



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

October 12, 2018

Johnny Key
Commissioner

Superintendent Richard Wilde
Earle School District
P.O. Box 637
Earle, AR 72331

**State Board
of Education**

Dr. Jay Barth
*Little Rock
Chair*

RE: Schools in need of comprehensive support and improvement

Dear Superintendent Wilde:

Charisse Dean
*Little Rock
Vice Chair*

This letter is notification of the Every Student Succeeds Act (ESSA) accountability identification of schools in need of comprehensive support and improvement. Arkansas has identified schools in need of comprehensive support and improvement (CSI) for 2018-2019 and will identify schools every three years thereafter (ESEA section 1111(c) (4) (D)).

Susan Chambers
Bella Vista

Dr. Fitz Hill
Little Rock

The following process was used to determine which schools would be identified as in need of comprehensive support and improvement. Schools were assigned to a grade span based on the school's grade configuration. Schools receiving Title I, Part A funds were then ranked by the ESSA School Index score within their respective grade span. Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span were identified as in need of comprehensive support and improvement. Additionally, Arkansas identified high schools with a graduation rate of less than 66.667 percent as schools in need of comprehensive support and improvement.

Kathy McPetridge
Springdale

Dr. Sarah Moore
Stuttgart

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

The following schools within your district are identified as in need of comprehensive support and improvement:

Diane Zook
Melbourne

School LEA	School Name	Grade Plan	ESSA Value for 2018 5 th Percentile	ESSA School Index Score 2018	Graduation Rate 2017
1802005	Earle Elementary School	Elementary Level	57.48	55.83	N/A

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Little Rock, AR
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ArkansasEd.gov

Exit criteria. In terms of schools identified based on the ESSA School Index as schools in need of comprehensive support and improvement in the lowest five percent of Title I schools, Arkansas exit criteria requires the school to demonstrate continued

*An Equal
Opportunity
Employer*

progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification. For high schools identified solely due to a four-year Adjusted Cohort Graduation Rate lower than 66.667 percent, Arkansas exit criteria requires the school to meet or exceed the Adjusted Cohort Graduation Rate of 66.667 percent. High schools will be exited from comprehensive support and improvement services after three years if the school's four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent or the three-year weighted average of the four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.

Upon this notice that a school has been identified as needing comprehensive support and improvement, the district must (in partnership with stakeholders) review the school-level improvement plan and develop a district support plan for each identified school.

School-level Improvement Plan

The district, in partnership with stakeholders, shall review the school-level improvement plan and make necessary revisions to ensure a continuous cycle of inquiry (plan, do, check) is utilized. The school-level improvement plan must:

- (Plan) Include goals or anticipated outcomes based on the school-level needs assessment, which includes information on student performance on all ESSA School Index indicators for all students, as well as additional data and information collected locally to inform the needs of students;
- (Plan) Include evidence-based interventions to address identified needs;
- (Plan) Identify the professional learning necessary for the adults to deliver the evidence-based interventions effectively;
- (Plan) Identify resource inequities to be addressed through implementation of the plan;
- (Do) Identify the monitoring timeline and expectations for implementation;
- (Check) Identify the evaluation timeline and goals or outcomes to be met; and
- Be approved by the district and the Arkansas Department of Education (ADE).

District Support Plan

The district, in partnership with stakeholders, shall develop and implement a district support plan that utilizes a continuous cycle of inquiry (plan, do, check). The district support plan must:

- (Plan) Identify and prioritize system supports (including resources) that will ensure full implementation of the evidence-based practices at the school level;
- (Do) Identify the district's monitoring timeline and expectations for each identified school;
- (Check) Identify the measures the district will use to analyze and evaluate that the district support was effective in improving the identified school's performance; and
- Be submitted to the ADE.

Required Monitoring

The district must monitor the school and implement additional actions as needed for successful implementation. The Arkansas Department of Education (ADE) is required to periodically monitor the school progress and district support.

If you have questions regarding the identification or monitoring processes, please contact your Standards and Systems Support specialist. <http://www.arkansased.gov/divisions/public-school-accountability/standards-systems-support/specialists>. A specialist will be in touch with you to discuss the opportunity for a 1003 grant and level 2 - collaborative support from the ADE.

More information about the Arkansas ESSA plan is available at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>

Sincerely,



Deborah Coffman, Assistant Commissioner
Division of Public School Accountability

Cc: Johnny Key, Commissioner, Arkansas Department of Education
Roy Causbie, Program Manager, Standards & Systems Support
Bobby Lester, Director, Federal Programs