



## 2019 Arkansas School Performance Report

### UNDERSTANDING THIS REPORT

The Arkansas School Performance Report meets education reporting requirements from the United States Department of Education and Arkansas state requirements.

The Elementary and Secondary Education Act (ESEA) was established in 1965. On December 10, 2015, ESEA was reauthorized by the Every Student Succeeds Act (ESSA). The purpose of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. ESSA gives states the flexibility to develop accountability systems that best measure student success in their respective states.

Information on many topics related to school performance can be seen using the following link: <http://dese.ade.arkansas.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents>

The following modules describe information contained in the Arkansas School Performance Report (Report Card).

#### MODULE 1: Overview

The School Overview provides school contact information, school characteristics, and student demographics.

The District Overview provides district contact information, district characteristics, and student demographics.

The State Overview provides state contact information, state characteristics, student demographics, a concise description of the state's accountability system, the way that Arkansas identifies schools for support, and requirements for schools to exit identifications for support. Arkansas identifies schools in need of comprehensive support and improvement and schools in need of targeted support and improvement.

#### MODULE 2: Achievement-Assessments

Student achievement is measured using the ACT Aspire test, which was first introduced as a new statewide assessment for the 2015-16 school year. ACT Aspire has English, Reading and Writing exams that are combined into English Language Arts (ELA) for grades 3-10. ACT Aspire also has mathematics and science exams for grades 3-10. The ACT Aspire test results are used to report percentages in the following performance levels: Exceeding, Ready, Close, and In Need of Support.

A student performing at the Ready level has a score that puts them on a path to graduate ready for college, career, and community engagement. The Achievement Module includes the percent of students participating in the assessments. You can view the information for all students and subgroups of students. All students are included in the information, even those who are highly mobile (students who only attend part of a school year) at the school. An example of performance levels for Grade Four Mathematics Number and Operations - Fractions with brief descriptions for ACT Aspire is shown below:

A student performing at the **Needs Support** level: adds and subtracts fractions with common denominators; compares decimals to the hundredths using a given model (number lines, visual models, etc.).

A student performing at the **Close** level: solves mathematical or real-world problems involving addition and subtraction of fractions referring to the same whole with equal denominators.

A student performing at the **Ready** level: compares decimals between 0 and 1 to hundredths; solves mathematical or real-world problems involving addition and subtraction of mixed numbers referring to the same whole with like common denominators; recognizes and generates equivalent fractions using visual fraction models; uses the mathematical symbols  $<$ ,  $=$ ,  $>$  appropriately; and decomposes and recomposes mixed numbers.

A student performing at the **Exceeding** level: compares two fractions with different numerators and different denominators by creating common denominators and explains how they know their comparison is correct; compares decimals to hundredths when presented in a real-world context; and uses decimal notation for fractions with denominators of 10 or 100.

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV stands for Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be made available.

### **MODULE 3: Growth**

A longitudinal individual growth model will produce a predicted score for each student using prior scores for each student (up to four previous years of scores). A student's predicted score will be subtracted from their actual score to produce the student's value added growth score (Actual – Predicted = VAS). Student VAS in English Language Arts (ELA) and math are averaged for each school to produce a school-level VAS. School VAS is transformed (School Growth Score = (school VAS \* 35) + 80.00). The average content value-added growth score indicates students' average value-added growth considering math and English language arts together. If a school has English learners (EL), the overall growth score for a school will contain value-added growth scores for content and progress of English learners achieving English language proficiency averaged together. The EL growth will be weighted in the overall school growth score in proportion to the number of EL students. If all of the students in a school are English learners, the EL growth will contribute fifty percent of the overall school growth score. A value-added growth score of 80 means that students, on average, are growing in achievement as much as we expect them to grow based on how they have done in the past. Scores above 80 mean that students, on average, are exceeding growth expected and scores below 80 mean that, on average, students are losing ground based on what we would expect for them in a given school year.

### **MODULE 4: English Language Proficiency of English Learners**

This module provides the number English learners tested on ELPA21, as well as the number and percentage of English learners achieving English language proficiency on ELPA21. Students whose first language is not English may enter school with less than proficient English language skills. These students are assessed annually for English language proficiency using ELPA21.

### **MODULE 5: School Quality and Student Success (SQSS)**

Ark. Code Ann. § 6-15-2108 states that the school performance system should include at least one school quality and/or student success (SQSS) indicator.

This module provides data on stakeholder requested school characteristics and metrics. Eleven components were selected to be combined in the SQSS indicator because evidence shows they impact student learning and achievement. All components that can be measured for students in the school are added to calculate the total possible points for the school. All the points earned by students of the school are added to calculate total points for the school. The percentage SQSS score

at the school equals (total earned points / total possible points)\*100.

The first component is Student Engagement, which measures chronic absenteeism. Students absent 0 to less than 5% of days enrolled receive 1 point. Students absent 5% to less than 10% of days enrolled receive half a point. If students are absent 10% or more they get no points.

The second component is Reading at Grade Level. If a student scores at the Ready or at the Exceeds achievement level on ACT Aspire Reading then the student receives 1 point. Scoring less than Ready receives no points.

The third component is Science Achievement. If a student scores at the “Ready” or “Exceeds” on ACT Aspire Science, then the student receives 1 point. If a student scores “At Target” or “Advanced” on the DLM Science, the student receives 1 point. Scoring less than Ready or At Target receive no points.

The fourth component is Science growth. If a student’s science value-added growth score is at or above the 75th percentile rank for his/her grade level then the student receives 1 point. If a student’s science valued-added growth score is at or above the 25th percentile rank and below the 75th percentile rank for his/her grade level then the student receives half a point.

The fifth component is On-Time Credits. If a grade 9 student completes 5.5 or more credits by end of grade 9 the student receives 1 point. If a grade 10 student completes 11 or more credits by end of grade 10 the student receives 1 point. If a grade 11 student completes 16.5 or more credits by end of grade 11 the student receives 1 point. If a student transfers in from out of state or from private or home school in grade 10 or 11, the expected number of credits is adjusted to account for lack of prior data in the statewide information system. See Business Rules for Calculating the 2020 ESSA School Index Scores at the following link: [http://dese.ade.arkansas.gov/public/userfiles/Public\\_School\\_Accountability/ESSA/Final\\_ESSA\\_Decision\\_Rules\\_2019\\_20\\_rvd\\_082619.pdf](http://dese.ade.arkansas.gov/public/userfiles/Public_School_Accountability/ESSA/Final_ESSA_Decision_Rules_2019_20_rvd_082619.pdf).

The sixth component is Grade Point Average (GPA). If a grade 12 student has a final high school GPA greater than or equal to 2.8 they receive 1 point.

The seventh component is ACT Composite. Grade 12 students with an ACT Composite greater than or equal to 19 receive 1 point.

The eighth component is ACT Readiness. Grade 12 students with an ACT Math score greater than or equal to 22 receive half a point. Grade 12 students with an ACT Reading score greater than or equal to 22 receive half a point. Grade 12 students with an ACT Science score greater than or equal to 23 receive half a point.

For the ninth component, Grade 12 students with one or more AP/IB/Concurrent Credit course credits earn 1 point.

For the tenth component, Grade 12 students can get 1 point if they received high school credit for a computer science course they took in 5th-12th grade.

For the eleventh component, Grade 12 students with one or more Community Service course credits earn 1.0 point.

## **MODULE 6: Achievement-NAEP – District and State:**

The National Assessment of Educational Progress (NAEP) test in math and reading for grades 4 and 8 is given every other year in Arkansas. Districts are randomly selected for this testing but do not receive reports specific to the school. ESSA requires the state results to be compared to the national average of such results. Results must be reported by subgroup and in the aggregate. Participation rates for students with disabilities and English learners is required.

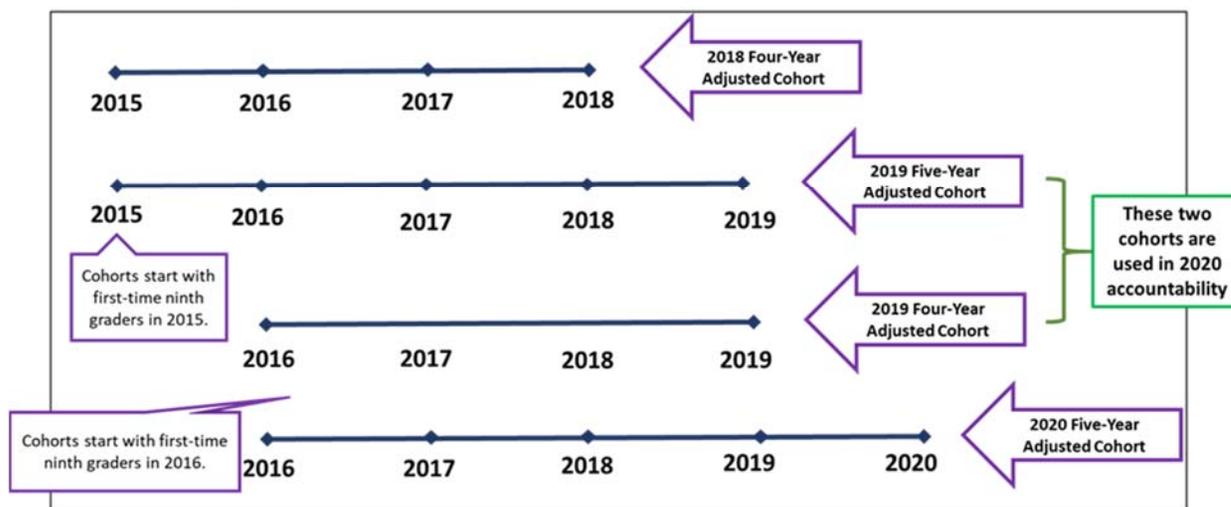
ESSA requires district report cards to provide the state NAEP performance results in math and reading for grades 4 and 8. The percentage of students at each NAEP achievement level is required and can be provided in the aggregate.

## **MODULE 7: Graduation Rate**

This module shows the percentages of subgroups that graduated in the four-year and five-year adjusted cohort graduation rates. The 2019 four-year graduation rate is the number of cohort members who earned a regular high school diploma through the summer of 2019 divided by the number of first-time ninth graders in fall of 2015 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2015-16, 2016-17, 2017-18, 2018-19, and through the summer of 2019.

The five-year graduation rate is (the number of cohort members who earned a regular high school diploma in four-years plus the number of cohort members who earned a regular high school diploma in five-years) divided by (the number of students in the initial cohort plus the number of transfers in minus the number of students who transfer out, emigrate, or die) during school years 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, and through the summer of 2019.

### Which students are in the four- and five-year adjusted cohorts for the Adjusted Cohort Graduation Rate (ACGR) in 2019?



### MODULE 8: College Readiness

This module includes information regarding how well schools and districts are preparing students for college-level coursework.

The college admission tests listed in the report card include the **American College Test (ACT)** and **SAT**. The ACT shows the average scores of high school seniors. The ACT score ranges from 1 to 36. Most public colleges and universities in Arkansas require the ACT as part of their admissions process. The average scores are listed for mathematics, English, reading and science, as well as an overall composite score. Students have more than one opportunity to take the exam. The data reported here are the best test scores for the students in the graduating class.

**Advanced Placement (AP)** courses are rigorous, college-level classes in a variety of subjects. The report card lists the number of students who are enrolled in AP courses, the number of AP exams taken and the number of AP exams with scores of three, four or five. AP exams are given at the completion of an AP class. Students must score a three or better in order to be eligible to receive college credit for the course. The number of students taking AP only counts a student once even if they are taking multiple AP courses.

The Number of Students Taking **International Baccalaureate (IB)** courses is listed. The IB Diploma Program is a challenging, high quality, two-year curriculum. It leads to a qualification that is widely recognized by the world's universities. Students completing this program can be awarded the full Diploma of Certificates of Merit in individual subjects.

The **College Going Rate** is the percentage of high school graduates who enroll in college within 12 months after their high school graduation.

The **College Credit Accumulation Rate** is the percentage of high school graduates who enroll in college within 16 months after their high school graduation and complete at least a year's worth of college credit applicable to a degree within two years of their enrollment in college.

## MODULE 9: School Performance

This module contains information about how well your child's school met state and federal standards.

The U.S. Department of Education approved the Arkansas ESSA plan in January of 2018. ESSA law requires annual meaningful differentiation of all public schools in the state based on all indicators in the state's accountability system for all students and for each subgroup of students ESEA Section 1111 (c)(4)(C). At the request of Arkansas stakeholders, the ADE aligned the state's accountability system, including the School Rating System, with the Arkansas Every Student Succeeds Act (ESSA) plan (federal accountability). The ESSA School Index score and stakeholder recommended rating scale are used to determine the letter grades (ratings) for schools.

To calculate the **School Performance Rating**, each school is assigned to a grade span based on the grades the school serves (grade range of school). Grade Span 1 is PK-5, Grade Span 2 is 6-8 and Grade Span 3 is 9-12. Score ranges for each letter grade in each of the grade spans were recommended by stakeholders. The ESSA School Index Score for Grade Spans 1 & 2 =  $(0.35 * (\text{weighted achievement score}) + 0.50 * (\text{math growth and ELA growth combined with English Language Proficiency (ELP) growth}) + 0.15 * \text{SQSS})$ . The ESSA School Index score for Grade Span 3 =  $(0.35 * (\text{weighted achievement score}) + 0.35 * (\text{math and ELA growth combined with ELP growth}) + 0.10 * (\text{Four-year Graduation Rate}) + .05 * (\text{Five-Year Graduation Rate}) + 0.15 * \text{SQSS})$ .

**Information on calculating the ESSA School Index is available on the ADE website at**

[http://dese.ade.arkansas.gov/public/userfiles/Public\\_School\\_Accountability/ESSA/Final\\_ESSA\\_Decision\\_Rules\\_2018\\_19\\_rvd\\_052519.pdf](http://dese.ade.arkansas.gov/public/userfiles/Public_School_Accountability/ESSA/Final_ESSA_Decision_Rules_2018_19_rvd_052519.pdf).

A "Y" will be shown in the District column for districts in compliance with the requirement to **provide textbooks or digital resources for all pupils**.

A statement of assurance signed by each superintendent states that districts are providing textbooks or digital resources for all pupils without cost to the pupils as per Arkansas Code Annotated § 6-21-403.

Parents should pay close attention to district and school compliance with the standards for accreditation status. This **annual accreditation status** lets you know if your child's school is fully accredited by the State Board of Education.

**Attendance rate** indicates the average percentage of students attending school each day.

**Dropout rate** is the percentage of students dropping out of school in Grades 7-12 from October 1 of one school year to September 30 of the next. In accordance with Federal graduation rate guidance, students who enter a GED program are considered as dropout students.

**College Remediation Rate** is the percentage of incoming college freshmen that have to take a remedial course or courses at an Arkansas college or university.

**Enrollment** is the number of students enrolled on October 1.

## MODULE 10: School Environment

This module provides information about school safety, discipline and engagement.

This information indicates whether the school's **discipline policy has been distributed to parents** and whether the school's **staff has received discipline policy training**.

Another notation in this section indicates whether a school has **adopted a parental involvement plan**.

The number shown for **expulsions** indicates the percentage of students who have been expelled from school during the school year.

The next numbers indicate the percentage of school-related **weapon or assault incidents involving staff or students** that occurred at the school. **Referrals to law enforcement and school-related arrests** are also included.

Information from the Civil Rights Data Collection includes Chronic Absences (including both excused and unexcused absences), In-School Suspensions, Out-of-School Suspensions, Expulsions, Incidents of Violence (including bullying and harassment), Referrals to Law Enforcement, School-Related Arrests, the number and percentage of students enrolled in preschool programs; and the number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

There is also a link to the Civil Rights Data Collection website. The CRDC collects data on key education and civil rights issues in the nation's public schools. The CRDC also provides a variety of information on enrollment, programs/services, most of which is disaggregated into subgroups of race/ethnicity, gender, limited English proficiency, and disability. The report is available at: <https://ocrdata.ed.gov/>.

The district module contains the same types of information as the school environment aggregated for the district, with the addition of the following:

District's Alternative Learning Environment (ALE) compliance status indicates if the ALE is conducive to learning, and provides intervention services designed to address individual needs of students.

The state module contains the same types of information as the district module aggregated for the state, with the addition of the number of students enrolled in preschool programs.

## **MODULE 11: Retention**

This module includes the numbers and percentages of students retained for Grades 1-8. These are students that, for academic reasons, are returning to the same grade rather than advancing to the next.

## **MODULE 12: Teacher Quality**

The first number indicates the percentage of teachers at the school who have a valid Arkansas teaching license and teach in the area(s) for which they hold the license. When schools employ teachers for more than 30 days who are not fully qualified (licensed), the schools are required to request a waiver from the State Board of Education to continue to employ those teachers. Next is the percentage of teachers with bachelor's degree as highest degree awarded and percentage of teachers with master's as highest degree awarded. The percentage of teachers with advanced degree is shown next.

There are three economic level sections. The first section is an aggregate of all economic levels; the second section has information for high poverty schools – the top 25 percent (having the most students receiving free and reduced-price lunches); the third section is for low poverty schools – the lowest 25 percent (having the fewest students receiving free and reduced-price lunches). The following are included in the three economic level sections: the number of certified teachers; the number of teachers evaluated this year under the Teacher Excellence and Support System; the number of teachers effective or above under the Teacher Excellence and Support System; the number of certified teachers that are certified by the National Board for Professional Teaching Standards; the number of teachers teaching with licensure exceptions; the percentage of teachers teaching with licensure exceptions; the number of teachers teaching out of field; the percentage of teachers teaching out of field represents the number of waivers divided by the number of certified (licensed) staff; the number of inexperienced teachers; the percentage of inexperienced teachers; the number of teachers, principals, and assistant principals; the number of inexperienced teachers, principals, and assistant principals; and the percentage of teachers, principals, and assistant principals who are inexperienced.

The School Board Training section lists the School District Board of Directors and the hours of training and instruction they have received in school-related topics.

### **MODULE 13: School Expenditures**

This module provides State and Local Expenditures listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures, and State and Local Total Per-pupil Expenditures. Federal Expenditures are listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures as well as Federal Total Per-pupil Expenditures. Total Current Expenditures are listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures as well as Total Per-pupil Expenditures.

The district's millage rate is the tax rate approved for the district by the voters in the last annual school election and is referred to on the chart as "Mills Voted."

The average teacher salary for those holding a teaching license is shown.

The total expenditures for the school and district reflect all the money that was spent for the year, including extracurricular expenses that are not part of the required curriculum. Capital expenditures are for land, buildings, vehicles and equipment that should last more than a year. Debt service expenditures are for payment of principal and interest on long-term debt.

Also included in this section is the percentage of students at the school eligible to receive free and reduced-price meals.

### **MODULE 14: Alternately Assessed**

This module provides information regarding the percentage of students participating in the alternate assessments. Highly mobile students (those who did not attend the full academic year) are included in the data.

### **MODULE 15: Crosstab-ACT Aspire**

This module provides information on the achievement of students for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or active parent in the military for ELA, Math, and Science. Students can be identified with more than one of the groups previously mentioned.

### **MODULE 16: Crosstab-Graduation Rates**

This module provides information on the students who graduated in the four-year or five-year for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or active parent in the military. Students can be identified with more than one of the groups previously mentioned.

### **MODULE 17: Crosstab-Growth**

This module provides the value-added score (VAS) in ELA, Math, Content, Science, and Content with English Language Proficiency for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or active parent in the military. Students can be identified with more than one of the groups previously mentioned.

### **MODULE 18: Long Term Goals**

This module depicts the progress of students at your child's school as compared to the progress needed to reach the State's long term goals for English Language Arts and Math achievement, graduation rate, and English Learners on track to English proficiency.

### **MODULE 19: 3 Years Data (available in April 2020)**

This module provides the most recent three years of available data for each school, district, and the state in Achievement, NAEP, Value-Added Growth, English Language Proficiency, SQSS, College Readiness, School Performance, Graduation Rate, School Environment, Retention, Teacher Quality, and School Funding.