores less than 19, divided by the number of graduates with GPAs of 3.0 or higher who have ACT scores. Grade 12 students are linked to any ACT test they've taken since they were in grade 9. Then among the tests they've taken, their highest scores are found. The highest ACT value is used in grade inflation because the student can use the highest value to be classified as non-remedial.



School Report Card

School Report Card



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General Public

- Accountability Reports Center ▲
- ACT Reports
- ADE Acronym Translator
- ADE Commissioner's Memo
- ADE School Report Card ▲
- Community Advisory Board Application
- Course Code Management System
- Educator Prep Performance Reports
- GIS Maps
- Job Code Management System
- Statewide Information System Reports

Educators

- Arkansas Educator Licensure System
- Arkansas Student Intervention System
- Arkansas studentGPS Dashboards
- Assessment Correction Engine ▲
- Duplicate Enrollment Audit System ▲
- Graduation Review & Correction System ▲
- Neglected & Delinquent Data System
- Online Assessment Readiness Survey ▲
- Online Forms ▲
- Professional Development Submission & Management System
- Schools of Innovation Application ▲

ADE Staff

- Abstract of Assessment System
- ADE ARVA Portal System
- ADE Employees Intranet
- ADE State Data Warehouse
- Arkansas DATA Act Reporting System
- Office Supply Inventory
- School Funding Application
- Time & Leave Management System

School Report Card



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Arkansas School Performance Report Cards



Arkansas School Report Cards

Year: 2014-2015 ▾

Arkansas Schools State Report Card



A		
Academics Plus School District (6040700)	2 School(s)	
Alma School District (1701000)	4 School(s)	
Alpena School District (0501000)	2 School(s)	

Annual School Report Card



- Reliable statistical certified data is collected from all Arkansas LEAs.
- Districts have time to review and make corrections to the School Report Card.
- The final report will be published and placed in the ADE Data Center by April 15.

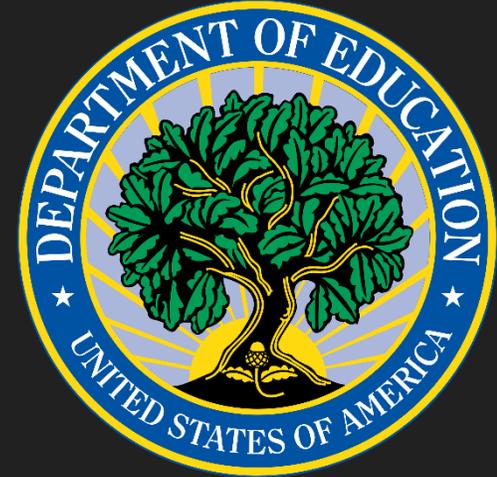
School Report Card Collected and Reported Data:

- **(i)** ACT ASPIRE assessment results;
- **(ii)** ACT ASPIRE student growth results;
- **(iii)** NAEP test results;
- **(iv)** Iowa Test of Basic Skills (grades 1, 2)
- **(v)** College entrance test results (ACT, SAT)
- **(vi)** Advanced Placement students and tests
- **(vii)** Advanced Placement scores 3, 4 and 5
- **(viii)** College going rate
- **(ix)** College credit accumulation rate
- **(x)** Federal Accountability Status
- **(xi)** School Rating (state A-F)
- **(xii)** Accreditation Status
- **(xiii)** Attendance rates for students
- **(xiv)** Drop-out rate;
- **(xv)** Graduation rate;
- **(xvi)** Enrollment
- **(xvii)** Provided discipline policies and training
- **(xviii)** Parental Involvement plan
- **(xix)** Expulsions
- **(xx)** Weapon incidents, staff or student assaults
- **(xxi)** Number and percentage of students retained
- **(xxii)** Teachers licensed or provisional credentials
- **(xxiii)** Teachers percentage of different degrees
- **(xxiv)** School Board Training
- **(xxv)** School Choice
- **(xxvi)** Local taxpayer investment in the school district
- **(xxvii)** Average teacher salary
- **(xxviii)** Expenditures
- **(xxix)** Free and reduced meal rates

ESSA New Information Required for Report Cards using 2017–2018 School Year Data (June 28, 2017 Letter)



- According to the Dear Colleague letter on June 28, 2017 from Jason Botel, Acting Assistant Secretary for the U.S. Department of Education, SEAs and LEAs are required to disseminate annual State and LEA report cards with all required information as specified in the ESEA, as amended by the ESSA, for the 2017-2018 school year.



Arkansas Report Card

New Information Required by ESSA



- Student achievement all students and subgroups of students including homeless, children in foster care, and students with a parent who is a member of the Armed Forces on active duty.
- Progress of all students and subgroups of students against the measurements of interim progress.
- The number and percentage of English learners achieving English language proficiency.
- For all students and subgroups of students, growth and school quality or student success indicator
- Rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.
- The number and percentage of students in preschool and accelerated coursework to earn postsecondary credit while in high school, such as Advanced Placement and International Baccalaureate, and dual or concurrent enrollment programs.

Arkansas Report Card New Information Required by ESSA (Continued)



- The professional qualifications of teachers in the State, in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of—
 - (I) inexperienced teachers, principals, and other school leaders;
 - (II) teachers teaching with emergency or provisional credentials; and
 - (III) teachers who are not teaching in the subject for which the teacher is certified.
- The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.



ESEA Reports using 2016-2017 Scores

ESEA Reports: Percent Proficient

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	
All Students							
Targeted Achievement Gap Group							
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American							
Hispanic/Latino							
White							
Economically Disadvantaged							
English Learners							
Students with Disabilities							

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	
All Students							
Targeted Achievement Gap Group							
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American							
Hispanic/Latino							
White							
Economically Disadvantaged							
English Learners							
Students with Disabilities							

Percent proficient and advanced is $\# \text{Achieved} / \# \text{Tested} = \text{Percentage}$

ESEA Reports: Graduation Rate

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students				
Targeted Achievement Gap Group				
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students				
Targeted Achievement Gap Group				
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American				
Hispanic/Latino				
White				
Economically Disadvantaged				
English Learners				
Students with Disabilities				

The number (#) of Actual Graduates are divided by the number of Expected Graduates.

Under ESSA, high schools that fail to graduate more than one third of their students on time will develop Improvement plans.

Graduation Rates



Four-Year Graduation Rate Calculation



2016-17 graduation rate = (Number of cohort members who earned a regular diploma through summer 2017) DIVIDED BY (Number of first-time 9th graders in fall 2013 plus on-time students who transfer in, minus on-time students who transfer out, emigrate, or die during school years 2013-2014, 2014-2015, 2015-2016, 2016-2017, and through summer 2017).

Five-Year Graduation Rate Calculation



2016-17 graduation rate = (Number of cohort members who earned a regular diploma through summer 2017) DIVIDED BY (Number of first-time 9th graders in fall 2012 plus on-time students who transfer in, minus on-time students who transfer out, emigrate, or die during school years 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and through summer 2017).



Regular High School Diploma

“Regular high school diploma” means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards.

A “Regular high school diploma,” does not include;

- a GED credential
- certificate of attendance
- any alternative award.

Summer Graduates



- The last day for a summer graduate to be counted as part of the current graduating class is August 15.



Graduation Cohort Corrections and Appeals



Removing a Student from a Cohort

- On-time transfer to another Arkansas School
- On-time transfer out of state
- Emigrate to another country
- Homeschooled
- Death

Written Documentation is required!



Graduation Corrections

Graduation Rate Review & Corrections System Admin - 2015



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Review Records

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District School

Student Name Student SSN Student State ID

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STATUS	EXPECTED GRADUATION YEAR	DISTRICT LEA	DISTRICT NAME	SCHOOL LEA	SCHOOL NAME	SSN (LAST 4 DIGIT)	STATE ID	LAST NAME	FIRST NAME	TOOLS
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Graduation Corrections

Graduation Rate Review & Corrections System - 2015

Review Records [Archives](#)

[Tutorial](#) [Export to Excel](#) [Filtered](#) [All](#) [Add Student](#)

STATUS	EXPECTED GRAD YEAR	SCHOOL LEA	SCHOOL NAME	SSN LAST 4 DIGITS	STATE ID	LAST NAME	FIRST NAME	RACE	GENDER	ECONOMICALLY DISADVANTAGED	SPED	LEP	ACTUAL GRAD	TOOLS
														Make Correction
	2015							White	F	No	No	No	Yes	Make Correction
	2015							Black/African American	F	No	No	No	Yes	Make Correction
	2015							White	M	No	No	No	No	Make Correction
	2015							Black/African American	F	No	No	No	Yes	Make Correction
	2015							White	F	No	No	No	Yes	Make Correction
	2015							Black/African American	F	No	No	No	Yes	Make Correction
	2015							Black/African American	M	No	No	No	Yes	Make Correction
	2015							White	F	No	No	No	Yes	Make Correction



Corrections and Appeals Process



Corrections and Appeals

- Data teams and school leaders have a window to review and make corrections to data.
- All corrections must be accompanied by clarifying evidence supporting requested changes.
 - Late submission are not accepted.



How to Make Corrections



- Everything Data is found in the ADE Data Center.
 - <https://adedatabeta.arkansas.gov/>
- To access your data, log into the ADE Data Center using your TRIAND log on and password.

Assessment Correction Engine (ACE)



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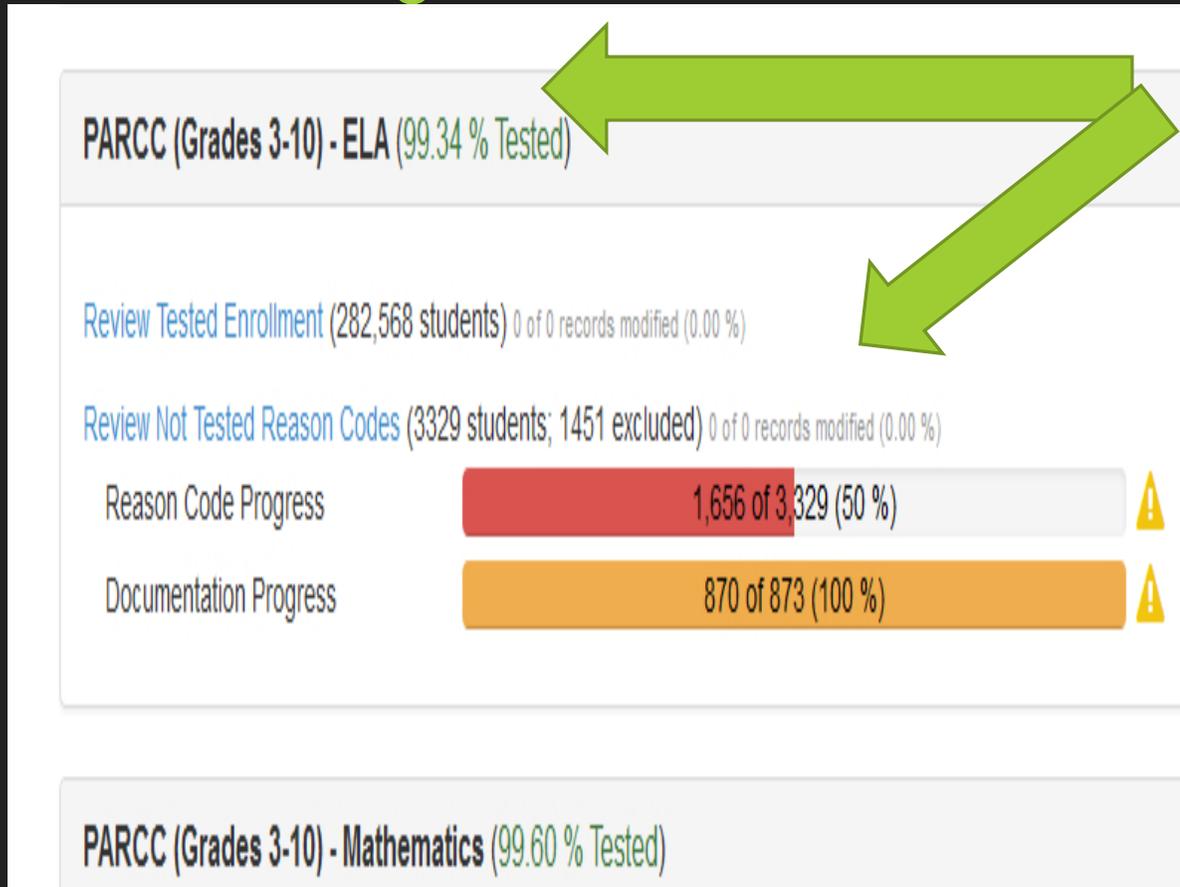
School:

<All Schools>



[Sort by LEA Number](#)

2 Types of Corrections: Reason Not Tested



- ❑ 95% Tested
- ❑ Review Not Tested Reason Codes

Reason Not Tested Codes

Reason Code 2016	ACT Aspire Reason Codes Provided	Description	Requires Documentation
01	01	Absent on ALL days of the test administration, including the make-up test administration	No
02		Expelled / Suspended	No
03	02	Extended Hospitalization - Requires doctor's statement.	Yes
04	03	Residential treatment - Requires doctor's statement.	Yes
05	04	Homebound Medically Fragile-Requires Doctor's Statement	Yes
06		Incarcerated/Juvenile Detention	Yes
07	05	LEP Less than 1 Year (ELA Only)	Yes
08		Moved to different state/out of country	Yes
09		Withdrew from school.	Yes
10		Enrolled in a home-school/private-school	Yes
11	06	Homeschooled except for extracurricular	Yes
12	07	Special Education services for home/private school	Yes
13	08	Student Refused to Test	No
14		Deceased	Yes
15	09	Youth Challenge	Yes
16	10	Tuition Agreement	Yes
18		Student took Alternate Assessment	Yes
19		Student in wrong grade level	Yes
20		Student's test record is at another school.	Yes

Reason Not Tested Codes



Assessment Correction Engine

2901000 - Blevins School District

All Schools

School:

<All Schools>



Apply Filter

Sort by LEA Number

Augmented Benchmark Exam (Grades 3-8) - Not Tested Reason Code Review

Reason Code Review Progress

10 of 10 (100 %)



Supporting Documentation Progress

6 of 7 (86 %)



Status Filter:

Pending Review ▾

Apply Filter

10 ▾

records per page

Search:

School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Grade Level	Reason Not Tested	Action
2901001	[REDACTED]	Black / African American	[REDACTED]	[REDACTED]	06/10/2006		2 EvidenceFile.pdf	Action ▾
2901001	[REDACTED]	White	[REDACTED]	[REDACTED]	10/25/0006		11	Action ▾
2901002	[REDACTED]	White	[REDACTED]	[REDACTED]	08/22/0008		8 EvidenceFile.pdf	Action ▾
2901002	[REDACTED]	White	[REDACTED]	[REDACTED]	03/19/0107		11 EvidenceFile.pdf	Action ▾

Showing 1 to 4 of 4 entries

Previous

1

Next

2 Types of Corrections: Demographic

- Review Tested Enrollment
 - Check all students who have taken the test.
 - Review all student Demographics
 - English Learners (LEP)
 - Students with Disabilities
 - Economically Disadvantaged
 - Race
 - Mobility



PARCC (Grades 3-10) - ELA (99.34 % Tested)

[Review Tested Enrollment](#) (282,568 students) 0 of 0 records modified (0.00 %)

[Review Not Tested Reason Codes](#) (3329 students; 1451 excluded) 0 of 0 records modified (0.00 %)

Reason Code Progress	1,656 of 3,329 (50 %)	⚠
Documentation Progress	870 of 873 (100 %)	⚠

PARCC (Grades 3-10) - Mathematics (99.60 % Tested)

Demographic Changes

Use column headers to sort

School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Grd Lvl	Gdr	Ec. Dis.	G/T	Mobility		SPED			LEP				Action			
										S	D	Cur	Fmr. Mon.	Fmr. Mon. Exit	Incl. Fmr. Mon. ESEA	Cur	< 1 Yr.	Fmr. Mon.		Fmr. Mon. Exit	Incl. Fmr. Mon. ESEA	
2901002		White			9/8/2001	8	M	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action	
2901002		White			3/12/1996	10	F	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	Action
2901002		White			12/20/2000	8	F	Y	N	N	N	Y	N	N	N	N	N	N	N	N	N	Action
2901002		White			02/10/1999	10	M	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action
2901002		White																				Action
2901002		White																				Action
2901002		White			4/3/2002	7	M	Y	N	N	N	N	N	N	Y	N	N	N	N	N	N	Action
2901002		Hispanic			9/17/1998	10	F	Y	N	N	N	N	N	Y	N	N	N	N	N	N	N	Action
2901002		Hispanic			7/22/2001	7	F	Y	N	N	N	N	N	Y	N	N	N	N	N	N	N	Action
2901002		White			12/20/1996	10	M	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Action

Click the 'Action' buttons to modify a record, view its modification history, or to undo changes

The data can be filtered using

To filter data, enter your criteria in the text boxes and drop downs. Then click Apply Filter

It can also be filtered by

Apply Filter

Demographic Changes

Enrollment Data ✕

Name:	[REDACTED]	State ID:	[REDACTED]	DOB:	9/8/2001
SSN:	[REDACTED]	Ethnicity:	White <input type="button" value="v"/>	Gender:	Male <input type="button" value="v"/>
Grade:	8 <input type="button" value="v"/>	School:	Blevins High School <input type="button" value="v"/>		
Econ. Dis?:	Yes <input type="button" value="v"/>	School Mobile?:	No <input type="button" value="v"/>	District Mobile?:	No <input type="button" value="v"/>
LEP:	No <input type="button" value="v"/>	<1 yr?:	No <input type="button" value="v"/>	Mon. Fmr. LEP?:	<input type="button" value="v"/>
	Incl. Fmr. Monitored LEP for ESEA?:		<input type="button" value="v"/>	Mon. Fmr. LEP Exit Date:	<input type="text"/>
SPED?:	No <input type="button" value="v"/>	Incl. Fmr. Monitored SPED for ESEA?:	<input type="button" value="v"/>	Mon. Fmr. SPED?:	<input type="button" value="v"/>
G/T?:	No <input type="button" value="v"/>			Mon. Fmr. SPED Exit Date:	<input type="text"/>

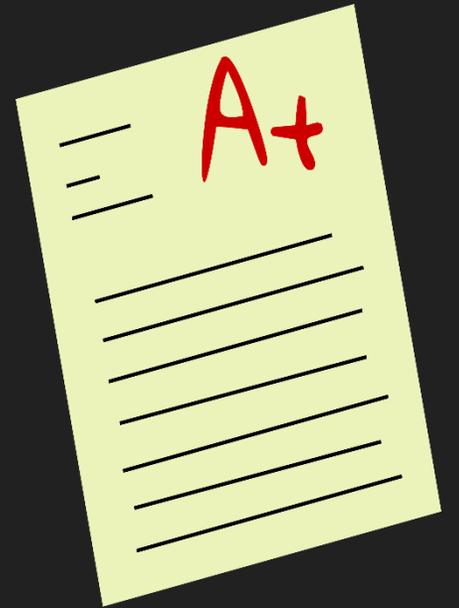
Current Evidence File: (none)



Arkansas School Grading System: A-F School Letter Grades

Arkansas School Grading System

- The Arkansas Legislature passed Act 744 in 2017.
- The law required the state A-F grading scale for schools to have a multiple measures approach. More information is included using this approach.
- The goal is to help parents and the public better understand how well a school is performing. This will promote conversations to continually improve education.





Reflections and Questions

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Selected Option for Recently Arrived English Learners (Enrolled in a U.S. school for less than 12 months)

- Assess and report the performance of English learners on the English language arts and mathematics assessments in each year of the student's enrollment; and
- for the first year of the student's enrollment, exclude the results on the assessments from accountability; and
- include a measure of student growth on the assessments in the second year of the student's enrollment; and
- include proficiency on the assessments in the third year of the student's enrollment, and each succeeding year of enrollment.