

## School Quality and Student Success Indicators

Ark. Code Ann. § 6-15-2108(b) and (c) specify that the school performance system shall consider without limitation at least one or more school quality and/or student success indicators provided those indicators allow for meaningful differentiation of schools and are valid, reliable, comparable and applicable statewide. Stakeholders communicated a desire to have multiple measures included in this indicator as soon as possible.

The Arkansas Department of Education created a student-focused aggregation of indicators that meet these requirements. The measures for this indicator focus on each student meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important postsecondary success indicators (attainment of AP, IB, concurrent credits). In essence, the school quality and student success indicator combines measures of engagement, access, readiness, completion, and success criteria. To calculate this indicator a student level table is constructed to include the indicators listed in the table below

### School Quality and Student Success Indicators

Indicator	Grade Level or Cohort for Points Available	Points for Student
Student Engagement	Grades K -11	Point based on Chronic Absence (CA) risk level: CA < 5% = 1.0 Point 5 ≤ CA < 10% = 0.5 Point CA ≥ 10% = 0.0 Point
Science Achievement	Grades 3 – 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point
Science Growth	Grades 4 – 10	Using ACT Aspire Science Value-Added Score Percentile Rate VAS PR ≥ 75 = 1.0 Point 25 ≤ VAS PR < 75 = 0.5 Point VAS PR ≤ 25 = 0.0 Point
Reading at Grade Level	Grades 3 – 10	Ready or Exceeds = 1.0 Point Close or Not Ready = 0.0 Point
ACT	Grade 12 Cycle 7 Enrollment	Best ACT Composite Score ≥ 19 = 1.0 Point Use best ACT score from prior 3 years.
ACT Readiness Benchmark	Grade 12 Cycle 7 Enrollment	ACT Reading ≥ 22 = 0.5 point ACT Math ≥ 22 = 0.5 point ACT Science ≥ 23 = 0.5 point Use best ACT score from prior 3 years for each subject.
GPA 2.8 or better on 4.0 scale	Grade 12 Cycle 7 Enrollment	High school final GPA ≥ 2.8 = 1.0 Point
Community Service Learning Credits Earned	Grade 12 Cycle 7 Enrollment	1 or more SL credits earned = 1.0 Point Act 648 of 1993 course #496010 or other state approved courses Credits earned at any time during grades 9 - 12

On-time Credits	Grades 9 -11	Grade 9 completed $\geq 5.5$ credit = 1.0 Point Grade 10 completed $\geq 11.0$ credits = 1.0 Point Grade 11 completed $\geq 16.5$ credits = 1.0 Point
Computer Science Course Credits Earned	Grade 12 Cycle 7 Enrollment	Credits earned $\geq 1$ = 1.0 Point Credits earned at any time during grades 9 - 12
Advanced Placement/International Baccalaureate or Concurrent Credit Courses (ACE included)	Grade 12 Cycle 7 Enrollment	Credits earned $\geq 1$ = 1.0 Point Credits earned at any time during grades 9 - 12

To communicate the focus on student access, readiness, and success for this indicator, and to ensure comparability across schools and grade spans the school quality and student success indicator is calculated first at the student level.

Each student has a score that is the percentage of points earned out of points possible to earn. These student-level scores are aggregated to the school level. This student-level focus is necessary first because it aligns with the goals of the Vision and second because schools will have different grade configurations and students in different grades will have different points possible. The mean percentage of points earned per student is used to calculate a school-level statistic which represents the average earned points per student based on each student's possible points. The following steps were taken to model this student-focused school quality and student success indicator.

1. A student-level table was constructed that included two columns per indicator: points possible and points earned. If an indicator listed in the table above applied to the student the points possible were set equal to one. If the indicator did not apply, the points possible were set to a null value to exclude them from the total points possible for the student.
2. When a student's data record indicated he/she earned a full or partial point the point/partial point was added to the student row for that indicator. If a student's data record showed the student did not meet the criteria to earn a point for the indicator, a zero was assigned for points earned for that particular indicator.
3. Students' possible points were summed across all indicators (indicators with a null value did not apply and thus were not included in possible points).
4. Students' earned points were summed across all applicable indicators.
5. The percentage of points earned out of possible points was calculated for each student.
6. School means were calculated for the percentage of points earned per student to produce the school-level school quality and student success indicator.