



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

ARKANSAS

DEPARTMENT OF EDUCATION

Fall 2019 ASBA Meetings



Arkansas Department of Education

Vision

The Arkansas Department of Education
is transforming Arkansas
to lead the nation in
student-focused education.



Arkansas Department of Education

Mission

The Arkansas Department of Education provides **leadership, support, and service** to schools, districts, and communities so every student graduates prepared for **college, career, and community engagement**.



Agenda



School Accountability/
Reporting - What do we
know about our schools?

High Reliability Schools (HRS)
- What do we want our
schools to be?

Accountability Reporting Timeline

School Reports	Projected Release Date
ESSA School Index	October 9, 2019
School Rating (letter grade)	October 9, 2019
School Report Card	Winter/Spring 2020



https://myschoolinfo.arkansas.gov

The screenshot shows the top navigation bar of the ADE Data Center website. It includes links for Home, Newsroom, App Stats, Arkansas K-12 Profile, Find Us, Search, App Status, and Directory. Below this is a secondary navigation bar with Search, Compare, Analyzer, FAQ, and Profile. The main content area features buttons for Schools and Districts, a search bar with filters (Name, City, District, Zip, County, Co-op, ARLEG District, Congressional District), and a search input field containing "Sample High School - 0000000". An Advanced Filters dropdown is also visible. To the right is an illustration of school buildings.



MY SCHOOL INFO

SEARCH • COMPARE • INFORM

My School Info allows the public to search and compare public schools and districts from across the State of Arkansas.

The data presented on this website is periodically updated and reflective of information submitted by schools and districts to the Arkansas Department of Education.

Arkansas State Information

District Statewide Reports

School Performance Reports

Pageviews
954,781



What's New?

How to View the 2018 ESSA School Index Private Reports



View on YouTube





Hoxie High School



Hoxie School District





 LEA 3804010 State Grade (870) 886-2401 [View Website](#)

2017-2018 



- Information
- Statistics
- School Rating
- Report Card



- School Report Card 
- ESSA School Index 
- Discipline - Act 1015 of 2017 
- Waivers 

Component	Weight of Indicator with Index Grades K-5 & 6-8	Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	35%
Growth Indicator Academic Growth	50%	35%
Progress to English Language Proficiency*	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners	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%

Are Our Students At or Above Expected Growth?




School
Quality
and
Student
Success

Indicator	Grade Level or Cohort for Points Available
Student Engagement	Grades K -11
Science Achievement	Grades 3 – 10
Science Growth	Grades 4 – 10
Reading at Grade Level	Grades 3 – 10
ACT	Grade 12 Cycle 7 Enrollment
ACT Readiness Benchmark	Grade 12 Cycle 7 Enrollment
GPA 2.8 or better on 4.0 scale	Grade 12 Cycle 7 Enrollment
Community Service Learning Credits Earned	Grade 12 Cycle 7 Enrollment
On-time Credits	Grades 9 -11
Computer Science Course Credits Earned	Grade 12 Cycle 7 Enrollment
Advanced Placement/International Baccalaureate or Concurrent Credit Courses (ACE included)	Grade 12 Cycle 7 Enrollment


2017-2018

Information

Statistics

School Rating  Share Report Export**2017 - 2018 • Accountability At-a-Glance • Hoxie High School** **Contact Information**

Hoxie High School | Hoxie School District
Principal: Lori Mckenzie | Superintendent: Kelly Gillham
PO Box 240 Hoxie, AR 72433-
<http://hoxieschools.com> | (870) 886-2401

 **Student Information**

Grades	7 - 12	Total Enrollment	398
Black	0.75 %	English Learners	0.00 %
Hispanic	5.03 %	Low-Income	67.09 %
White	90.45 %	Special Education	16.83 %

Public School Rating Score (State Accountability: A-F Letter Grade)State
Accountability

67.1

Public
School
Rating

C

Rating
Scale

A = 73.22 and Above
B = 67.96 - 73.21
C = 61.10 - 67.95
D = 52.95 - 61.09
F = 0.00 - 52.94

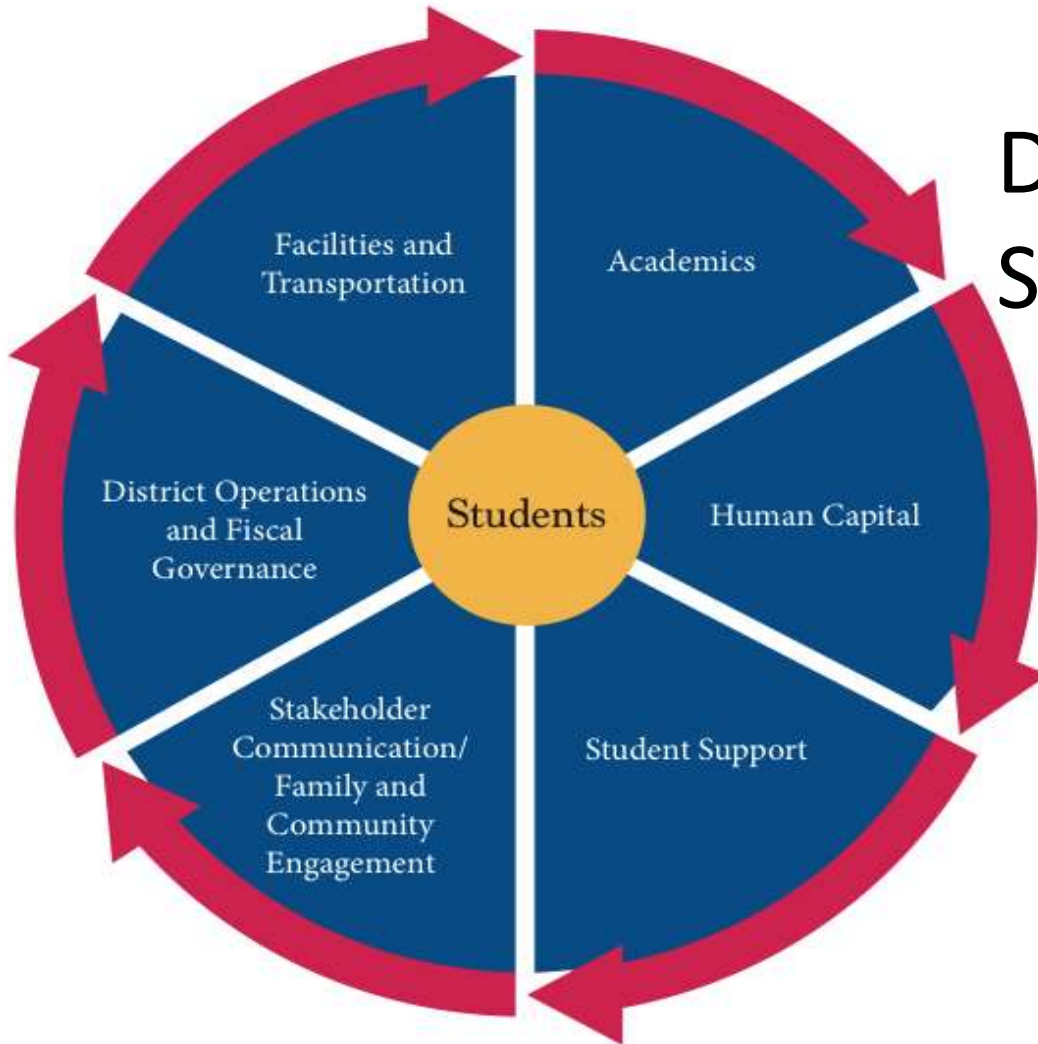
* Alternative Education (AE) program students included in attendance zone for school rating

 [Learn More about Public School Rating](#)

School- Level Plans



District Support Plans



NEW - literacy requirement



Support is Key

Attention is focused on providing district support to better serve schools.



Arkansas Department of Education

Perkins V

Fall 2019

Engage stakeholders
in decision making;
draft plan



Spring 2020

Feedback on draft;
Submit final plan

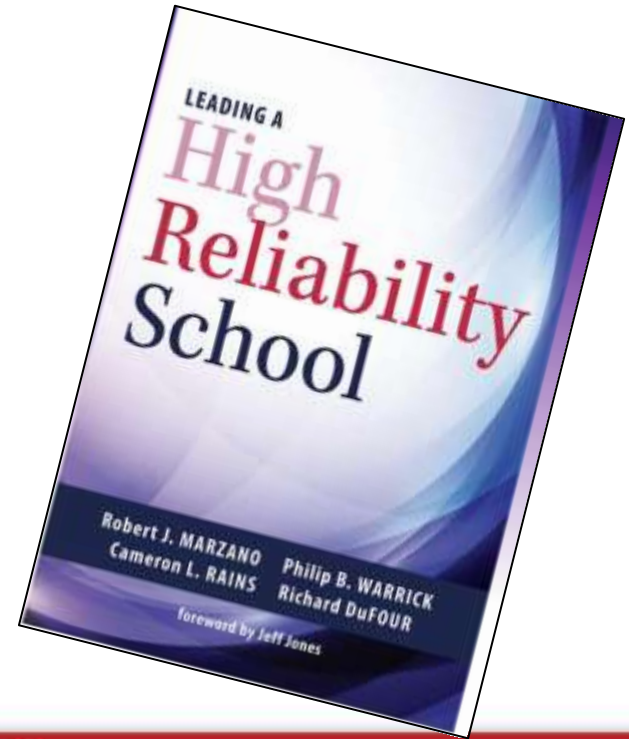
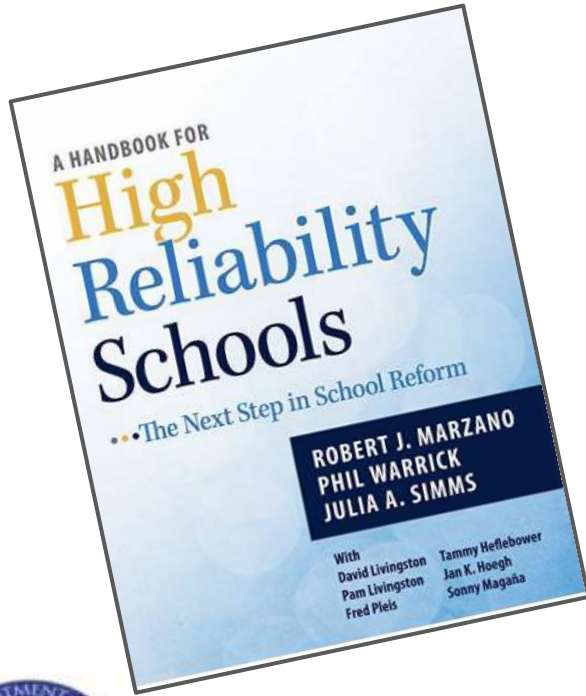


July 2020

Implement plan



High Reliability Schools



High Reliability Organizations

Continually in pursuit of error-free performance
Implement and improve systems of operation that clearly focus on the most important purpose of their work

Monitor their systems for errors and take immediate action to prevent errors from becoming system-wide failures

Plan for the interdependence of their systems to work toward a common goal



Across-the-Room Partners

Discussion Topic 1: What are some organizations in which there is zero tolerance for errors?

Discussion Topic 2: Why have schools not been expected to be high reliability organizations?



High Reliability School Levels

5. Competency-Based Education

4. Standards-Referenced Reporting of Student Progress

3. A Guaranteed and Viable Curriculum

2. Effective Teaching In Every Classroom

1. Safe, Supportive and Collaborative Culture

Level 1: A Safe, Supportive, and Collaborative Environment

1.1	Faculty and staff perceive the school as safe and orderly.	1.5	Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
1.2	Students, parents and the community perceive the school environment as safe and orderly.	1.6	Students, parents and the community have formal ways to provide input regarding the optimal functioning of the school.
1.3	Teachers have formal roles in the decision making process regarding school initiatives.	1.7	The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
*1.4	Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students.	1.8	The fiscal, operational, and technological resources of the school are managed in a way that supports teachers.

Level 2: Effective Teaching in Every Classroom

2.1	The school communicates a clear vision as to how teachers should address instruction.	*2.4	The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
2.2	The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	2.5	The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.
2.3	The school is aware of and monitors predominant instructional practices.	2.6	Teachers have opportunities to observe and discuss effective teaching.

Level 3: Guaranteed and Viable Curriculum

3.1	The school curriculum and accompanying assessments adhere to state and district standards.	3.4	The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.
3.2	The school curriculum is focused enough that teachers can adequately address it in the time they have available.	3.5	The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.
3.3	All students have the opportunity to learn the critical content of the curriculum.	3.6	The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

Leading and Lagging Indicators



Leading Indicators

- Specific conditions known to be associated with successful schools and continuous school improvement
- Provide direction
- Show what a school should work on to achieve a high reliability level

Lagging Indicators

- Provide the proof
- Data and/or artifacts of practice that provide evidence for the degree to which leading indicators are present in a school's operation
- Think “process” and “evidence” - what does it look like in your school?
- Lagging indicators for two schools might look different but they serve the same purpose

Leading and Lagging Indicators



**Lagging
Indicator**

Metrics

Evidence

Concrete results

Goals

Plan

Intentions

Desired actions

**Forward Looking
Leading Indicator**

Survey Table Discussion

- Look at the parent survey for Level I: Safe, supportive, and collaborative environment
 - Discuss what the expectations are for one of your schools (leading indicators).
 - What are some possible pieces of evidence (lagging indicators) to support each statement?

Lagging Indicator: Surveys

Table 3: Descriptive Statistics for Leading Indicator 1.1 (Teacher/Staff)

Survey Item	<i>M</i>	<i>SD</i>	<i>Mode</i>	<i>n</i>
Our school is a safe place.	3.13	1.18	4	70
Our school is an orderly place.	2.75	1.14	2	71
Our school has clear and specific rules and procedures in place.	3.27	1.22	4	71
I know the emergency management procedures for our school.	3.71	1.05	4	70
I know how to implement the emergency management procedures for our school.	3.57	1.02	4	67
My students and I practice implementing emergency management procedures for specific incidents.	3.54	1.00	4	68
Our school's emergency management procedures are updated on a regular basis.	3.27	0.95	4	60

Note. *M* = arithmetic mean; *SD* = standard deviation; *Mode* = most common response(s); *n* = valid response count.

Table 3 indicates that teachers' and staff members' mean item responses for leading indicator 1.1 ranged from 2.75 to 3.71. The overall mean was 3.32 (0.33).

The HRS Process

- Assess the leading indicators through indicator surveys.
- Analyze the data to determine areas of intervention and programs/procedures needed.
- Develop lagging indicators - what evidence will be accepted?
- Once the lagging indicators are met, HR status is met for the level.
- Use quick data for continuous monitoring.

Create an Elevator Speech with your across-the-room partner

How would you describe the High Reliability Schools (HRS) Model and Processes?

How would implementing the High Reliability Schools (HRS) framework help to move your district forward?





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Questions?