



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

11/16/2022

Katie Hatley, Superintendent
Graduate Arkansas Charter
6724 Interstate 30
Little Rock, AR 72209

Dear Superintendent Hatley:

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
Graduate Arkansas Charter High - 6052703	All Students	28.19	30.61
Graduate Arkansas Charter High - 6052703	African American	25	25
Graduate Arkansas Charter High - 6052703	Hispanic/Latino	31.82	36.36
Graduate Arkansas Charter High - 6052703	White	25	30
Graduate Arkansas Charter High - 6052703	Economically Disadvantaged	28.77	31.03



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
Graduate Arkansas Charter High - 6052703	All Students	28.19	30.61	10.26	10.26	7.14	14.29
Graduate Arkansas Charter High - 6052703	African American	25	25	8.57	8.57	7.94	15.87
Graduate Arkansas Charter High - 6052703	Economically Disadvantaged	28.77	31.03	10.53	10.53	7.14	14.29

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
 Office of Public School Accountability
 Arkansas Division of Elementary and Secondary
 Four Capitol Mall, Mail Slot #26
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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
Graduate Arkansas Charter - 6052700	79.55

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

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More Rigorous Interventions - Comprehensive Support and Improvement (MRI - CSI) (All Students Performance)

This section is a notification of the **Every Student Succeeds Act (ESSA)** accountability progress of schools *in need of more rigorous interventions*. The following 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 more rigorous interventions based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(d)(3)(A)(i)(I)).

Identification of Schools in Need of MRI - CSI: The following process was used to determine which schools would be identified as in need of more rigorous interventions. Schools were assigned to a grade span based on the school's grade configuration. Schools that have not met comprehensive support and improvement (CSI) exit criteria within three years will be identified by DESE as in need of more rigorous intervention (MRI - CSI). This identification process will begin during the 2022-2023 school year, will be based on 2021-2022 data, and will identify schools every three years thereafter (ESEA section 1111(d)(3)(A)(i)(I))

The following school(s) are identified as in need of MRI - CSI:

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
Graduate Arkansas Charter High - 6052703			
High School	NA*	48.87	36.12

NA*: Not Applicable - 2022 is ID Year.

As reflected in the ESSA Cycle I table below, the above named school(s) did not meet CSI exit criteria.

All Students ESSA Cycle I (2017-2018 through 2021-2022)

Grade Span	Met Exit Criteria (yes/no)	2018 ESSA Index 5% Exit Value	2022 ESSA School Index score	2021 ESSA School Index score	2019 ESSA School Index score	2018 ESSA School Index score
Graduate Arkansas Charter High - 6052703						
High School	No	52.14	36.12	33.85	31.6	30.84

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 MRI - CSI identification to exit MRI - CSI.



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Next Course of Action

The next steps may include requirements for interventions that have substantially greater support through research and study. The LEA may be requested to refine their implementation fidelity or to provide more in-depth training. Thus, Arkansas will not have a set of predetermined next interventions, but will use the action research model to continue the improvement process to ensure individualized support to LEAs.

Therefore, based upon the conclusions of the analysis, DESE may be more directive in the next steps. The next steps may include, but are not limited to:

- directing additional funding to specific schools through required local set aside of state and federal categorical dollars;
- directing state and federal categorical funding to increase access to quality pre-kindergarten programming;
- reduction of LEA-selected initiatives or evidence-based practices;
- required participation in organizational culture-building practices;
- increased monitoring and support visits;
- access to performing schools via intradistrict school choice as authorized under section 1111(d)(1)(D);
- additional or more in-depth training in the selected evidence-based practices;
- reconstitute chronically underperforming schools via Arkansas law regarding conversion or open-enrollment charter schools, charter waivers available to traditional public schools, or Schools of Innovation; and/or
- removal of ineffective or marginally effective personnel, up to and including, the local governing board.

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;



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- (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.



More Rigorous Interventions - Comprehensive Support and Improvement (MRI - CSI) (Graduation Rate)

This section is a notification of the **Every Student Succeeds Act (ESSA)** accountability progress of schools *in need of more rigorous interventions*. The following 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 more rigorous interventions based on data from 2021-2022 and will identify schools every three years thereafter (ESEA section 1111(d)(3)(A)(i)(I)).

Identification of Schools in Need of MRI - CSI: The following process was used to determine which schools would be identified as in need of more rigorous interventions. Schools were assigned to a grade span based on the school's grade configuration. Schools that have not met comprehensive support and improvement (CSI) exit criteria within three years will be identified by DESE as in need of more rigorous intervention (MRI - CSI). This identification process will begin during the 2022-2023 school year, will be based on 2021-2022 data, and will identify schools every three years thereafter (ESEA section 1111(d)(3)(A)(i)(I))

The following school(s) are identified as in need of MRI - CSI:

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

Grade Span	Met Exit Criteria (yes/no)	2021 Graduation Rate
Graduate Arkansas Charter High - 6052703		
High School	No	45.71

As reflected in the ESSA Cycle I table below, the above named school(s) did not meet CSI exit criteria.

All Students ESSA Cycle I (2017-2018 through 2021-2022)

Grade Span	Met Exit Criteria (yes/no)	2021 Graduation Rate	2020 Graduation Rate	2019 Graduation Rate	2018 Graduation Rate
Graduate Arkansas Charter High - 6052703					
High School	No	45.71	27.27	23.91	23.52941

Exit Criteria: If the school was identified as MRI - CSI (Graduation Rate), then the high school will exit support after three years if the schools' 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.



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Respectfully,

Tiffani Grayer

Tiffani Grayer

Coordinator of School Performance and Monitoring

Arkansas Department of Education

Division of Public School Accountability

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