



# 2013 Arkansas School Performance Report



Division of Public School Accountability

2013 School Performance Report

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Dear Parents:

Each year, the Arkansas Department of Education publishes a Performance Report of the state’s schools. Not to be confused with student report cards, this report provides parents and communities with information about each school and district including test performance, teacher qualification, retention, discipline and much more.

This report is designed to help open the lines of communication between schools, parents and the local community. Parents can use the report when visiting their child’s school for conferences and other meetings to ask questions about how well the school is performing and what measures are in place for improvement.

We hope the information included in the 2013 Arkansas School Performance Report will encourage you to become more involved in your child’s education. When parents are partners in their children's education, the results are improved student achievement, better school attendance and reduced dropout rates.

If you need additional information about this report, contact your local school administrator. Additional data is available at <https://adedata.arkansas.gov/arc/>.

Arkansas schools are implementing the Common Core State Standards in grades K-12. These standards will ensure children — no matter where they live — have the knowledge and skills to succeed in college and the workforce.

Arkansas educators have high expectations for the children of this state. For more information, we encourage you to visit <http://www.arkansased.org>.

Respectfully,

Tom W. Kimbrell, Ed.D.  
Commissioner of Education

## UNDERSTANDING THIS REPORT

### INDICATOR 1: STUDENT ACHIEVEMENT

Student achievement is measured by both state and national tests. Student performance on the Augmented Benchmark, End-of-Course and the Grade 11 Literacy Exams is shown by the percent of students scoring at each of the four performance levels, as well as the percent of students scoring at or above Proficient. The standard for achievement in Arkansas is Proficient. Brief definitions for each of the four performance levels are listed below:

**ADVANCED:** Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading, writing, and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

**PROFICIENT:** Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use Arkansas established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

**BASIC:** Basic students show substantial skills in reading, writing, and mathematics; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the proficient level.

**BELOW BASIC:** Below Basic students fail to show sufficient mastery of skills in reading, writing, and mathematics to attain the basic level.

### STATE TESTS

Augmented Benchmark scores for Grades 3-8 are listed for reading/literacy and mathematics. Grades 5 and 7 also include science. The End-of-Course Exams are administered to students at the end of a course to determine whether the student demonstrates attainment of knowledge and skills necessary for mastery of that subject. End-of-Course Exams are given in algebra I, geometry and biology. The Grade 11 Literacy Exam is administered to students completing Grade 11. The exam is given in March of each year.

### NATIONAL TESTS

Information in the Achievement Section includes the National Assessment of Educational Progress (NAEP) in math and literacy for grades 4 and 8. The NAEP test is given every other year in Arkansas. A norm-referenced test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations. A norm-referenced test compares Arkansas' student performance with the performance of a sample of students from across the country. The results are reported by percentile ranging from a low of 1 to a high of 99. The 50th percentile represents the national average, or the point above which half of the national sample scored. This figure indicates the average performance. This Report Card shows norm-referenced test scores for grades one through nine from the Iowa Test of Basic Skills. College admission tests 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 for the best test scores for the students in the graduating class. The Voluntary Universal ACT provides an opportunity for all students in grade eleven to take the ACT. Districts may use the National School Lunch Act (NSLA) funds to pay for the test. Some students attended the College and Career Readiness Planning Program (CCRPP). CCRPP was used to help students improve their ACT scores and become better prepared for college. The number of students taking the SAT college admission test and the SAT scores are listed.

### Advanced Placement Classes

These figures indicate the number of students who are enrolled in Advanced Placement (AP) classes, 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 classes.

### Number of Students Taking International Baccalaureate Courses

The International Baccalaureate 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.

## INDICATOR 2: SCHOOL PERFORMANCE

This section contains information about how well your child's school met federal performance standards in school year 2010-11 under Adequate Yearly Progress (AYP). AYP was defined as the increase in the percentage of students becoming proficient who move the school toward the goal of 100 percent proficient by the year 2014. The Federal No Child Left Behind (NCLB) Act of 2001 mandated increased accountability for states, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for school districts and schools in the use of federal education dollars; and a stronger emphasis on reading. Aside from the academic performance of a school's students, a school could be placed in "School Improvement" if less than 95 percent of eligible students were tested or the school did not meet the secondary indicator. For elementary and middle schools, the secondary indicator was student attendance. At the high school level, the secondary indicator was the graduation rate. A school that did not make AYP could have the "targeted" designation if it did not make AYP in 25 percent or fewer groups of students but did meet the goal for combined population. If AYP was not made for combined population, the "Whole School" designation was used.

The Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized seven times, most recently by the No Child Left Behind Act (NCLB) of 2001. According to the United States Department of Education (ED), some components of NCLB identified unrealistic performance and proficiency targets. In September 2011, the ED announced an opportunity for states to seek a waiver from some specific requirements that were deemed unattainable under this reauthorization. After conversations with stakeholders in Arkansas, the decision was made to participate in the ESEA Flexibility initiative in an effort to help districts manage improvements in the schools, make systemic changes to enhance instruction and student achievement while preparing students for college and career readiness.

On June 29, 2012, the Arkansas Department of Education was approved for ESEA Flexibility. Under the State's plan, Arkansas elected to set individualized Annual Measurable Objectives (AMOs) for each school, district, and the state based on 2011 performance (percent proficient) and growth. The 2010 graduation rate data was used to set graduation rate AMOs. AMOs are yearly targets that each school and district should meet or exceed. Schools, districts and the state will be held accountable for a 50 percent reduction in the proficiency or growth gap, and the graduation rate gap by the year 2017. The proficiency gap is the percentage of students not scoring proficient. Growth measures whether or not a student's scores improve enough for the student to be on track to proficiency by grade 8. The growth gap is the percentage of students who met growth subtracted from one hundred. The graduation rate gap is the difference between the graduation rate and one hundred.

To increase the number of schools accountable for students at risk, the Targeted Achievement Gap Group (TAGG) was formed. The TAGG includes students in any or all of the following subgroups: economically disadvantaged, English Learners (EL), and Students with Disabilities (SWD). Under NCLB, a school's accountability status was not determined by the scores of student groups with less than 40 students. Under Flexibility, accountability status of Needs Improvement can be determined by the scores of a TAGG with as few as 25 students.

Under Flexibility, every Arkansas school has been identified as one of the following: Achieving, Exemplary, Needs Improvement, Needs Improvement Focus or Needs Improvement Priority. A description of each classification is stated below:

- To be classified as Achieving, the school and district are accountable for meeting performance AMOs or growth AMOs for both math and literacy for All Students and the TAGG. In addition, they must test at least 95 percent of their students. High schools must also meet graduation rate AMOs for All Students and the TAGG.
- An Exemplary school must meet AMOs for every ESEA subgroup in the school that has at least 25 students. Exemplary schools with identifications based on performance must be ranked in the top 15 percent of the statewide distribution. Exemplary schools are identified each year. The first year that Exemplary calculations were done used test results to calculate a three-year weighted average percentage of students proficient for math and literacy combined for 2009 through 2011. A school can also be identified as Exemplary based on high progress, high TAGG performance or high TAGG progress. Progress was determined by comparing the three-year weighted average percent proficient for 2008 through 2010 to the three-year weighted average percent proficient for 2009 through 2011.

- A Needs Improvement school tests less than 95 percent of its students or has proficiency and growth less than the AMOs for All Students or TAGG or has graduation rates less than the AMOs for All Students or TAGG.
- Needs Improvement Focus schools include ten percent of Title I schools with the largest achievement gaps between TAGG and non-TAGG students. Non-Title I schools with the same achievement gaps as the selected Title I schools are also included in the Needs Improvement Focus schools group. Focus school calculations were based on 2009 through 2011 data.
- Priority schools include five percent of the lowest performing Title I schools based on 2009 through 2011 data. Non-Title I schools with commensurate low performance are also included in the Needs Improvement Priority group.
- If a school meets its AMOs for two consecutive years and follows its improvement plans, it becomes eligible to exit the Needs Improvement Focus or Needs Improvement Priority school status.
- Flexibility will be in place through the 2012-13 and 2013-14 school years unless ESEA is reauthorized. States may be given Flexibility plan extensions after 2013-14.
- Arkansas's Flexibility eliminates unrealistic performance and proficiency targets while emphasizing success for all students. It sets new and ambitious but achievable annual targets toward specific goals for the State, districts, schools, and student groups. Its effectiveness will better prepare students for career and college readiness.

The **Annual School Performance Rating System** is based on augmented benchmark scores for grades 3-8, End-of-Course Algebra, End-of-Course Geometry, and Grade 11 Literacy Exams. School ratings include two categories: gains or improvement (changes in student performance across two adjacent years) and status (student performance from one year).

Next in this section is district compliance with the requirement to **provide textbooks or digital resources for all pupils**.

Parents should also 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. Accredited-Cited status is assigned for teacher licensure deficiencies, improper class sizes caused by population shifts, and failure to provide required reports. Probationary status can be assigned for failure to correct a cited violation by the given deadline, improper class sizes not caused by population shifts, failure to teach required courses or align courses with content standards, teacher licensure deficiencies, failure to employ the required staff, lack of required written policies, failure to file an Equity Compliance Report, and failure to provide the required guidance, health, media, special education, or gifted and talented programs.

The **attendance rate** indicates the average percentage of students attending school each day. The **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. One of the mandates of NCLB requires that students who enter a GED program are considered as dropout students.

The **four-year adjusted cohort graduation rate** shows the percentages for subgroups that graduate in four years or less. This is the number of cohort members who earned a regular high school diploma through the summer of 2012 divided by the number of first-time ninth graders in fall of 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-09, 2009-10, 2010-11, 2011-12, and through the summer of 2012. The **grade inflation rate** reports the statistical gap between actual grades assigned for core classes at the high school level and student performance on End-of-Course Exams. The **college remediation rate** is the percentage of incoming college freshmen that would have to take a remedial course or courses at an Arkansas college or university based on their performance on the mathematics and English sections of the ACT. **Enrollment** or number of students enrolled on October 1 is listed next.

### **INDICATOR 3: RETENTION**

This section 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.

### **INDICATOR 4: SAFE AND ORDERLY ENVIRONMENT**

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 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 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 students that occurred at the school.

### **INDICATOR 5: 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. The Percent of teachers teaching out of area represents the number of waivers divided by the number of certified (licensed) staff. This category also shows the percentage of teachers who have a bachelor's degree, a master's degree, or an advanced degree. Percent of (Core Academic) Classes Not Taught by Highly Qualified Teachers is divided into three sections. The first section has information for high poverty schools – the top 25 percent (having the most students receiving free and reduced-price lunches). The second section is for low poverty schools – the lowest 25 percent (having the fewest students receiving free and reduced-price lunches). The third section is an aggregate of all economic levels. Highly Qualified Teachers have at least a bachelor's degree, are licensed and demonstrate content knowledge in their subject area(s). 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.

### **INDICATOR 6: CHOICE**

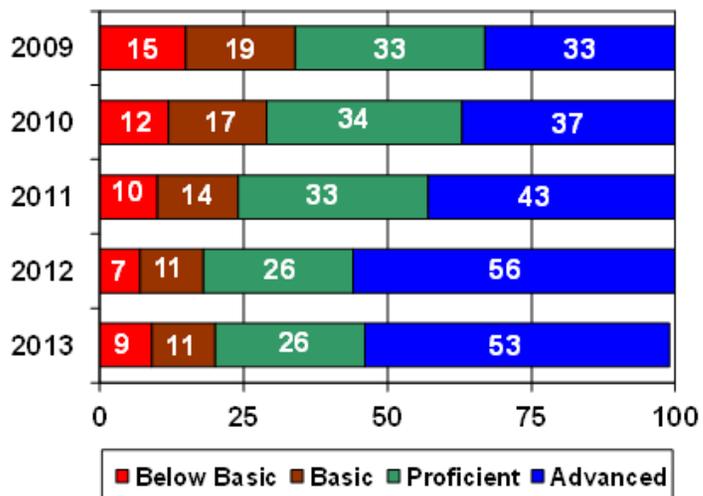
This number indicates the percentage of students who reside in another district, but are attending this school as part of the Arkansas Public School Choice Act.

### **INDICATOR 7: SCHOOL FUNDING**

This section covers the money going into and out of your child's school, including average spent per student and average teacher salary for those holding a teaching license. 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 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.

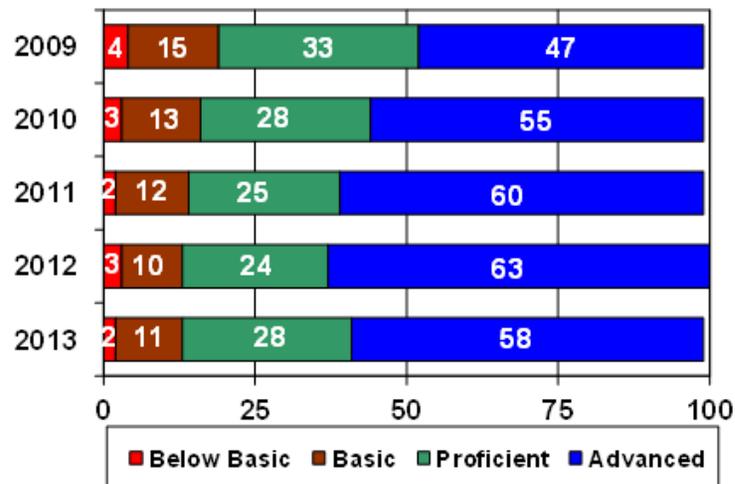
## Arkansas Benchmark (Grade 3)

### Literacy Combined Population



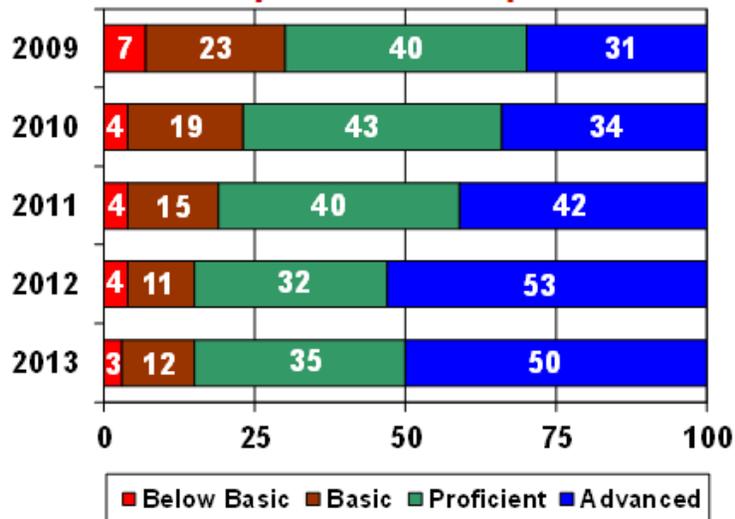
## Arkansas Benchmark (Grade 3)

### Mathematics Combined Population



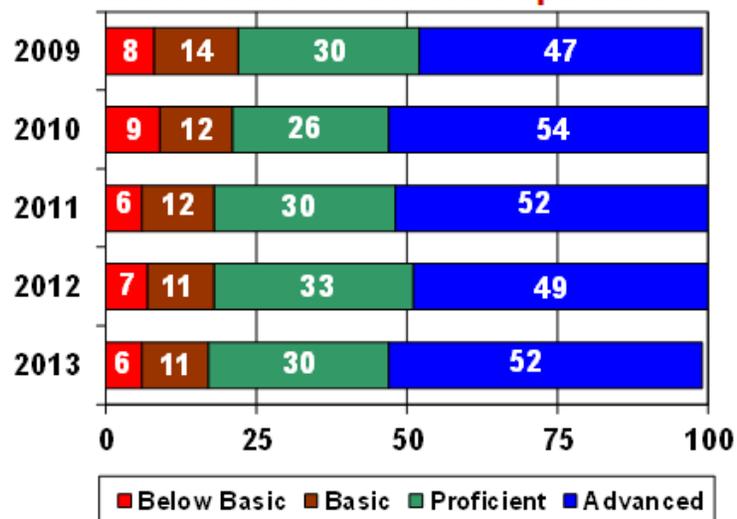
## Arkansas Benchmark (Grade 4)

### Literacy Combined Population



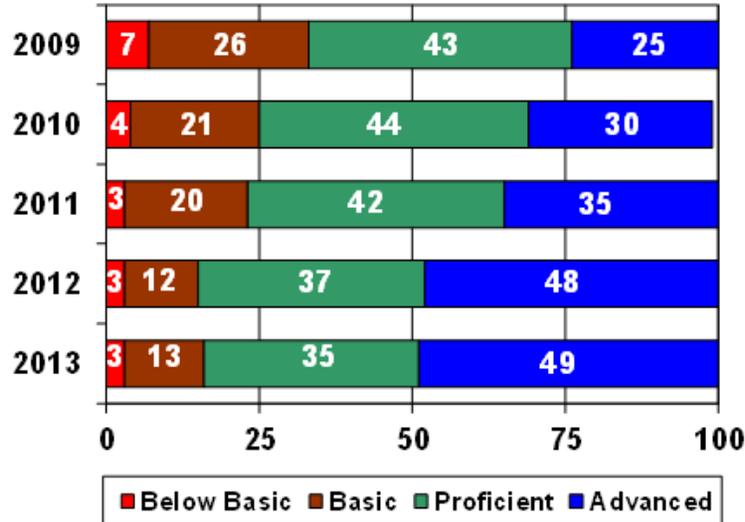
## Arkansas Benchmark (Grade 4)

### Mathematics Combined Population



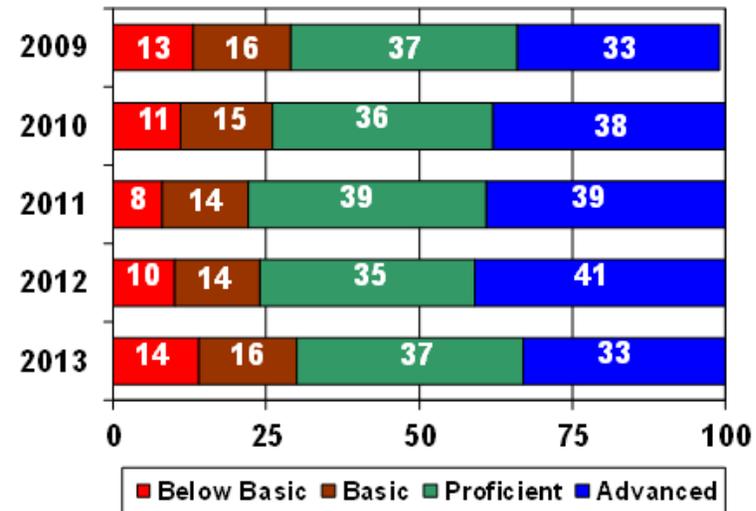
## Arkansas Benchmark (Grade 5)

### Literacy Combined Population



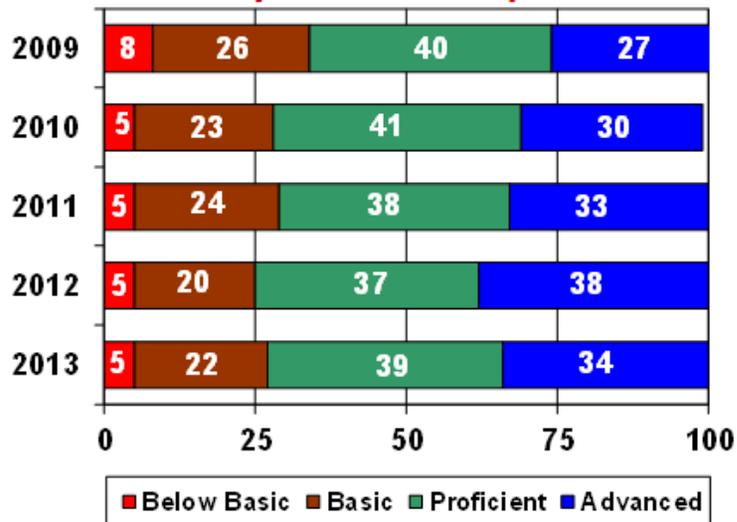
## Arkansas Benchmark (Grade 5)

### Mathematics Combined Population



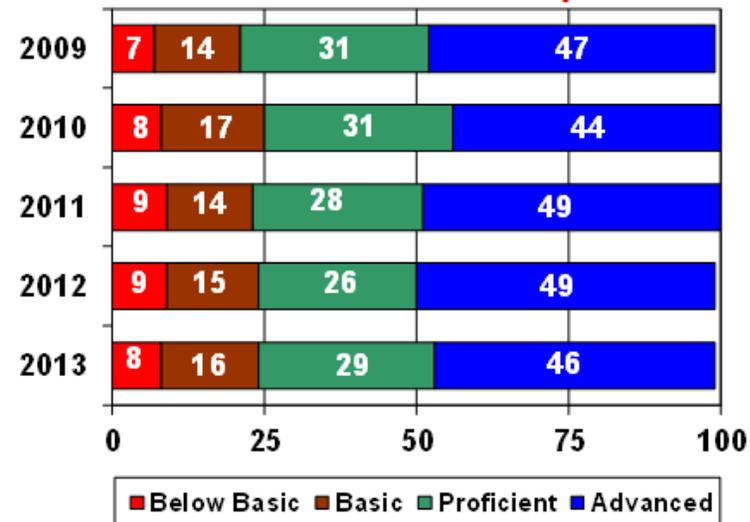
## Arkansas Benchmark (Grade 6)

### Literacy Combined Population



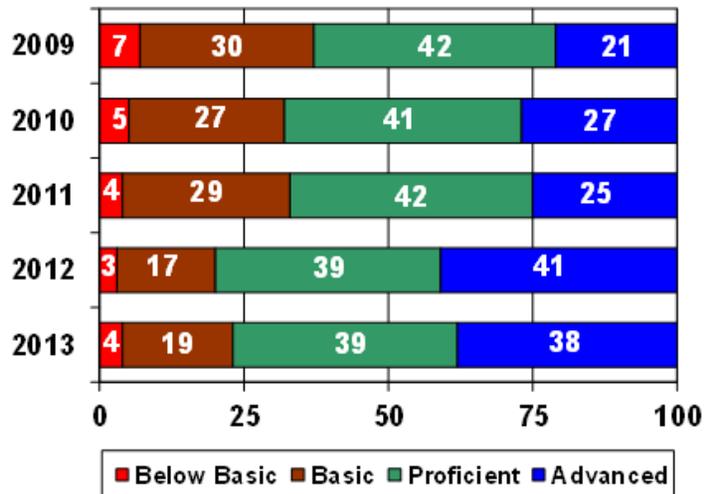
## Arkansas Benchmark (Grade 6)

### Mathematics Combined Population



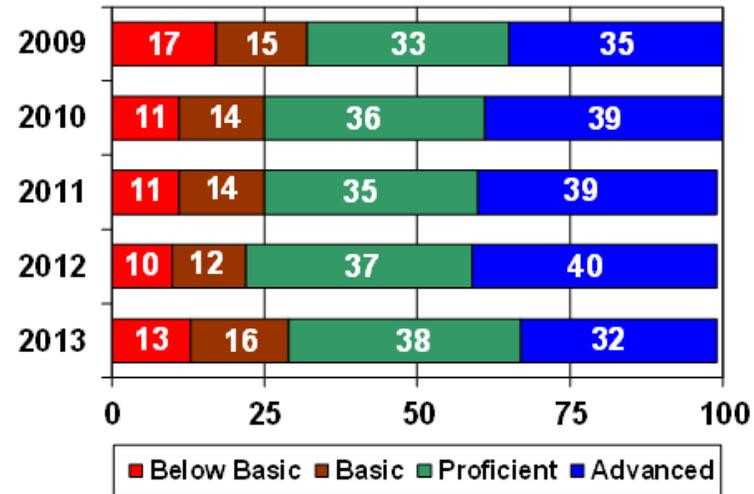
## Arkansas Benchmark (Grade 7)

### Literacy Combined Population



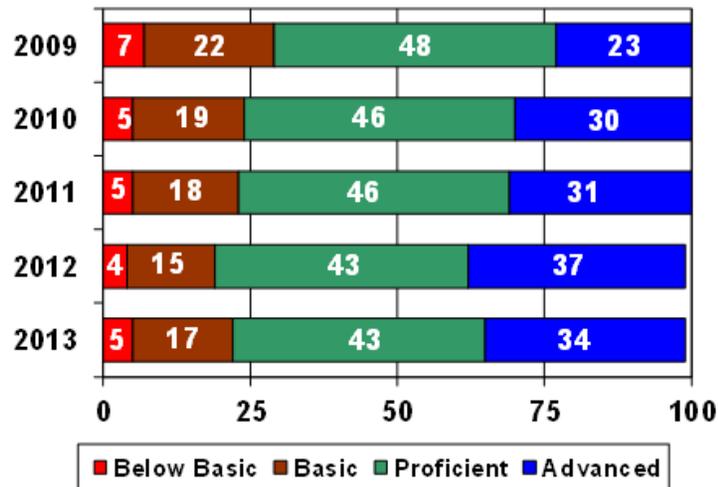
## Arkansas Benchmark (Grade 7)

### Mathematics Combined Population



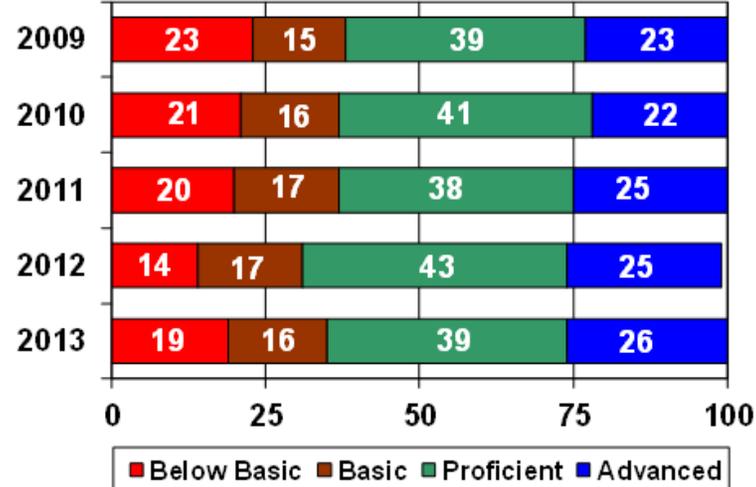
## Arkansas Benchmark (Grade 8)

### Literacy Combined Population



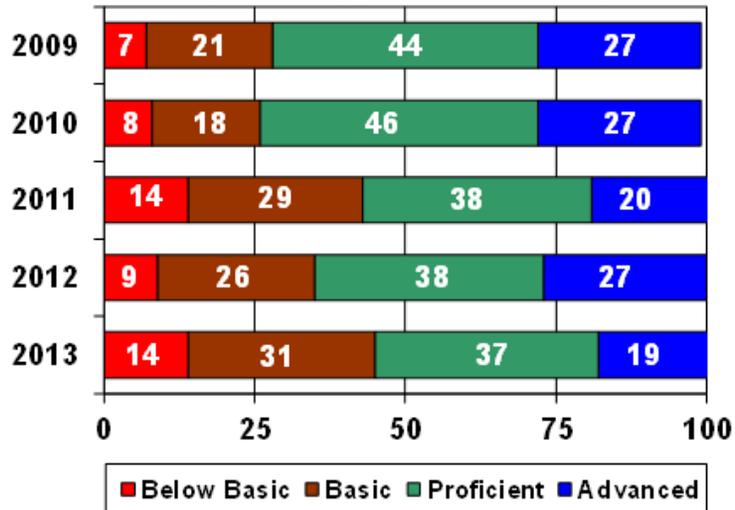
## Arkansas Benchmark (Grade 8)

### Mathematics Combined Population



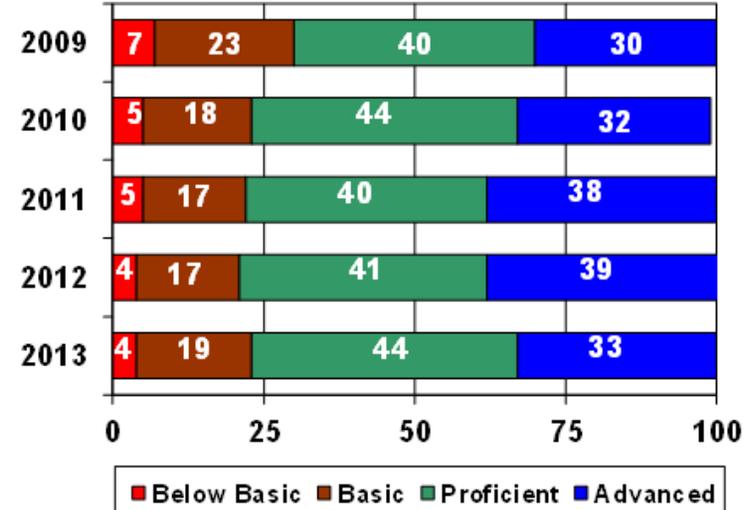
## Arkansas Algebra 1

### Mid-Year (January) Combined Population



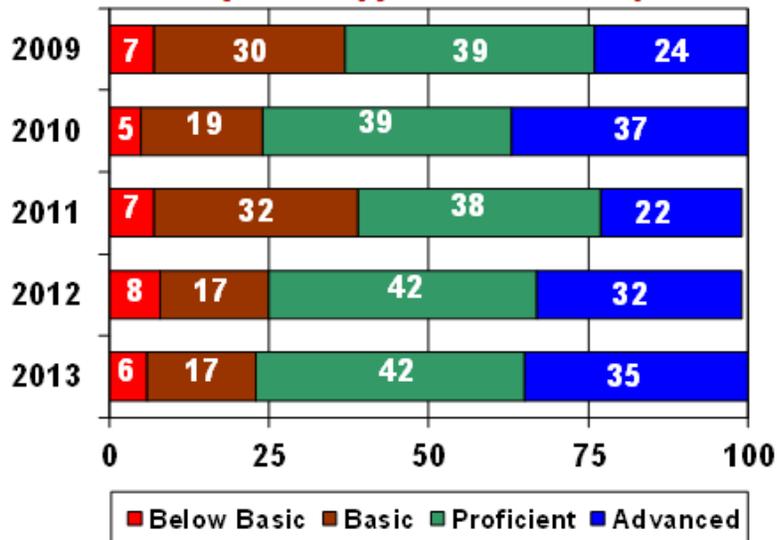
## Arkansas Algebra 1

### Spring (May) Combined Population



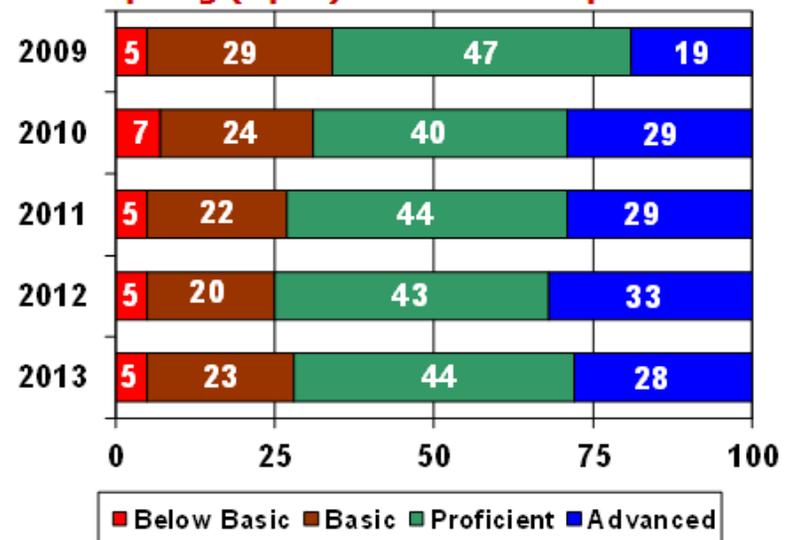
## Arkansas Geometry

### Mid-Year (January) Combined Population



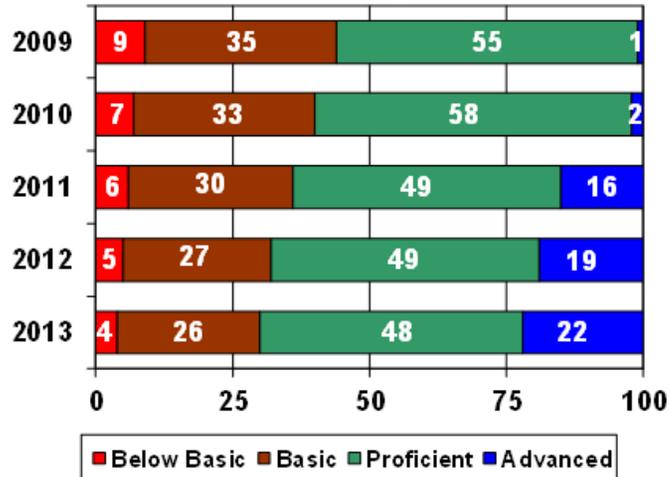
## Arkansas Geometry

### Spring (April) Combined Population

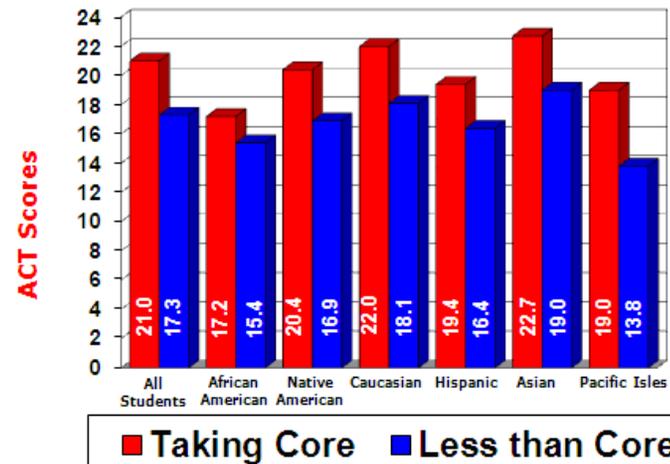


## Arkansas Grade 11 Literacy

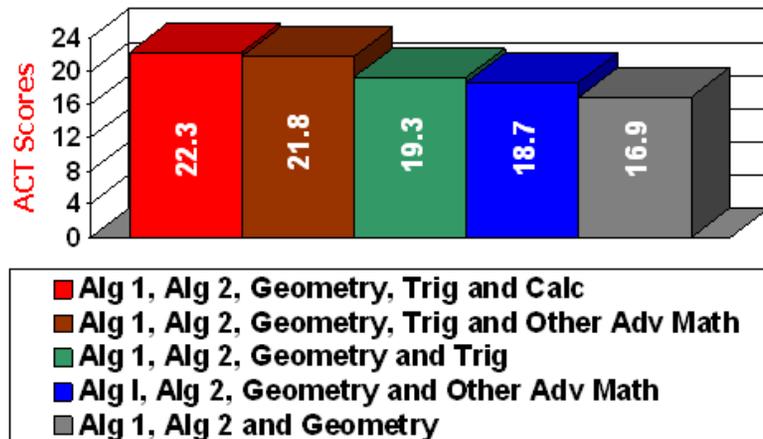
### Combined Population



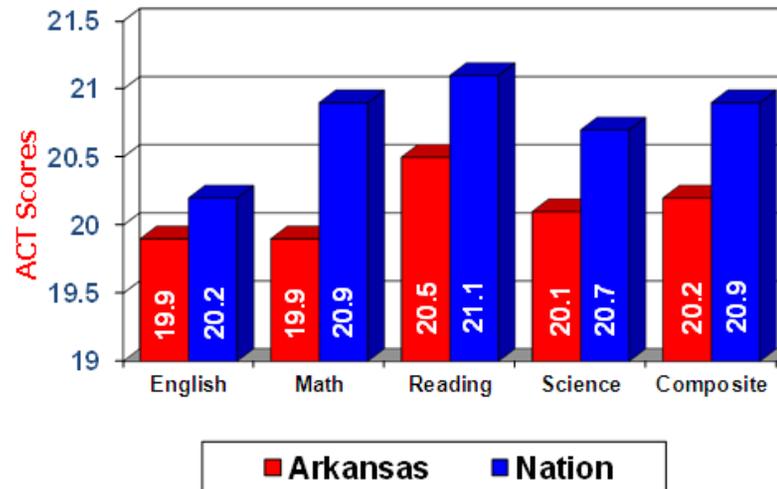
## 2013 Arkansas ACT Students Taking Core Compared With Taking Less Than Core



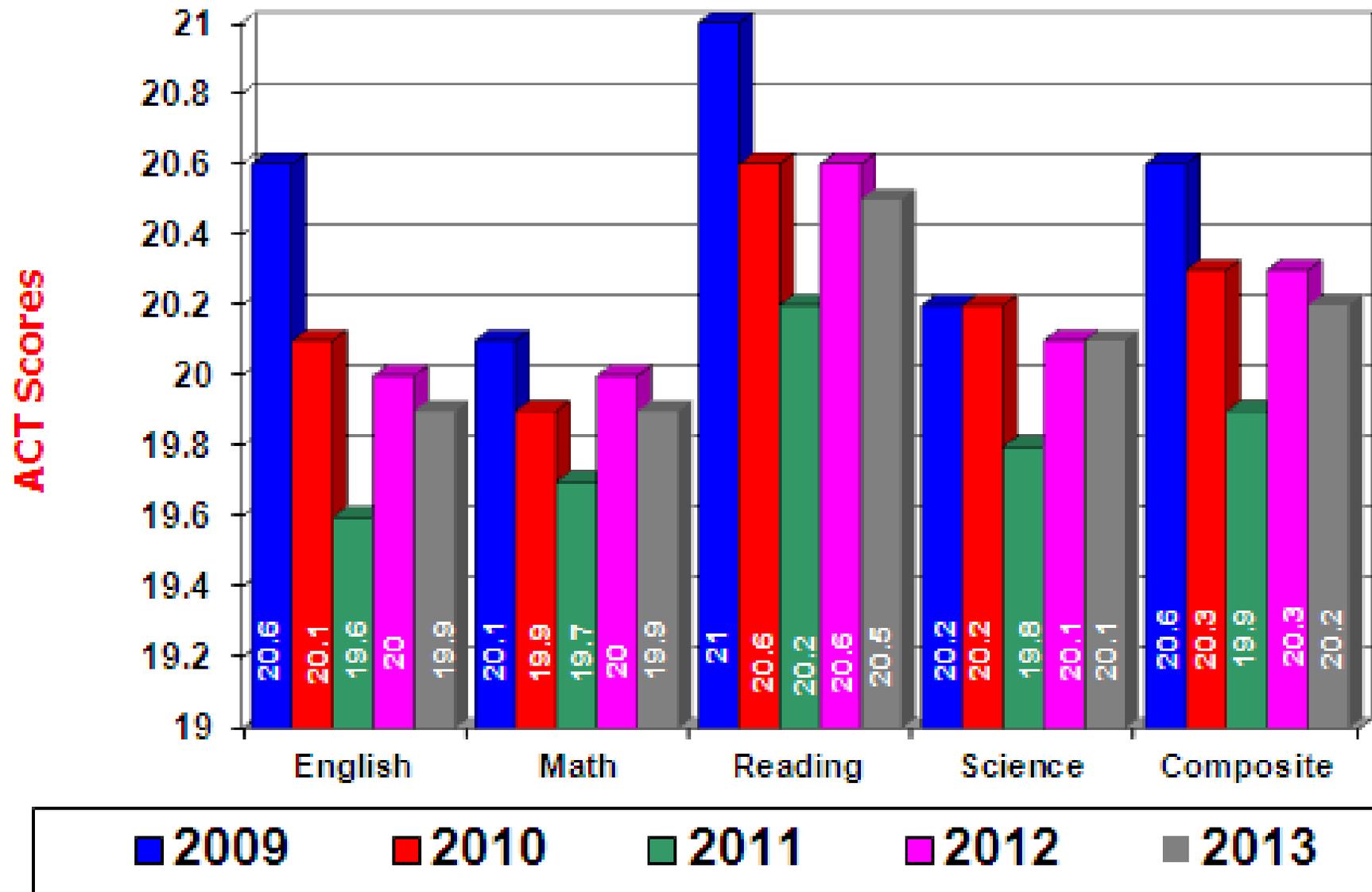
## 2013 Arkansas ACT Math Scores Increased By Taking Advanced Courses



## 2013 National ACT Score Comparisons



# Arkansas ACT Scores Five Year Trend



## Act 35 Annual School Ratings System

The Act 35 of 2003 Annual School Rating System was designed for the purpose of improving student achievement through school accountability and recognition. As required, the rating system will be based on the tests included in the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).

Act 35 of 2003, §6-15-2101 (c), requires that each school be classified into "two (2) category levels" as follows:

- "Category One" for the "school's improvement gains" tracked longitudinally using value-added calculation known as the annual improvement category level and,
- "Category Two" based on "performance from the prior year" referred to as the annual performance category (or "status").

The Standards Setting for Category One grades 3-8 was completed in the Spring of 2008. Category One for high schools and Category Two were completed in 2010.

## Calculating Gains School Ratings Part 1

1. Student growth is based upon changes in student performance sub-categories across two adjacent years.
2. To assess annual changes more precisely, each student performance level (Below Basic, Basic, Proficient, and Advanced) will be split into two sub-categories (Below Basic 1, Below Basic 2, Basic 1, Basic 2, Proficient 1, Proficient 2, Advanced 1, and Advanced 2).
3. If student achievement improves, value is added. For each scale score performance sub-category position that a student moves to the right, (a higher performance sub-category) .5 is added. For each position that a student moves to the left, (lower performance) .5 is subtracted.

Schools will be classified in one of the following categories for Gains.

Range of Gain Index	Improvement Category Levels
0.25 and above	Level 5, Schools of excellence for improvement
0.13 to 0.24	Level 4, Schools exceeding improvement standards
0.01 to 0.12	Level 3, Schools meeting improvement standards
-0.12 to 0.0	Level 2, Schools approaching standards (alert)
-0.13 and below	Level 1, Schools in need of immediate improvement

## Calculating Gains School Ratings Part 2

Use the scale score for a student from 2011 and the table below to find the sub-category for 2011. If the student scored 360 in grade 4 Literacy in 2011, he would be in the Basic1 sub-category (Bas1). The same student scored 495 in grade 5 Literacy in 2012 to be in the Basic2 sub-category (Bas2). Since the student moved from sub-category Bas1 in 2011 to Bas2 in 2012, a .5 gain point is added. If a student scored 655 in grade 3 Literacy in 2011 and 355 in grade 4 Literacy in 2012, the student would produce negative two gain points by declining from Adv1 to Bas1.

		Scale Score Performance Sub-Categories							
Grade	Subject	BB1	BB2	Bas1	Bas2	Prof1	Prof2	Adv1	Adv2
3	Lit	1-262	263	330	415	500	577	654	745
	Math	1-369	370	409	454	500	543	586	637
4	Lit	1-292	293	354	456	559	653	748	842
	Math	1-451	452	495	527	559	599	640	691
5	Lit	1-334	335	382	493	604	701	799	888
	Math	1-500	501	544	574	604	650	697	742
6	Lit	1-361	362	417	529	641	732	823	929
	Math	1-533	534	569	605	641	681	722	774
7	Lit	1-371	372	426	549	673	770	867	950
	Math	1-585	586	622	647	673	718	764	811
8	Lit	1-453	454	507	603	700	807	914	958
	Math	1-611	612	655	677	700	751	802	840

## Tables for Gains School Ratings

		Scale Score Performance Sub-Categories							
Grade	Subject	1	2	3	4	5	6	7	8
11	Lit	0-164	165	170	182	194	208	222	233
HS	Algebra I	0-165	166	195	212	222	254	278	299
HS	Geometry	0-163	164	189	199	210	243	267	286

Value-added Points for Changes in Student Achievement

		Endpoint Sub-Category							
		1	2	3	4	5	6	7	8
Baseline Sub-Category	1	0	0.5	1	1.5	2	2.5	3	3.5
	2	-0.5	0	0.5	1	1.5	2	2.5	3
	3	-1	-0.5	0	0.5	1	1.5	2	2.5
	4	-1.5	-1	-0.5	0	0.5	1	1.5	2
	5	-2	-1.5	-1	-0.5	0	0.5	1	1.5
	6	-2.5	-2	-1.5	-1	-0.5	0	0.5	1
	7	-3	-2.5	-2	-1.5	-1	-0.5	0	0.5
	8	-3.5	-3	-2.5	-2	-1.5	-1	-0.5	0.5

### How To Calculate Category Two (Status)

Multiply the number of students (20) by the points assigned to the category (4) to get the points produced by the students in the Advanced category. Add up the points for each category. Divide the total points for the school (260) by the number of students (100) to get a rating score (2.6), meeting standards.

Number of Students	Categories	Points Assigned to Categories	Total
20	Advanced	4	80
30	Proficient	3	90
40	Basic	2	80
10	Below Basic	1	10
Total Points for the school for all categories			260
Range of Index	Performance Category Levels		
3.23 - 4.0	Level 5, Schools of excellence		
2.79 - 3.22	Level 4, Schools exceeding the standards		
2.21 - 2.78	Level 3, Schools meeting standards		
1.719 - 2.20	Level 2, Schools approaching the standards (alert)		
1.0 - 1.718	Level 1, Schools in need of immediate improvement		

### Calculating Gains School Ratings Part 3

To illustrate the school calculation, the table below shows the computation of the index for a school with only grade 4 students, 21 of whom took the literacy test and 19 the mathematics test. Sum of all total gains =  $-5.5 + 4.5 = -1.0$ . Sum of Counts =  $21 + 19 = 40$ . School Improvement Gain Index = Sum of Total Points / Sum of Counts =  $-1.0/40 = -0.025$ . The school index of  $-0.025$  reflects a very slight decline in achievement. The school rating would be Level 2 - schools on alert.

Gain	Literacy Grade 4		Mathematics Grade 4	
	Student		Student	
Points	Count	Total Gains	Count	Total Gains
-2.0	1	$-2.0 \times 1 = -2.0$		
-1.5	2	$-1.5 \times 2 = -3.0$		
-1.0	3	$-1.0 \times 3 = -3.0$	2	$-1.0 \times 2 = -2.0$
-0.5	4	$-0.5 \times 4 = -2.0$	3	$-0.5 \times 3 = -1.5$
0.0	5	$0.0 \times 5 = 0.0$	5	$0.0 \times 5 = 0.0$
0.5	3	$0.5 \times 3 = 1.5$	4	$0.5 \times 4 = 2.0$
1.0	3	$1.0 \times 3 = 3.0$	3	$1.0 \times 3 = 3.0$
1.5			2	$1.5 \times 2 = 3.0$
Sum	21	-5.5	19	4.5