



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

11/16/2022

Camille Sterrett, Superintendent
Dumas School District
213 South Adams Street
Dumas, AR 71639

Dear Superintendent Sterrett:

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
Dumas High School - 2104021	All Students	84.38	90.63
Dumas High School - 2104021	African American	77.97	86.44
Dumas High School - 2104021	Economically Disadvantaged	84.38	90.63
Dumas High School - 2104021	English Learner	94.74	100



Directed Support for Reading

Per Ark. Code Ann. § 6-15-2913, DESE shall provide Directed Support to a public school district in which fifty percent (50%) or more of the public school district's students score "in need of support" on the state's prior year summative assessment for reading.

2021-2022 Percent of Students Scoring "in need of support" in Reading by District

District Name	% Scoring "in need of support" in Reading 2022
Dumas School District - 2104000	51.13

The complete [ACT Aspire Summary Post Appeals data file](#) is available on the DESE website.

District Support Plan

In partnership with stakeholders, including the district's education service cooperative (ESC) and DESE, the district shall review the school district support plan and make necessary revisions to ensure a continuous inquiry cycle (plan, do, check) is utilized for improvement.

Specifically, the school district support plan must contain a literacy plan that includes:

- goals for improving reading achievement throughout the public school district; and
- information regarding the prioritization of funding, including, without limitation, enhanced student achievement state categorical funds received under A.C.A. § 6-20-2035 for strategies to improve reading achievement throughout the public school district.

DESE must approve district support plans for districts receiving Directed Support. The district should complete the district support plan in Indistar for approval by DESE. The district may copy and paste the district support plan in Indistar under **complete forms > District Support Plan (SY22-23)**. Please note that district support plans were due September 1. Based on this data, the district may update/revise the district support plan. Please send an email to your [DESE District Support Specialist](#) if changes or revisions are made to the district's approved plan.

Required Monitoring

The district must monitor its schools and implement additional actions as needed for successful implementation. DESE is required to monitor the district's progress and school support periodically.

Directed Support from DESE

The DESE District Support Team will coordinate with regional education service cooperatives



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to support districts. Please contact Jayne Green for additional support.

Jayne Green, Coordinator of Federal Programs

Public School Accountability

Arkansas Department of Education

Four Capitol Mall, Mail Slot #26

Little Rock, AR 72201

Phone: 501-682-2395

Email: jayne.green@ade.arkansas.gov



Comprehensive Support and Improvement - Additional Targeted Support and Improvement (CSI - ATSI) (Subgroup 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. Beginning in the 2022-2023 school year and every three years thereafter, Arkansas will identify schools that previously received additional targeted support not meeting exit criteria as schools in need of Comprehensive Support and Improvement as per ESEA section 1111(c)(4)(D)(i)(I).

The following schools are identified as in need of Comprehensive Support and Improvement - Additional Targeted Support (CSI - ATSI):

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
Reed Elementary School - 2104024			
Elementary	NA*	52.81	54.97

NA*: Not Applicable - 2022 is ID Year.

As reflected in the ESSA Cycle I table below, the above named school(s) did not meet ATSI exit criteria and thus will advance into CSI-ATSI for ESSA Cycle II support.

Subgroup ESSA Cycle I ((2017-2018 through 2021-2022))

Subgroup of Students	Exit Status Met Exit Criteria (yes/no)	Exit Criteria 2018 ESSA Index 5% Exit Value	Identification Data			
			2022 ESSA School Index score	2021 ESSA School Index score	2019 ESSA School Index score	2018 ESSA School Index score
Reed Elementary School - 2104024						
Students with Disabilities	No	57.48	47.96	47.9	47.14	47.35



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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 ESSA School Index score five percent cut line that initially led to the identification to exit MRI - 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 (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.



Additional Targeted Support and Improvement (ATSI)

This section is a notification of the Every Student Succeeds Act (ESSA) accountability progress of schools in need of additional targeted support and improvement (ATSI). 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 additional targeted support and improvement (ATSI) based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(c)(4)(D)(i)(I)).

Identification of Schools in Need of ATSI

Under ESEA Section 1111(C)(3), Arkansas defines a consistently underperforming subgroup as any subgroup of students performing in the bottom one percent of all state Title I schools on the ESSA School Index in each of the three prior years.

The following schools are identified as in need of additional targeted support and improvement (ATSI):

Subgroup ESSA Cycle II (2021-2022 through 2024-2025)

		Exit Status	Exit Criteria	Identification Data		
School Name	Subgroup of Students	Met Exit Criteria (yes/no)	2022 ESSA Index 5% Exit Value	2022 ESSA School Index score	2021 ESSA School Index score	2019 ESSA School Index score
Dumas Junior High School - 2104020	Students with Disabilities	NA*	53.01	44.79	45.74	50.1

NA*: Not Applicable - 2022 is ID Year.

Exit Criteria

Arkansas exit criteria require the identified school(s) to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students. Additionally, schools must meet or exceed the ESSA School Index score that initially led to identification (5% cut score identified above).

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



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- (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;
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- 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.

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Respectfully,

Tiffani Grayer

Tiffani Grayer

Coordinator of School Performance and Monitoring

Arkansas Department of Education

Division of Public School Accountability

Four Capitol Mall—Room 4C-300, Box 26

Little Rock, Arkansas 72201-1071

Office: 501-683-1024

tiffani.grayer@ade.arkansas.gov