



# Division of Elementary and Secondary Education

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11/16/2022

Johnl Colbert, Superintendent  
Fayetteville School District  
1000 West Bulldog Boulevard  
Fayetteville, AR 72701

Dear Superintendent Colbert:

This letter is a notification of your district and school(s) state and/or federal accountability status. The following information explains the accountability statuses and the measures provided by the Arkansas Division of Elementary and Secondary Education (DESE).

Since Arkansas did not test in the Spring of 2020, all federal accountability identification was shifted forward by one year per the [Revised Addendum to the Approved Arkansas ESSA plan approved August 20, 2021](#)

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## 2022 Participation

(State Accountability) Per the [DESE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts \(Standard 1-C.1.1\)](#) **Each public school shall assess at least 95% of its students on the annual statewide summative student assessment (S/C).**

(Federal Accountability) If a school does not meet the 95% participation requirement for all students, or for any subgroup of students, 95% will be used for the denominator for purposes of measuring, calculating, and reporting. All calculations will be conducted both for the all students group and for each student group meeting minimum group size requirements (N=15).

According to the post appeals annual statewide student assessment data, the following schools have failed to assess at least 95% of its students in ELA and/or math in 2022:

### Participation Rate by School

School Name	Subgroup	Percent Tested ELA 2022	Percent Tested Math 2022
Fayetteville High School - 7203020	All Students	91.88	95.87
Fayetteville High School - 7203020	African American	91.16	94.56
Fayetteville High School - 7203020	Hispanic/Latino	84.02	91.78
Fayetteville High School - 7203020	White	93.92	97.59
Fayetteville High School - 7203020	Economically Disadvantaged	86.59	92.87
Fayetteville High School - 7203020	English Learner	83.04	90.06
Fayetteville High School - 7203020	Students with Disabilities	82.45	90.43
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	All Students	93.75	93.75
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	African American	93.75	93.75
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	White	92.94	92.94
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	Economically Disadvantaged	91.94	91.94
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	Students with Disabilities	86.36	86.36
Ramay Junior High School - 7203018	All Students	93.78	96.53



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<b>Ramay Junior High School - 7203018</b>	African American	91.3	94.83
<b>Ramay Junior High School - 7203018</b>	Hispanic/Latino	93.55	95.97
<b>Ramay Junior High School - 7203018</b>	Economically Disadvantaged	91.53	95.11
<b>Ramay Junior High School - 7203018</b>	English Learner	93.33	96.67
<b>Ramay Junior High School - 7203018</b>	Students with Disabilities	87.39	93.69



## Participation Plan of Support

For schools that do not meet the 95% participation requirement for two or more consecutive years, DESE will require each school to submit a plan that includes strategies for meeting participation requirements. **The DESE School Performance Unit will contact the district to develop the plan of support.** For schools that do not meet the participation requirement for multiple years or that do not show sustained improvement in meeting the 95% participation rate, DESE will implement additional actions and interventions as appropriate (ESEA section 1111(c)(4)(E)(iii)).

### Schools & Subgroups

Data Expectation: 95% Tested							
School Name	Subgroup	2022 ELA	2022 Math	2021 ELA	2021 Math	2019 ELA	2019 Math
Fayetteville High School - 7203020	All Students	91.88	95.87	85.12	85.85	95.15	95.66
Fayetteville High School - 7203020	African American	91.16	94.56	80.77	80	88.15	85.29
Fayetteville High School - 7203020	Hispanic/Latino	84.02	91.78	79.07	79.07	92.27	94.51
Fayetteville High School - 7203020	White	93.92	97.59	87.9	89.11	96.96	97.62
Fayetteville High School - 7203020	Economically Disadvantaged	86.59	92.87	76.68	78.66	91.04	90.67
Fayetteville High School - 7203020	English Learner	83.04	90.06	79.11	80.38	93.33	96.03
Fayetteville High School - 7203020	Students with Disabilities	82.45	90.43	69.54	69.54	88.77	87.77
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	All Students	93.75	93.75	86.08	86.08	97.81	97.08
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	White	92.94	92.94	87.11	87.11	97.35	97.35
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	Economically Disadvantaged	91.94	91.94	82.35	79.41	96.88	93.75
Fayetteville Virtual Academy A District Conversion Charter School - 7203703	Students with Disabilities	86.36	86.36	77.27	77.27	100	100
Ramay Junior High School - 7203018	All Students	93.78	96.53	92.26	92.55	99.08	99.08
Ramay Junior High School - 7203018	African American	91.3	94.83	91.3	91.3	97.73	97.73



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<b>Ramay Junior High School - 7203018</b>	Economically Disadvantaged	91.53	95.11	91.81	92.09	98.64	98.64
<b>Ramay Junior High School - 7203018</b>	Students with Disabilities	87.39	93.69	91.3	91.3	96.85	96.85

### **Participation Plan of Support from DESE**

The DESE School Performance Team will coordinate with regional education service cooperatives to support districts. Please contact Tiffani Grayer for additional support.

**Tiffani Grayer**, Coordinator of School Performance and Monitoring  
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## Comprehensive Support and Improvement (CSI) (All Students Performance)

This section is a notification of the **Every Student Succeeds Act (ESSA)** accountability progress of schools *in need of comprehensive support and improvement (CSI)*. The following information provides the district with information on the identification process, exit criteria, and the schools’ progress toward meeting the exit criteria. Arkansas identified schools in need of comprehensive support and improvement (CSI) based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(c)(4)(D)).

### Identification of Schools in Need of CSI

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.

The following schools are identified as in need of Comprehensive Support and Improvement (CSI) (All Students Performance) :

#### All Students ESSA Cycle II (2021-2022 through 2024-2025)

Grade Span	Met Exit Criteria (yes/no)	2022 ESSA Index 5% Exit Value	2022 ESSA School Index score
<b>Agee Lierly Life Preparation Services School - 7203029</b>			
High School	NA*	48.87	44.74

NA\*: Not Applicable - 2022 is ID Year.

### Exit Criteria

Identified schools must demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the 2022 ESSA School Index score five percent cut line that initially led to the CSI identification to exit CSI.

### School-level Improvement Plan

In partnership with stakeholders, the district shall review the school-level improvement plan(s) for all identified schools and make necessary revisions to ensure a continuous cycle of inquiry



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(plan, do, check) is utilized. The school-level improvement plan must:

- (Plan) Include goals or anticipated outcomes based on the school-level needs assessments, which includes information on student performance on all ESSA School Index indicators for the identified subgroup of students, as well as additional data and information collected locally to inform the needs of these students;
- (Plan) Include student supports and 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 the implementation of the plan;
- (Plan) Include a literacy plan that includes a curriculum program and professional development program aligned with the literacy needs and science of reading;
- (Do) Identify the monitoring timeline expectations for implementation;
- (Check) Identify the evaluation timeline and goals or outcomes to be met; and
- Be approved by the district before implementation.

### **Required Monitoring**

The district must monitor the school-level improvement plan(s) and implement additional actions as needed for successful implementation. The Arkansas Division of Elementary and Secondary Education (DESE) is required to monitor the school progress and district support periodically.

More information about the [Arkansas ESSA plan](#) is available on the website.

Respectfully,

*Tiffani Grayer*

**Tiffani Grayer**

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