



UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions
Education Reform

Office for
Education
Policy

Updates to AR Accountability

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Accountability should be....

- **Fair:** schools/teachers are not penalized or rewarded for factors beyond their control
- **Understandable:** reflect most important indicators in a manner that is easily interpreted by stakeholders
- **Meaningful:** leaders, educators, and communities can use the information to guide and motivate improvement

Education Accountability Timeline

- **Elementary and Secondary Education Act: 1965**
- **No Child Left Behind Act: 2002**

Arkansas Rewards and recognition: 2013

Arkansas A-F grading scale for schools: 2013

- **Every Student Succeeds Act: 2015**

Current Arkansas Accountability

	Elementary/ Middle Schools	High Schools
Weighted Achievement (ELA and Math)	35%	35%
Growth (ELA and Math)	50%	35%
School Quality Indicator (SQSS)	15%	15%
Graduation Rate		15%

Opportunities for updates!

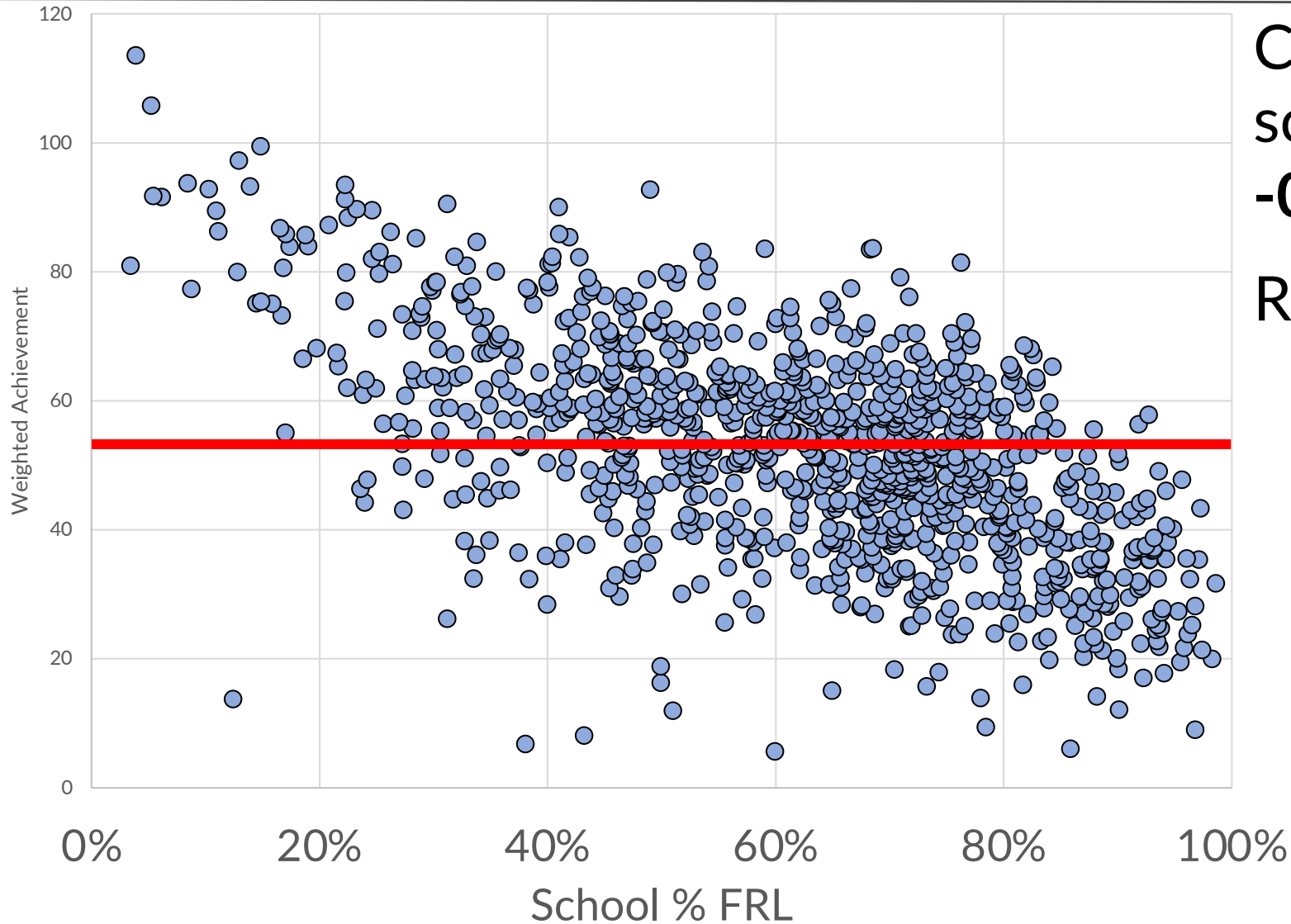
- **Growth** has not been weighted as stakeholders intended (*it's a math thing*)
- **SQSS** is correlated with school poverty (*double whammy*)
- **Rewards** for growth not equitable across school levels (*middle schools under-represented*)
- More focus on preparing students for **success beyond HS**

Proposed changes

- Refine methodology
- Simplify A-F formula
- Enhance reporting

LEARNS Accountability Working Group and DESE

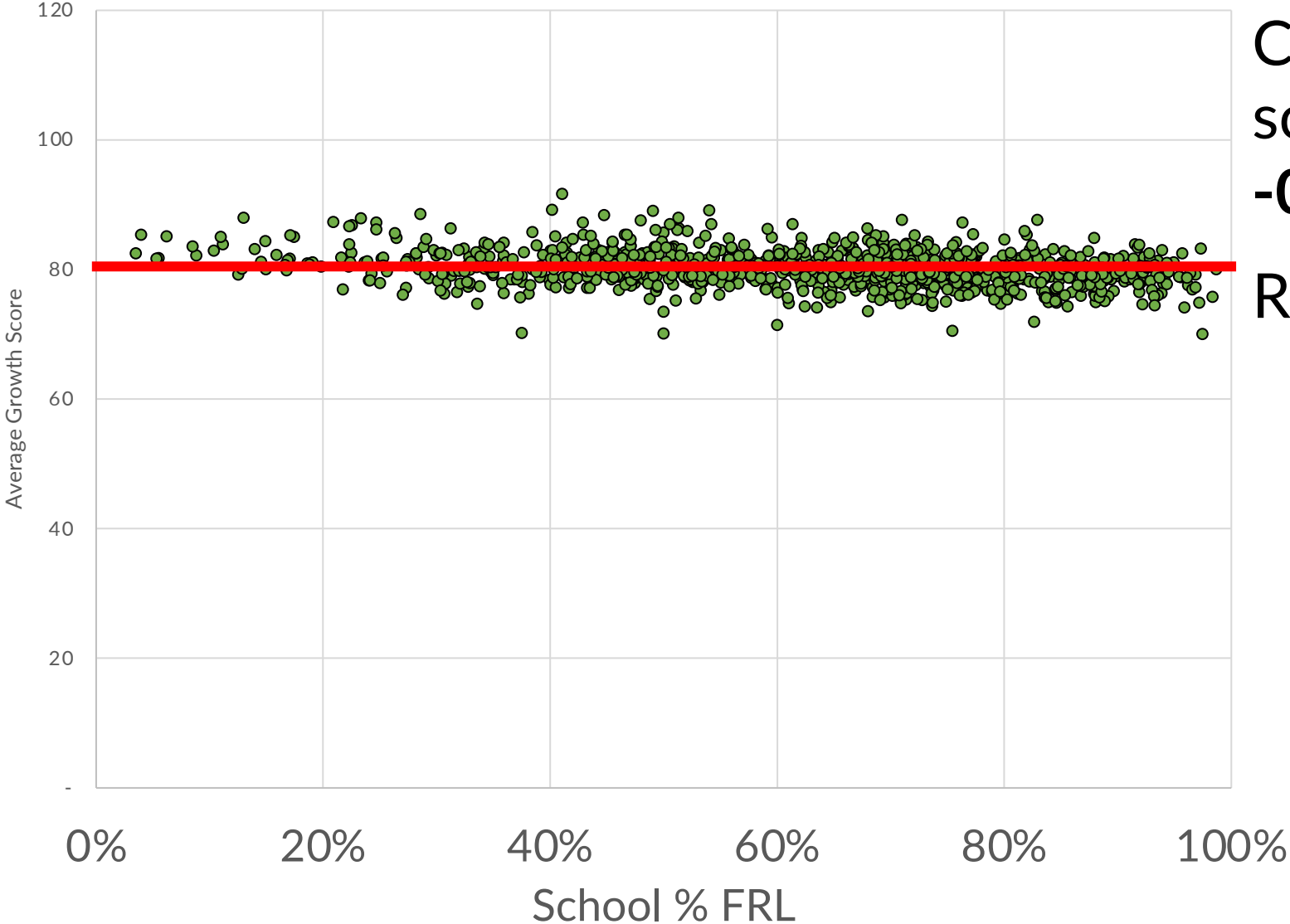
Achievement and School % FRL 2023



Correlation with
school poverty rate
-0.59

Range: 5- 112

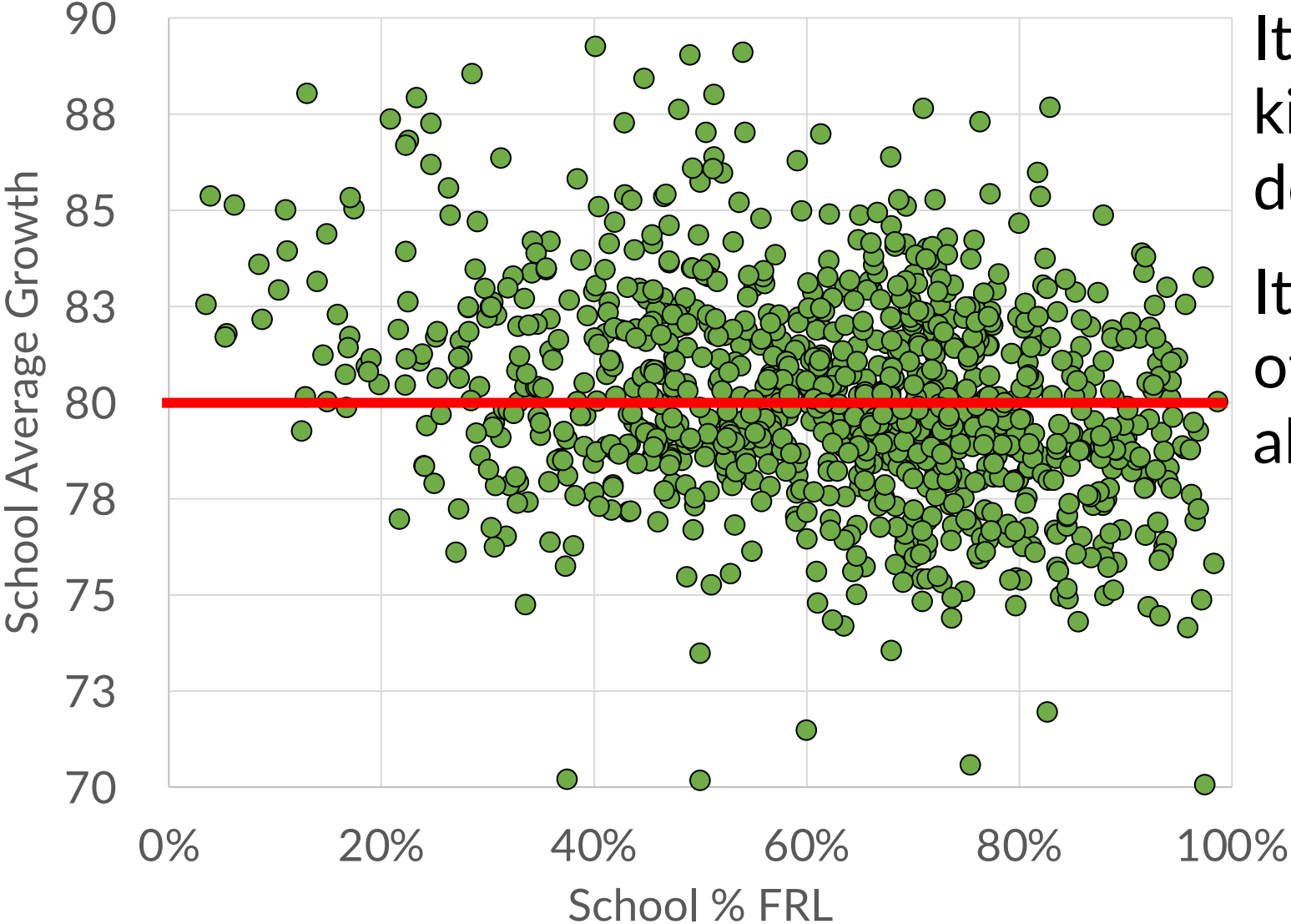
Growth and School % FRL 2023



Correlation with school poverty rate
-0.25

Range: 70 - 90

Growth and School % FRL 2023



It's not about the kids that walk in the door...

It's about the quality of the instruction... all day, every day

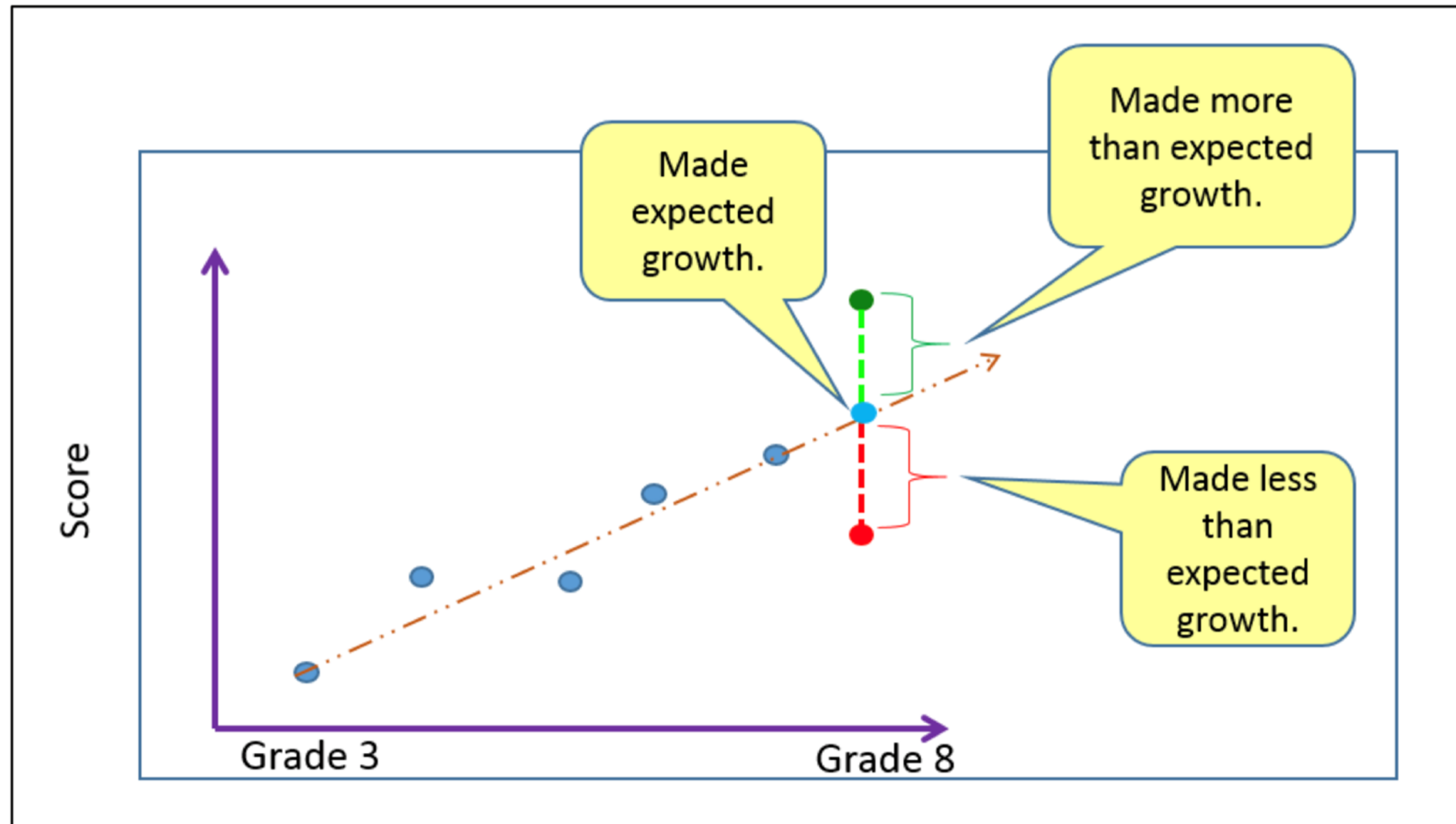
Student Value-Added Growth

Part 1:

What do we expect based on what we know from past scores?

Part 2:

Did the student meet that expectation?



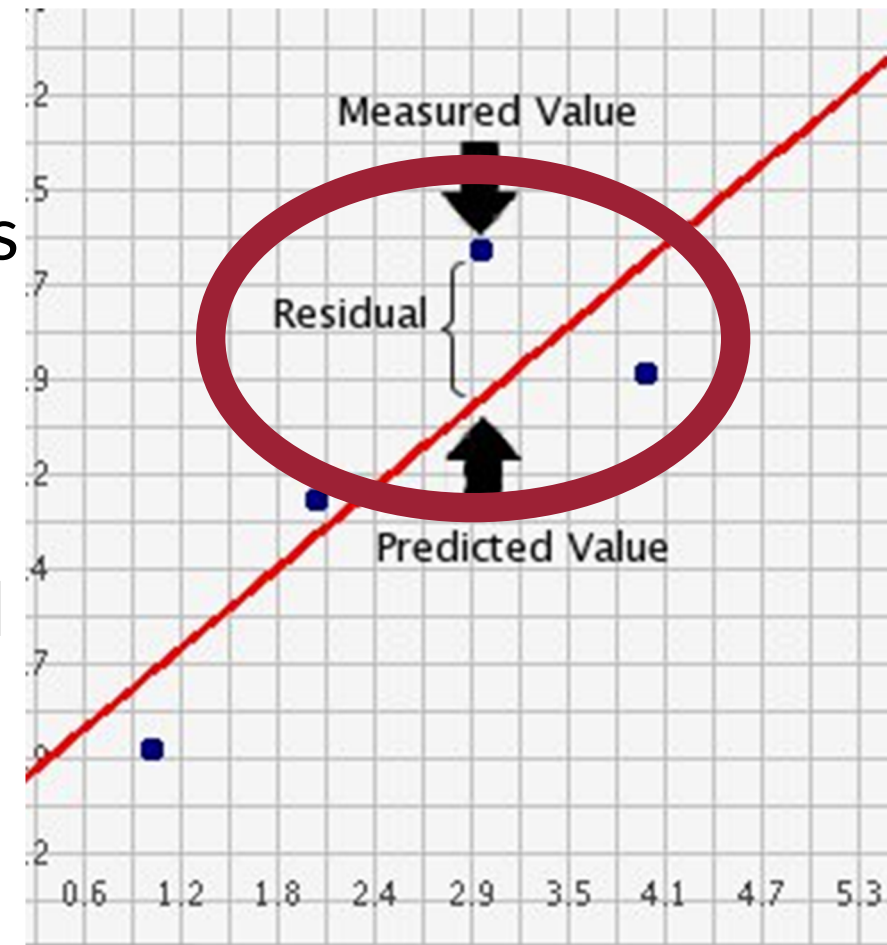
What VAM Do We Use in Arkansas?

A multilevel residual gain model

- Score history of student's achievement scores
- Up to four prior years + current year score

Value-added because the score history helps control for student-level factors that schools and teachers don't have control over

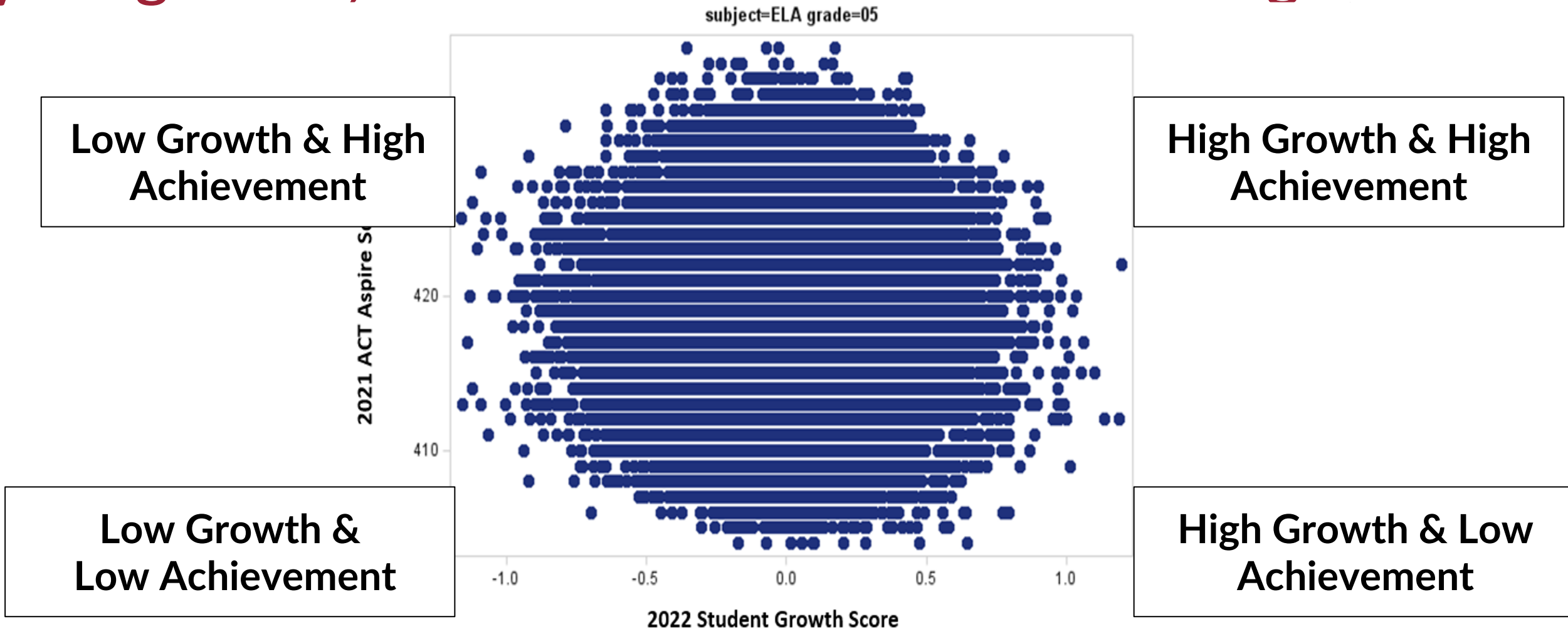
such as poverty status, minority status, English learner status, and special education status



How do Low-Achieving students compare on VAM?

A	B	C
<p>Low-Achieving Students will have</p> <p>LOWER GROWTH</p> <p>than other students</p>	<p>Low-Achieving Students will have</p> <p>THE SAME GROWTH</p> <p>as other students</p>	<p>Low-Achieving Students will have</p> <p>HIGHER GROWTH</p> <p>than other students</p>

Students' prior achievement is not related to current year growth, all students can demonstrate growth.



OEP Grade-Level VAM and Achievement Reports

- Percentiles for All students' VAM and FRL-eligible students' VAM
- From MySchoolInfo
 - Pulled All Student VAM for all schools in the state for each grade
 - Assigned each school a percentile rank for their All Student VAM
 - Pulled FRL student VAM for all schools in the state for each grade
 - Assigned each school a percentile rank for their FRL-student VAM
- Apples to apples comparison of growth over time **2016-17 to 2022-23**

OEP Grade 3 Report Sample School

3rd Grade Value Added Growth Percentile Rank (Among All Schools in the State)

ELA

ELA	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Sample School – All Students	68	56	52	67	29	13
SEAESC – All Students	28	24	32	29	32	28

Sample School – FRL Students	33	42	54	60	23	19
SEAESC – FRL Students	28	25	37	33	31	29

Math

Math	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Sample School – All Students	67	29	51	63	21	27
SEAESC – All Students	33	37	40	34	37	51

Sample School – FRL Students	62	10	40	36	9	25
SEAESC – FRL Students	34	40	40	31	33	48

2022-23 School-wide % Free or Reduced-Price Lunch: 64%

2022-23 3rd grade Enrollment: 45

3rd Grade Achievement Percentile Rank (Among All Schools in the State)

ELA	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Sample School – All Students	44	59	52	62	48	20
SEAESC – All Students	23	25	31	31	33	30

Sample School – FRL Students	15	61	67	35	37	26
SEAESC – FRL Students	19	22	33	31	28	30

Math	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Sample School – All Students	71	40	72	84	57	50
SEAESC – All Students	33	35	34	29	36	37

Sample School – FRL Students	58	27	67	71	22	56
SEAESC – FRL Students	27	30	34	29	34	41

Percentiles are based on statewide school-level values for 3rd grade obtained from MySchoolInfo.

Percentiles are calculated separately for all students and for FRL-eligible students.

Percentiles represent the statewide percentile for school-level achievement and growth among the indicated group.

ELA

Math

But What About

- How do you calculate 3rd grade growth?
- What about the change in state tests?
- What about End of Course Exams?

It's all good! Dollars = Pesos = Euros

Simplifying the Formula

	Elementary/ Middle	High School
Weighted Achievement (ELA, Math and Science)	45%	25%
Growth (ELA, Math and Science)	55%	40%
Postsecondary Readiness		25%
Graduation Rate		10%

Simplifying the Formula

SQSS

- Student Engagement
- Reading at Grade Level
- Science Achievement
- Science Growth
- GPA
- On-Time Credits
- ACT Composite
- ACT Readiness Benchmark
- AP/IB/CC Courses
- Computer Science
- Community Service

Postsecondary Readiness

- ~~Student Engagement~~
- ~~Reading at Grade Level~~
- Science Achievement (moved)
- Science Growth (moved)
- ~~GPA~~
- On-Time Credits
- ACT Composite
- ACT Readiness Benchmark
- AP/IB/CC Courses
- ~~Computer Science~~
- ~~Community Service~~

PLUS! CTE
measures
coming soon!

Enhancing Reporting

- Rewards and recognition - by grade band 😊
- Letter Grades for districts- not just schools
- Grades assigned for each criteria:
 - Overall
 - Achievement
 - Growth
 - Postsecondary Readiness
 - Graduation Rate

Increasing Opportunities

- Incentivizing advanced courses for 7th and 8th grade students

Increasing Opportunities: OEP Research

Course Correction: Navigating Equity in Ninth-Grade Advanced Placement

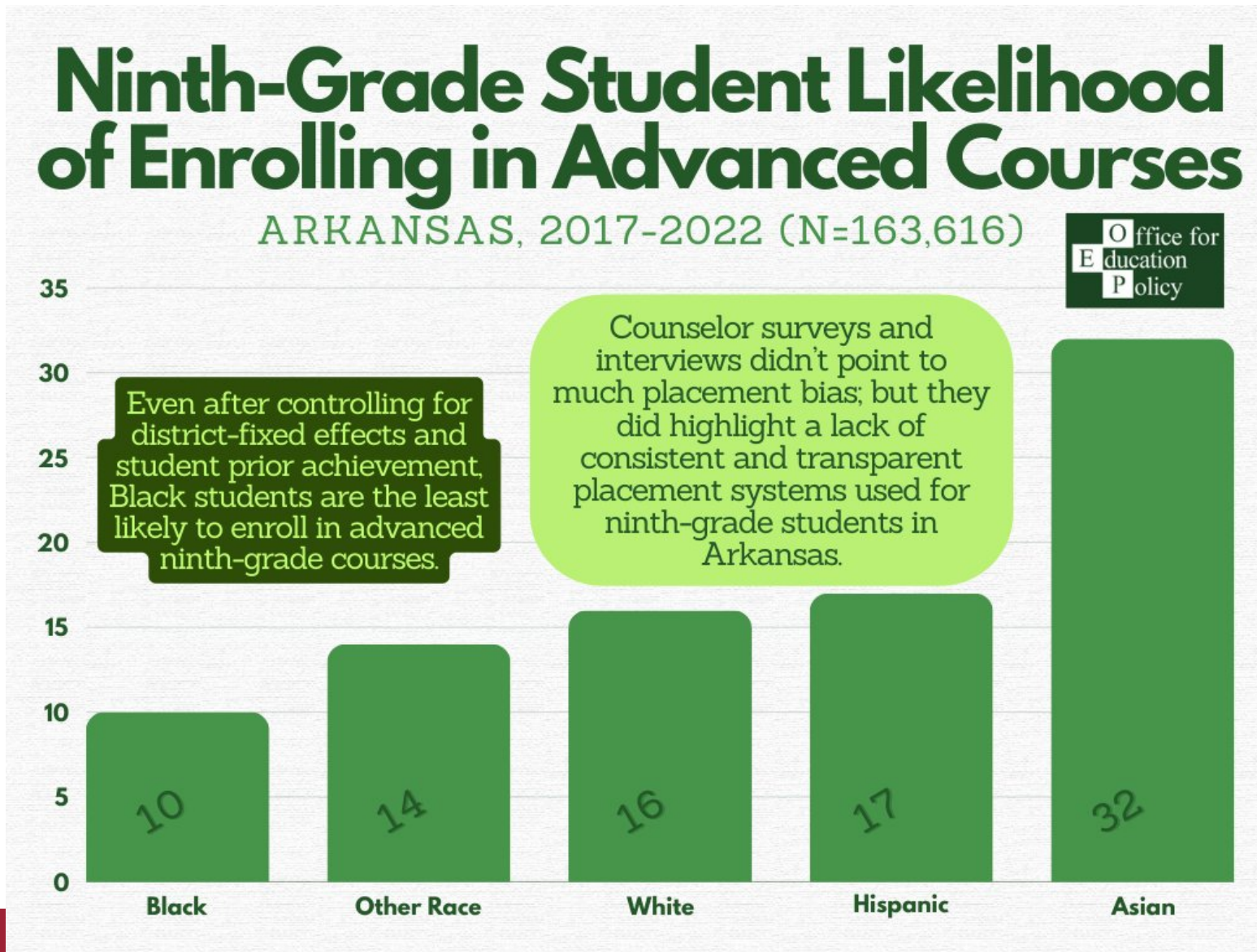
- 163,616 first-time, full-time ninth-grade students (2017-18–2021-22)
- 90 counselor survey responses
- 14 counselor interviews

Advanced Courses:

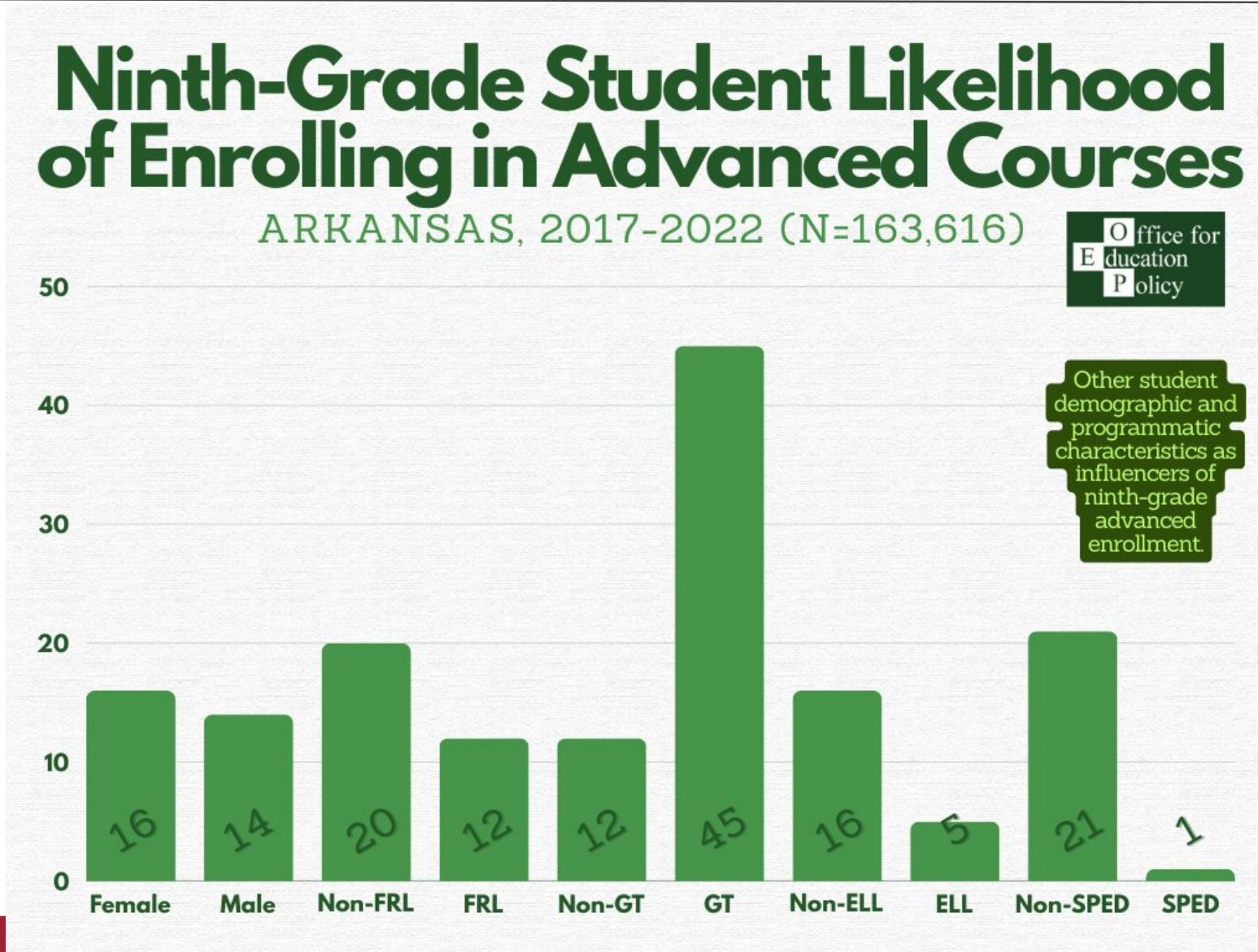
- AP
- Pre-AP
- “advanced” in course name
- Concurrent Enrollment
- Math or science credit that exceeds regular ninth-grade academics



Increasing Opportunities: OEP Research



Increasing Opportunities: OEP Research



Increasing Opportunities: OEP Research

- Counselors vary in their approaches to advanced course placement for students
- Some counselors believe their district effectively places students in advanced courses; other counselors believe they have room to grow
- Districts do not have clear guidelines for students who are struggling in advanced courses
- Advanced course placement likelihood reflects each district's constraints and characteristics
- The final say in course placement varies across the state

Increasing Opportunities: Recommendations

- Use a local norm-based placement system to automatically enroll students who meet local criteria into advanced courses
- Identify barriers to advanced courses and provide targeted support to districts

Summary

- Positive changes to accountability are being considered
- Feedback is still welcome by the state
- School and districts can take action to get ahead of the changes
- Partnering with OEP can inform the opportunities for meaningful research

Questions?

Thank you!

Find out more at
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