Final Business Rules for Calculating the 2019 ESSA School Index Scores

This document details the business rules used to calculate ESSA School Index Scores. The business rules reflect the details that support the ESSA School Index as described in the Arkansas plan for the Every Student Succeeds Act.

Contents

Final Business Rules for Calculating the 2019 ESSA School Index Scores 1

Overview 2

Business Rules by Indicator and Components of Indicators 5

Participation—Percent Tested 5

Weighted Achievement (Math and ELA) 8

Content Growth Score 11

ELP Growth Score 15

School Value Added Growth Score 16

Graduation - 4 year Adjusted Cohort 18

Graduation- 5 year Adjusted Cohort 21

School Quality and Student Success Indicator 24

Compiling Total SQSS Score 36

Compiling Final ESSA Index Score 37

Special Schools: Feeder Schools and Special Grade Configurations 38

Feeder Schools 38

Special Grade Configurations 38

Appendix A 40

ACT Aspire ELA Cut Scores for Arkansas 40

Appendix B 42

Advanced Placement/International Baccalaureate/Concurrent Credit Course Codes 42

Computer Science Course Codes 52

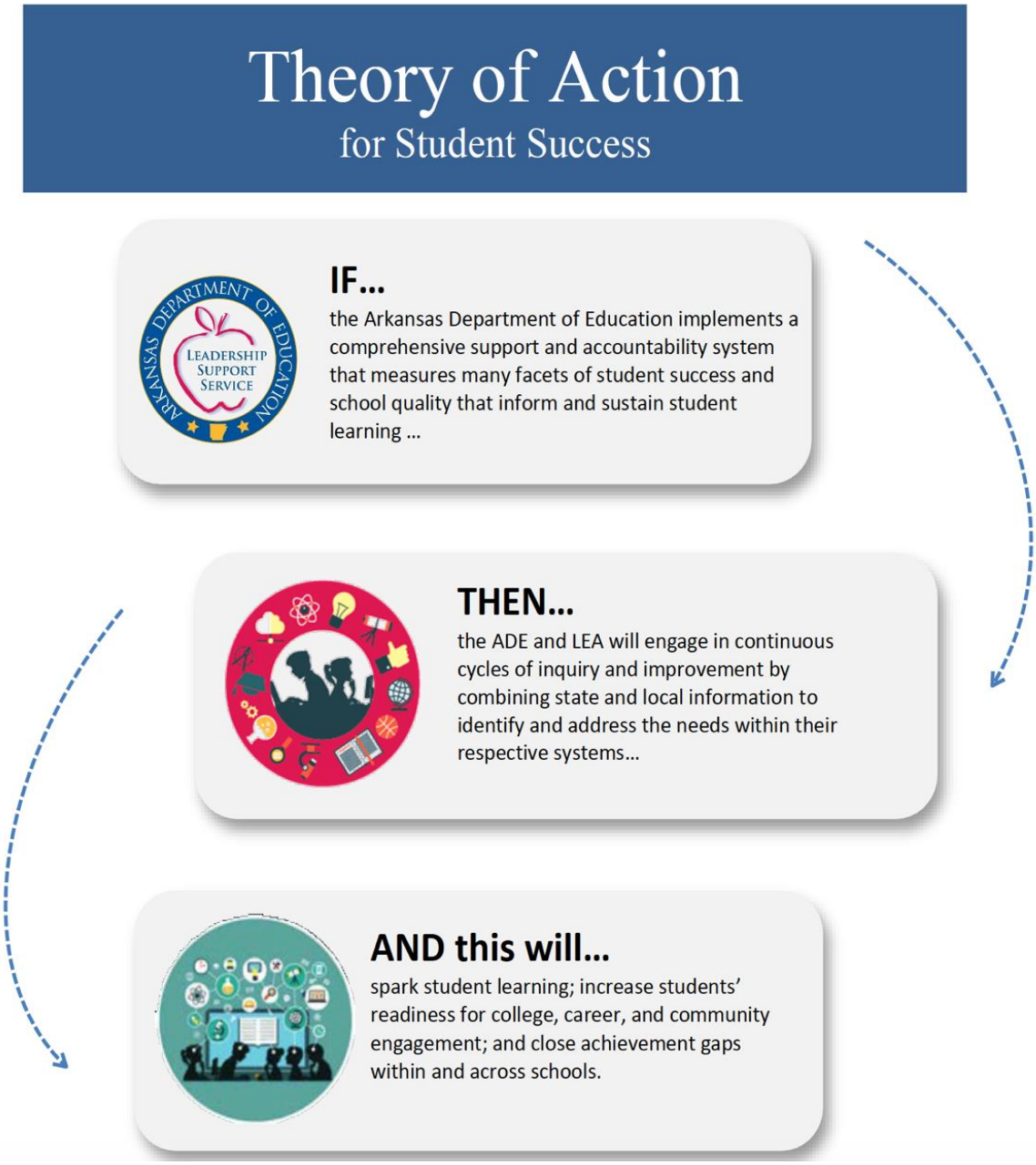
2018-2019 School Year Computer Science Courses and Course Codes 52

Appendix C 53

Assessment Correction Engine 53

Overview

A theory of action provides coherence to the design of a system and enables the system to achieve the desired results. The Arkansas Educational Support and Accountability System is a coherent system guided by clearly defined goals and indicators of success that are congruent with the agency's theory of action. The purpose of the Arkansas Educational Support and Accountability System is to ensure all children have access to opportunities for a high quality education and to make progress in closing long-standing achievement gaps.



The ESSA School Index score is the sum of weighted indicator scores. The ESSA School Index consists of the following indicators.

- Weighted Achievement (scores range from 0 to 125). Includes English/Language Arts (ELA) and math.
- School Value-Added Growth (Content Growth plus English Learner (EL) Growth. (Scores range from 60 to 110 points. In some cases when the proportion of ELs is at a high level and the ELs growth score is at a high level the School Value-Added Growth score may reach 110 points.)
    - Content Growth (ELA and math growth scores combined for each student— school scores may range from 60 to 100 points.)
    - EL Value-Added Growth: EL progress to English Language Proficiency (ELP) at a weight that is proportional to number of ELs. (School scores range from 0 to 135 due to higher variability of EL Value-Added Scores among schools.)
- Adjusted Cohort Graduation Rate
    - Four-year Adjusted Cohort Graduation Rate (rates range from 0 to 100)
    - Five-year Adjusted Cohort Graduation Rate (rates range from 0 to 100)
- School Quality and Student Success (0 to 100 points)
    - Student Engagement (Risk level due to Chronic Absence)
    - Science Achievement
    - Science Growth in Achievement
    - Reading at Grade Level
    - ACT Composite Score
    - ACT Readiness Benchmark Scores
    - Final High School GPA
    - Community Service Learning Credits Earned
    - On-time Credits Earned
    - Computer Science Credits Earned
    - Advanced Placement/International Baccalaureate/Concurrent Credit Course Credits Earned (Including Arkansas Career Education (ACE) Concurrent Credit Courses)

Each school is assigned to a grade span based on the grades the school serves (grade range of school). Grade span categories for each grade range are indicated below. The grade spans are determined in a logical manner based on the grade levels assessed on the statewide assessments.

When a school grade range includes the majority of tested grades within a span, then the school is assigned to the grade span with other schools whose majority of grades are within the same grade span for comparability purposes.

When a school configuration has an equal number of assessed grades for two grade spans, then the school is included in the higher grade span for comparability purposes. This is important given the weights of weighted achievement and growth in the ESSA School Index and the different components of the School Quality and Student Success indicator as described in the business rules that follow this overview.

Schools with special situations due to grade configurations are addressed at the end of the document. This includes feeder schools (no tested grades) and schools in the high school range that do not have a graduation rate.

Grade Span	Grade Ranges											
PK-5	P - K	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	K - K	K - 1	K - 2	K - 3	K - 4
	K - 5	K - 6	1 - 2	1 - 3	1 - 4	1 - 5	1 - 6	1 - 7	2 - 3	2 - 4	2 - 5	2 - 6
	2 - 7	3 - 3	3 - 4	3 - 5	3 - 6	3 - 7	4 - 4	4 - 5	4 - 6	5 - 5		
Gr. 6-8	P – 8	K – 8	1 – 8	2 – 8	3 – 8	4 - 7	4 - 8	5 - 6	5 - 7	5 - 8	6 - 6	6 - 7
	6 - 8	7 - 8	7 - 9	8 - 8								
Gr. 9-12	8 - 9	9 - 9	K - 12	5 - 12	6 - 12	7 - 12	8 - 12	9 - 12	10 -12	11 -12		

Arkansas stakeholders included the required indicators in the customized ESSA School Index and identified weights to each indicator to determine the contribution of each indicator to the total ESSA School Index score for each school.

Arkansas' ESSA School Index weights are detailed below.

Component	Weight of Indicator within Index Grades K – 5 & 6 - 8	Component	Weight of Indicator within Index High Schools
Weighted Achievement Indicator	35%	Weighted Achievement and Academic Growth	70% total with Weighted Achievement accounting for half (35%) and School Growth Score accounting for half (35%)
Growth Indicator Academic Growth English Language Progress	50%		
Progress to English Language Proficiency	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners	Progress to English Language Proficiency	Weight of indicator in School Value-Added Growth Score is proportionate to number of English Learners
Graduation Rate Indicator 4-Year Adjusted Cohort Rate 5-Year Adjusted Cohort Rate	NA		15% total 4-Yr = 10% 5-Yr = 5%
School Quality and Student Success Indicator	15%		15%

Business Rules by Indicator and Components of Indicators

The following tables provide the detailed business rules for each indicator. Some indicators have multiple components and these components are detailed within the description of the indicator.

For the purpose of clarifying the term full academic year, as used for these business rules, the Arkansas Department of Education uses the definition: Students who are continuously enrolled in a particular school on or before October 1 through the date of the accountability pull for the regular or alternate assessment are considered full academic year students (not highly mobile). Specific dates used for 2018-2019:

October 1, 2018 – April 8, 2019 for ACT Aspire

October 1, 2018 – April 8, 2019 for Dynamic Learning Maps (DLM)

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students. A school utilizing CEP will have 100 percent of students classified as economically disadvantaged for academic accountability calculations. For more information on CEP, please see ADE Commissioner's Memo http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=3598 .

Participation—Percent Tested	
Description of Component or Indicator	To calculate percent tested, all students are included: full-academic year and highly mobile students. Percent Tested is included in the ESSA School Index calculation to the extent that if schools do not test 95% of students or 95% of a subgroup of students, the denominators for achievement calculations are adjusted to 95% of students expected to test at the school or in the subgroup as per ESEA Section 1111 (c)(4)(E)(ii).
Participation data	• Student enrollment, identification, and demographic information must be entered accurately into eSchool by 4 pm the day before the designated download date for accountability and participation data. • The date for the participation download is determined by ADE Office of Student Assessment and the Division of Public School Accountability. a. For 2019, the student enrollment data used to determine schools' students who are expected to test in ACT Aspire will be downloaded from TRIAND on May 6, 2019. i. Schools would need to have any necessary updates to student enrollment and demographics in eSchool by May 3, 2019 in order for the updates to be in the participation data pull. b. Student enrollment data for students expected to take the alternate assessment DLM will be downloaded on May 6, 2019. i. Schools would need to have any necessary updates to student enrollment and demographics in eSchool by May 3, 2019 in order for the updates to be in the participation data pull. c. NOTE: The accountability data pull on April 8, 2019 for ACT Aspire and DLM assessments will be used to capture the enrollment for testing at the opening of the testing window. For students captured in the April 8, 2019 accountability pull and the May 6 participation pull, the student demographics will be drawn from the April 8, 2019 file. It is important to have all students updated prior to the April 8, 2019 data pull. The May 6, 2019 participation pull captures new students or students who have transferred during the testing window.

Participation—Percent Tested	
	• Full academic year and highly mobile students enrolled in a school at any point during the testing window are expected to take the state achievement test. • The participation enrollment file will be compared to the files pulled for accountability/performance enrollment (DLM April 8, 2019; ACT Aspire April 8, 2019). Non-tested students in the accountability/performance file who are not in the participation enrollment file will be expected to have a Reason Not Tested in the ACT Aspire portal, or DLM portal, or will need a Reason Not Tested code added through the Assessment Correction Engine to evaluate whether the student was expected to test or can be removed from the denominator for expected to test. Please see Appendix C for more information. It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct before the April 8, 2019 data pull, and then reviewed and updated for any changes during the test window prior to the May 6, 2019 participation data pull. a. For students with a record in both files at the same LEA, the demographic variables will be drawn from the April 8, 2019 file for participation and accountability calculations. b. For tested or non-tested students with a record in both files at different LEAs (moved between April 8, 2019 and May 6, 2019), the April 8, 2019 demographics will be used for participation demographics. If the student was tested, the test and participation data remain at the first LEA. If the student was not tested, the enrollment record and April 8, 2019 demographics are assigned to the May 6, 2019 LEA. c. For students with a record in the May 6, 2019 participation data pull that do not have a record in the April 8, 2019 file for accountability at any LEA, the demographics are drawn from the May 6, 2019 participation data pull.
Included Subgroups	1. All Students – All students in the school. 2. White – Student identified race is White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Assessments & Grade Levels Included	1. ACT Aspire, Grades: 3 – 10 2. Dynamic Learning Maps (DLM) for English Language Arts (ELA), math, and Science, Grades: 3 – 10 for students flagged for alternate assessment. a. For 2019 only, students in grade 11 who did not take an alternate high school assessment in 2018, and are expected to take the DLM assessment in ELA and math, will be included as expected to test to meet federal and state requirements.
Included Subjects	1. Math 2. ELA 3. Science
Students excluded from calculations	a. Students are removed from enrollment based on the following resident codes downloaded from TRIAND for the participation data: a. Resident Code X (Residential Treatment) b. Resident Codes 1, 2, 4, and 5 (Home/Private School codes) c. Educational Placement Codes: Correctional Facility (CF), Private Residential (RI), Parent Placed (PP)

Participation—Percent Tested	
	d. Students automatically excluded from percent tested calculations are students with the following Reasons Not Tested: **e. ACT Aspire** (1) Incarcerated/ Juvenile Detention/ Deceased (2) Homeschool student enrolled for classes or extracurricular (3) Residential Treatment **f. DLM** (1) Medical waiver (2) Catastrophic illness or accident (3) Home school (4) Incarcerated at an adult facility (5) Special treatment center (6) Special detention center
Determining percent tested	Assign students a tested flag value. 1= an ACT Aspire or DLM test result is present for student; 0 = an ACT Aspire or DLM test result not present for student, or cannot be matched to student enrollment record. Perform the following calculations for all students and each subgroup of students: 1. Count the number of students who tested (tested flag = 1) and those who were expected to test but did not (tested flag = 0) by subject for each of the ESSA subgroups at each school. 2. Sum the two counts (tested flag = 1 and tested flag = 0) to produce the total number of students *expecting* to test at each school by subject for each of the ESSA subgroups. 3. Determine the percent tested for each subgroup as the number who *actually* tested divided by the number *expected* to test as in the formula below. $Percent\ Tested = \left(\frac{\#\ students\ tested}{\#\ students\ expected\ to\ test}\right) \times 100$ 4. Round percent tested calculation to two decimal places.
Adjustment for Testing Fewer than 95%	For any school that did not test at least 95% in ELA and/or math for any group (all students and/or any subgroup of students), an adjusted denominator will be calculated for use in the **Weighted Achievement Score.** The adjusted denominator for any group is the number that is equal to 95% of the number of students expected to test for that group/subject. The adjusted denominator will be truncated (rounded down) to the lowest whole number in the case where 95% results in a fraction of a student.
Variables in final Percent Tested Table	• District LEA • District Name • School LEA • School Name • Subgroup • Number of students tested in Math • Total number of students expected to test for Math • Percent of students tested in Math • Number of students that equal 95% of those expected to test in Math • Number of students tested in ELA • Total number of students expected to test for ELA • Percent of students tested in ELA • Number of students that equal 95% of those expected to test in ELA • Number of students tested in Science • Total number of students expected to test for Science • Percent of students tested in Science • Number of students that equal 95% of those expected to test in Science

Weighted Achievement (Math and ELA)	
Description of Component or Indicator	Arkansas will use a *non-compensatory Weighted Achievement calculation within the ESSA School Index to incorporate academic achievement into its annual meaningful differentiation of schools. Weighted Achievement refers to assigning point values to each of the four achievement levels on Arkansas's grade level assessments for math and English Language Arts (ELA), aggregating those points at the school level for all students and for each subgroup, and calculating the proportion of points earned by a school based on the number of full-academic year students tested at the school. *Models are said to be non-compensatory when good performance on one evaluative criterion does not offset or compensate for poor performance on another evaluative criterion. **Note:** The four achievement levels for ELA are not provided in the ACT Aspire vendor provided reports. Only a readiness determination is provided for ELA. The cut scores for the four achievement levels for ELA are provided in Appendix A.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: DLM –April 8, 2019 ACT Aspire –April 8, 2019 • It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct in eSchool before the April 8, 2019 data pull, and then reviewed and updated for any changes during the test window prior to the May 6, 2019 participation data pull. a. For students with an enrollment record in both files at the same LEA, the demographic variables, including mobility status, are drawn from the April 8, 2019 file for the accountability calculations. b. For tested students with an enrollment record in both files at different LEAs (moved between April 8, 2019 and May 6, 2019), the April 8, 2019 demographic variables, including mobility status, are used for accountability demographics and the test results will be assigned to the first LEA. c. For tested students with a record in the May 6, 2019 participation data pull that do not have a record in the April 8, 2019 file for accountability at any LEA, the demographic variables, including mobility status, are drawn from the May 6, 2019 participation data pull.
Assessments & Grade Levels Included	1. ACT Aspire, Grades: 3 – 10 2. Dynamic Learning Maps (DLM) for English Language Arts (ELA) and math, Grades: 3 – 10 for students flagged for alternate ELA and math assessment. a. For 2019 only, students in grade 11 who did not take an alternate high school assessment in 2018, and are expected to take the DLM assessment in ELA and math, will be included as expected to test to meet federal and state requirements.
Included Subjects	1. Math 2. ELA
Students excluded	1. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.

Weighted Achievement (Math and ELA)	
from calculations	2. Exclude students who are not full academic year (highly mobile students) from accountability calculations. 3. Recently Arrived English Learners (RAELs) have their ELA and Math scores excluded for the first two years in U.S. The scores are maintained in longitudinal data for use in growth the second and following years. Achievement scores are not included until a RAEL is in their third calendar year in U.S. 4. Students who do not have a test score are excluded from Weighted Achievement calculations.
Determining Weighted Achievement	Perform the following calculations for the All Students group and each subgroup of students: 1. Sum the number of full academic year students at each achievement level (Levels 1-4) in ELA and math to obtain the #L1 (math + ELA), #L2 (math + ELA), #L3 (math + ELA), #L4 (math + ELA). Include DLM and ACT Aspire in the sum for each achievement level. 2. Compare the sum of math and ELA L1 students to the sum of math and ELA L4 students to determine number of L4 students multiplied by 1.00 and # of L4 students multiplied by 1.25. a. If #L1 students ≥ #L4 students then all L4 students multiplied by 1.00; b. If #L1 students < #L4 students then #L1 = #L4 students multiplied by 1.00 and #L4 students >#L1 students multiplied by 1.25. c. For all other achievement levels multiply # at each level by points for the level. d. Example 1:

	#L1 students	#L2 students	#L3 students	#L4 students
ELA	2	3	4	7
Math	7	4	3	2
SUM at each level	9	7	7	9*
Points at each level	9*0.00 =0.00	7*0.50 = 3.50	7*1.00= 7.00	9*1.00 = 9.00

*Sum at L1 = 9 = Sum at L4. Subtract #L1s from #L4s. 9 – 9 =0. Therefore, #L4 multiplied by 1.00 point. 9*1.00 = 9 points for L4.

d. Example 2:

	#L1 students	#L2 students	#L3 students	#L4 students
ELA	3	2	4	2
Math	2	4	3	2
SUM at each level	5	6	7	4*
Multiply # at each level to get Points at each level	5*0.00 = 0.00	6*0.50 = 3.00	7*1.00 = 7.00	4*1.00 = 4.00

*Sum at L1 = 5 > Sum at L4 = 4. Subtract #L1s from #L4s. 4-5 = -1. Therefore, #L4 multiplied by 1.00 point. 4*1.00 = 4.00 points for L4.

e. Example 3:

	#L1 students	#L2 students	#L3 students	#L4 students
ELA	2	3	4	7
Math	3	2	5	6
SUM at each Level	5	5	9	13*
Multiply # at each level to get Points at each level	5*0.00 = 0.00	5*0.50 = 2.50	9*1.00 = 9.00	(5*1.00) + (8*1.25) = (5 + 10) = 15

Weighted Achievement (Math and ELA)	
	*Sum at L1 = 5 < Sum at L4 = 13. Subtract #L1 from #L4. The difference is multiplied by 1.25. Since there are 5 L1s then 5L4s must be multiplied by 1.00 and the remaining L4s are multiplied by 1.25. (5L4s*1.00) + (8L4s*1.25) points = 15 points for L4. 3. Calculate the weighted achievement score. Divide the sum of the points for all achievement levels by the sum of the # of students at all achievement levels: $\text{weighted achievement score} = \left(\frac{Points\ for\ L1 + Points\ for\ L2 + Points\ for\ L3 + Points\ for\ L4}{\#L1 + \#L2 + \#L3 + \#L4}\right) \times 100$ $\text{weighted Achievement score Example 1} = 100 * \left(\frac{0 + 3.5 + 7 + 9}{9 + 7 + 7 + 9}\right)$ $\text{weighted Achievement score Example 1} = 100 * \left(\frac{19.5}{32}\right)$ $\text{weighted Achievement score Example 1} = 100 * (0.609375)$ $\text{weighted Achievement score Example 1} = 60.94$ rounded to nearest hundredth. When a school fails to test at least 95% of students in the All Students group or any subgroup, the denominator of the weighted achievement score is adjusted for each student group where the school did not meet 95% tested. The adjustment consists of replacing the denominator in the equation in step 3 with a denominator that equals 95% of the students expected to test. If 95% of the number of students expected to test is equal to or less than the original denominator, the original denominator is used. Each subject and student group is adjusted independently based on whether the student group had less than 95% tested for a particular subject. Alternate calculation for any student group (All students or subgroup(s)) with less than 95% tested: $\text{weighted achievement score (adjusted)} = \left(\frac{Points\ for\ L1 + Points\ for\ L2 + Points\ for\ L3 + Points\ for\ L4}{the\ larger\ number: (\#\ Expected\ to\ test * 0.95)\ or\ (\#L1 + \#L2 + \#L3 + \#L4)}\right) \times 100$ $\text{weighted Achievement score adjusted for Example 1} = 100 * \left(\frac{0 + 3.5 + 7 + 9}{36 * 0.95}\right)$ $\text{weighted Achievement score adjusted for Example 1} = 100 * \left(\frac{19.5}{34}\right)$ $\text{weighted Achievement score adjusted for Example 1} = 100 * (0.573529412)$ $\text{weighted Achievement score adjusted for Example 1} = 57.35$ rounded to nearest hundredth. If a non-integer number results from multiplying 0.95 and the number expected to test, the lower whole number is used. In the example above 36*0.95 = 34.2 is floored to 34. The denominators for achievement calculations are adjusted to 95% of students expected to test at the school or in the subgroup for that subject as per ESEA Section 1111 (c)(4)(E)(ii).
Use of 3-Year Weighted Average for All Students	Every school must have an ESSA School Index score for the All Students group. In some cases, particularly extremely small schools or new schools that are growing their enrollment one grade level per year, the number of students in the weighted achievement indicator may not meet the minimum N-size of 15. In these cases, for the All Students group only, a three-year weighted average of the indicator is calculated and used for the ESSA School Index score.

Weighted Achievement (Math and ELA)	
Group when N-size < 15	Calculate a three-year weighted average of the Weighted Achievement score (WA) to be used for schools who have less than 15 students in the Weighted Achievement Calculation. $$\begin{matrix}\text{Number of Students} \\ \text{in 3 yr Weighted Achievement}\end{matrix} = \begin{matrix}\text{Number of Students} \\ \text{in 2017 WA}\end{matrix} + \begin{matrix}\text{Number of Students} \\ \text{in 2018 WA}\end{matrix} + \begin{matrix}\text{Number of Students} \\ \text{in 2019 WA}\end{matrix}$$ $$\begin{matrix}\text{School 3 yr} \\ \text{Weighted Achievement Score}\end{matrix} =$$ $$\frac{\begin{matrix}\text{Number in} \\ \text{2017 WA}\end{matrix} * (\text{2017 WA Score}) + \begin{matrix}\text{Number in} \\ \text{2018 WA}\end{matrix} * (\text{2018 WA Score}) + \begin{matrix}\text{Number in} \\ \text{2019 WA}\end{matrix} * (\text{2019 WA Score})}{\text{Number of Students in 3yr Weighted Achievement}}$$

Content Growth Score	
Description of Component or Indicator	Students' math and English Language Arts (ELA) value-added growth scores are averaged to obtain the content value-added growth score (Content VAS). The content VAS for a school indicates, on average, the extent to which students in the school grew in math and ELA achievement compared to how much we expected them to grow, accounting for how the students had achieved in prior years.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 8, 2019 • It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct in eSchool before the April 8, 2019 data pull, and then reviewed and updated for any changes during the test window prior to the May 6, 2019 participation data pull. a. For students with an enrollment record in both files at the same LEA, the demographic variables, including mobility status, are drawn from the April 8, 2019 file for the accountability calculations. b. For tested students with an enrollment record in both files at different LEAs (moved between April 8, 2019 and May 6, 2019), the April 8, 2019 demographic variables, including mobility status, are used for accountability demographics and the test results will be assigned to the first LEA. c. For tested students with a record in the May 6, 2019 participation data pull that do not have a record in the April 8, 2019 file for accountability at any LEA, the demographic variables, including mobility status, are drawn from the May 6, 2019 participation data pull.

Content Growth Score	
Assessments & Grade Levels Included	1. Past Tests Included if part of students' score histories: • ACT Aspire, Grades 3 - 10 • PARCC Exam, Grades 3 - 10 • ITBS, Grades 1- 2 2. Current Tests Included: • ACT Aspire, Grades 3 - 10 • Beginning in 2019, Grades 1 and 2 assessments from districts' selected vendors will be evaluated for use in student score histories for value-added growth calculations. If appropriate, the new assessment results will be used in a student's score history. These assessments are from NWEA, I-Station, and Renaissance.
Included Subjects	1. Math 2. ELA
Student Scores Included in Calculations.	1. Students in Grades 3 – 10 with current year scores on the ACT Aspire and at least one prior year score are included in calculations. Students must have two years of test scores to have growth calculated. Score histories are constructed for these students using their current year score and up to four prior years of assessment scores. 2. Four prior years of assessment scores for students in Grades 3 – 10 include their prior scores from assessments in Grades 1-9 in ELA and in math. a. Scores from students' assessments in Grades 1 and 2 are only used for Grade 3 students' score histories when available to enable growth calculations for Grade 3 students.
Students Excluded from Calculations	1. Exclude students with scores from the DLM assessment. 2. Exclude students who do not have a current year test score. 3. Exclude students with a current year score that do not have at least one score from a prior year. 4. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 5. Exclude students who are highly mobile from school aggregations. However, highly mobile students *are* included in calculations of individual student growth scores. 6. Recently Arrived English Learners (RAELs) will not have a growth score for ELA or math until their second and following years in U.S.
Special Student Level Considerations	1. For students who were retained or repeated a course (Algebra and/or Geometry), their most recent score for the retained grade/course is used in their score history.
Student Growth Score Calculations	1. Student score histories are compiled by subject and contain from two to five data points. 2. Scores are standardized by year, subject, grade and test group to support a growth model calculation across the different assessments. 3. Controlling for English language level: Students' English Language Proficiency (ELP) levels for the current year (ELPA21 Levels 1, 2 or 3) are included at the student level of the model to control for students' English Learning levels. If a student is not indicated as an EL student, the student is designated "English Only" thus the student was not expected to take the ELP assessment and therefore does not have an ELPA21 score. English Only students are assigned as English Proficient (ELPA21 Level 3). 4. For each subject, standardized scores of students with more than one year of data are put into a mixed model from which a predicted score and residual (difference between actual score and predicted score) are calculated conditioned on student's individual achievement score history and student's ELP. 5. Calculate a student content growth score by averaging the math and ELA growth scores for each student. If a student only tested in ELA or math, that subject score will be the student's content growth score.

Content Growth Score	
Determining Mean School ELA and Math VAS - School Mean ELA and Math VAS are calculated for reporting purposes.	Perform the following calculations for math and ELA to determine the average school value-added content scores: 1. Count the total number of full academic year students tested for all students and for each subgroup. These totals will serve as the denominators for the mean school calculations. 2. Sum the student content growth scores of full academic year students for all students and each subgroup. 3. Determine the school level mean growth scores (Math (Math VAS) and ELA (ELA VAS)). The school level mean growth score for each subject can be calculated by summing the student growth scores for full academic year students and dividing by the total number of full academic year students with growth scores. For example, the math growth score for each school's all students group is calculated using the following formula: $Math_{all}\ VAS = \left(\frac{\sum math\ growth\ scores\ \ of\ all\ students\ at\ the\ school}{Total\ number\ of\ students\ at\ the\ school\ with\ a\ math\ growth\ score}\right)$ 4. School growth scores for all students and for each subgroup are transformed to a 100-point scale where a score of 80 represents that students, on average, are meeting expected growth in the school. For example, the math transformed score is calculated using the following formula: $\begin{matrix} Math_{all}\ VAS \\ Transformed \end{matrix} = (35 \times Math_{all}\ VAS) + 80$
Determining Mean School Combined ELA/Math Content VAS	1. The school mean Content VAS score is calculated in a multi-step process. The first step is to determine a student-level content VAS for each full academic year student (those students not highly mobile). a. For students who have only one subject score, the content VAS = subject VAS. i. If student has only a math VAS then the student's content VAS = math VAS. 1. **Example:** Student A has only a math VAS = 0.22. Therefore, content VAS for Student A = 0.22 ii. If student has only an ELA VAS then the student's content VAS = ELA VAS. 1. **Example:** Student B has only an ELA VAS = -1.27. Therefore, content VAS for Student B = -1.27. b. For students who have both subjects, the student's content VAS = $\frac{ELA\ VAS + Math\ VAS}{2}$ 1. **Example:** Student C has a math VAS = 1.67 and an ELA VAS = 0.86. Therefore, content VAS for Student C = $\frac{1.67 + 0.86}{2} = \frac{2.53}{2} = 1.265$ 2. The school mean Content VAS can be calculated by summing the content growth scores of the full academic year students and dividing the sum by the total number of full academic year students with content growth scores. The school- mean Content VAS is calculated using the following formula:

Content Growth Score	
	$$School\ Content\ VAS = \left(\frac{\sum content\ growth\ scores}{Total\ number\ of\ students\ with\ a\ content\ growth\ score}\right)$$ Example: $$School\ Content\ VAS = \left(\frac{Content\ VAS\ student\ A + content\ VAS\ student\ B + content\ VAS\ student\ C}{3}\right)$$ $$School\ Content\ VAS = \left(\frac{0.22 + -1.27 + 1.265}{3}\right) = \left(\frac{0.215}{3}\right) = 0.0717$$ 3. To include school mean Content VAS in the ESSA School Index, the values must be transformed to a 100 point scale that will work within the total point scale for the rating system. A score of ~80 represents expected growth. Content VAS are transformed using the equation below. $$\begin{matrix} Content\ VAS \\ Transformed \end{matrix} = (35 \times Content\ VAS) + 80$$ Example: $$\begin{matrix} Content\ VAS \\ Transformed \end{matrix} = (35 \times 0.0717) + 80 = 2.5095 + 80 = 82.5095 = 82.51$$
Variables in Final Content Growth Table	• District LEA • District Name • School LEA • School Name • Subgroup • Test Group • Math N • Math School VAS (for reporting only) • ELA N • ELA School VAS (for reporting only) • Combined Content Growth N (the number of students with math and/or ELA; a score-single count) • School Content VAS • School Content VAS Transformed • Content VAS Standard Error of the Mean Transformed (for reporting only) • Content VAS Lower Confidence Limit Transformed (for reporting only) • Content VAS Upper Confidence Limit Transformed (for reporting only) • Math VAS Standard Error of the Mean (for reporting only) • Math VAS Lower Confidence Limit (for reporting only) • Math VAS Upper Confidence Limit (for reporting only) • Math VAS Confidence Interval (for reporting only) • ELA VAS Standard Error of the Mean (for reporting only) • ELA VAS Lower Confidence Limit (for reporting only) • ELA VAS Upper Confidence Limit (for reporting only) • ELA VAS Confidence Interval (for reporting only)

ELP Growth Score	
Description of Component or Indicator	A mean English Language Proficiency value-added growth score (ELP VAS) is obtained for each school that has one or more English learners. The ELP VAS indicates, on average, the extent to which students in the school grew in English Language Proficiency (ELP) compared to what was expected, accounting for how the student had been progressing in English language in prior years.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ELPA21 March 4, 2019
Assessments & Grade Levels Included	1. Past Test Included: • ELDA, Grades K - 12 2. Current Test Included: • ELPA21, Grades: K – 12
Student Observations Included in Calculations	1. Student score histories contain from two to five data points: current year ELPA21 scores and up to four prior years of assessment scores. 2. Scores are standardized by year, grade, and test group to support a growth model calculation across the different assessments. 3. If a student has more than one ELP score for a given year, the observation with the highest score for that student will be retained. 4. Scores for students with current grade values of K-12 are included. 5. Demographics of ELs who have assessments in math, ELA, and/or science will be assigned the demographics from the content test. If no content test exists for the student, demographics from the ELP assessment will be used. 6. Highly mobile students are included in calculations of student growth scores, but excluded from aggregations of school level ELP VAS.
Scores for Students Excluded from Calculations	1. Exclude students who do not have a current year test score. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Student ELP Growth Score Calculations	1. Current students are matched with their prior years of ELP assessment scores to construct an ELP score history for the student. 2. Scores are standardized within grade level and test for each year. 3. Standardized scores of students with more than one year of data are put into a mixed model from which a predicted score and residual (difference between actual score and predicted score) are calculated from a student's individual ELP achievement score history. 4. Students' initial English language proficiency level (values of 1 – 5 for ELDA and values of 1 – 3 for ELPA21) are included in the model along with the year of their initial assessment to control for ELs entry language and test given their entry year.
Determining Mean School ELP VAS	Repeat the following steps for the all students group and all subgroups. 1. Count the total number of full academic year students with an ELP growth score tested at each level. This total will serve as the denominator for the mean ELP VAS calculation.

ELP Growth Score	
	2. Sum ELP growth scores of full academic year students. 3. Determine the school mean ELP VAS by dividing the sum of the ELP growth for full academic year students by the total number of full academic year students with an ELP growth score. The ELP growth score is calculated using the following formula: $$ELP\ VAS = \left(\frac{\sum EL\ growth\ scores}{Total\ number\ students\ with\ EL\ growth\ Scores}\right)$$ 4. To include school mean ELP VAS in the ESSA School Index, the values must be transformed to a 100 point scale that will work within the total point scale for the rating system. A score of ~80 represents expected growth. ELP VAS are transformed using the equation below. $$\underset{Transformed}{ELP\ VAS} = (35 \times ELP\ VAS) + 80$$
Variables in Final ELP Growth Table	• District LEA • District Name • School LEA • School Name • Subgroup • ELP N • School ELP VAS • ELP VAS Standard Error of the Mean (for reporting only) • Lower ELP VAS Confidence Limit (for reporting only) • Upper ELP VAS Confidence Limit (for reporting only) • ELP VAS Confidence Interval (for reporting only)

School Value Added Growth Score	
Description of Component or Indicator	School value-added growth scores (VAS) include student growth in the content areas of math and English Language Arts (ELA) as well as student growth in English Language Proficiency (ELP). A weighted sum of the Content VAS and ELP VAS is divided by the total number of students contributing to the overall School Value Added Growth Score. Each full academic year English Only student counts only once in the content growth component and each full academic year English Learner (EL) student can count once for content (assuming there is a content score) and once for ELP Growth.
Groups Calculated	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation	1. Determine the total number of full academic year students to be counted in Growth. A student will count only once for their content growth score. If a student has a content growth score and

an ELP growth score, the student will count twice in the overall school value-added growth calculation.

$$\begin{matrix}\text{Number of Students}\\ \text{in Growth Calculation}\end{matrix} = \begin{matrix}\text{\#of students with a}\\ \text{content growth score}\end{matrix} + \begin{matrix}\text{\#of students with}\\ \text{an ELP Growth Score}\end{matrix}$$

2. Calculate the School Value-added Growth Score using a weighted average of content growth and ELP growth.

$$\begin{matrix}\text{School Value}\\ \text{Added Growth}\end{matrix} = \frac{\begin{matrix}\text{\#in Combined}\\ \text{Content Growth}\end{matrix} * \left(\begin{matrix}\text{Transformed School}\\ \text{Content Growth Score}\end{matrix}\right) + \begin{matrix}\text{\#in ELP}\\ \text{Growth}\end{matrix} * \left(\begin{matrix}\text{Transformed School}\\ \text{ELP Growth Score}\end{matrix}\right)}{\text{\# in Content Growth} + \text{\# in ELP Growth}}$$

3. Calculate a three-year weighted average of the All Students group School Valued-added Growth Score to be used for schools whose All Students group has less than 15 students in the Growth Calculation.

$$\begin{matrix}\text{Number of Students}\\ \text{in 3yr Growth Calculation}\end{matrix} = \begin{matrix}\text{Number of Students}\\ \text{in 2017 Growth Calculation}\end{matrix} + \begin{matrix}\text{Number of Students}\\ \text{in 2018 Growth Calculation}\end{matrix} + \begin{matrix}\text{Number of Students}\\ \text{in 2019 Growth Calculation}\end{matrix}$$

$$\begin{matrix}\text{School 3 yr Value}\\ \text{Added Growth}\end{matrix} =$$

$$\frac{\begin{matrix}\text{Number in}\\ \text{2017 Growth}\end{matrix} * \left(\begin{matrix}\text{2017 School Value}\\ \text{Added Growth}\end{matrix}\right) + \begin{matrix}\text{Number in}\\ \text{2018 Growth}\end{matrix} * \left(\begin{matrix}\text{2018 School Value}\\ \text{Added Growth}\end{matrix}\right) + \begin{matrix}\text{Number in}\\ \text{2019 Growth}\end{matrix} * \left(\begin{matrix}\text{2019 School Value}\\ \text{Added Growth}\end{matrix}\right)}{\text{Number of Students in 3yr Growth Calculation}}$$

Variables in Final Growth Table

- District LEA
- District Name
- School LEA
- School Name
- Subgroup
- Current Year Number of Students in School Value-Added Growth Score (Growth with ELP N)
- Current Year School Value-Added Growth Score (Growth with ELP)
- Current Year Math N
- Current Year Math School VAS (for reporting only)
- Current Year ELA N
- Current Year ELA School VAS (for reporting only)
- Current Year Combined Content Growth N (the number of students with math and/or ELA; a score-single count)
- Current Year School Content VAS
- Current Year School Content VAS Transformed
- Current Year Content VAS Standard Error of the Mean Transformed (for reporting only)
- Current Year Content VAS Lower Confidence Limit Transformed (for reporting only)
- Current Year Content VAS Upper Confidence Limit Transformed (for reporting only)
- Current Year Math VAS Standard Error of the Mean (for reporting only)
- Current Year Math VAS Lower Confidence Limit (for reporting only)
- Current Year Math VAS Upper Confidence Limit (for reporting only)
- Current Year Math VAS Confidence Interval (for reporting only)
- Current Year ELA VAS Standard Error of the Mean (for reporting only)

School Value Added Growth Score	
	• Current Year ELA VAS Lower Confidence Limit (for reporting only) • Current Year ELA VAS Upper Confidence Limit (for reporting only) • Current Year ELA VAS Confidence Interval (for reporting only) • Current Year ELP N • Current Year School ELP VAS • Current Year ELP VAS Standard Error of the Mean (for reporting only) • Current Year Lower ELP VAS Confidence Limit (for reporting only) • Current Year Upper ELP VAS Confidence Limit (for reporting only) • Current Year ELP VAS Confidence Interval (for reporting only) • 2016 Number of Students in School Value-Added Growth Score (Growth with ELP N) • 2016 School Value-Added Growth Score (Growth with ELP) • 2017 Number of Students in School Value-Added Growth Score (Growth with ELP N) • 2017 School Value-Added Growth Score (Growth with ELP)

Graduation - 4 year Adjusted Cohort	
Description of Component or Indicator	Students are expected to graduate within four years. A student will be identified for an adjusted cohort group by the year the student is first enrolled as a ninth grade student. Early graduates will be credited to the four-year adjusted cohort group created in which the student enrolled as a ninth grade student.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Excluded Students	Students are removed from a school's cohort if the student meets the definition of a transfer as per USDE Guidance Question B-3 on page 16. https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A16. **A State may not count as a transfer a student who is retained in grade, enrolls in a general equivalency diploma program, is transferred to a prison or juvenile facility that does not provide (or from which the student is not expected to receive) a regular high school diploma or a State defined alternate diploma that meets the requirements described in question A-16, or leaves high school for any other reason in the four-year or extended-year graduation rate; such students must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort).** (ESEA section 8101(23)(C) and (25)(C); 34 C.F.R. § 200.34(b)(2)-(3)). • Transfers out; a. An on-time student enrolled in another school in Arkansas (SIS withdrawal code = 1 and student enrolls as on-time for his/her cohort in the school to which he/she transfers);

Graduation - 4 year Adjusted Cohort	
	b. An on-time student enrolled in a home school (SIS withdrawal code = 17) c. An on-time student enrolled in a private school (SIS withdrawal code = 16) d. An on-time student Enrolled in a school in another state or emigrates to another country (SIS withdrawal code = 18) • Dies during that same period (SIS withdrawal code = 3). • In 2019, on-time students who transfer to a juvenile facility (conditions apply); or home/private school students (Resident Code 1, 2, 4, and 5) will be removed from the cohort if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Determining 4-year cohort graduation rate	$$\frac{\#\ actual\ graduates\ (as\ reported\ in\ Cycle\ 9\ Graduates\ table)}{\#\ initial\ cohort + \#\ ontime\ transfers\ in - \#\ of\ students\ who\ transfer\ out\ of\ cohort}$$ Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the school year four years after the year the cohort was established. For example, first time ninth graders in the 2014-2015 school year will be expected to graduate in the 2017-2018 school year. If a student who is a first time ninth grader in the 2014-2015 school year graduates in the 2017-2018 school year, and is included in the Cycle 9 graduates table submitted by the school district, the student will be counted in the number of actual graduates. Initial Cohort = Number of first-time grade 9 students in fall of cohort starting year (starting cohort). If a school is configured as a Grades 10-12 or 11-12 high school, the Initial Cohort is the first time Grade 10 and first time Grade 11 students, respectively. Adjustments = The Initial cohort is adjusted by the number of students who transfer in during the four school years (three years for Grades 10-12 and two years for Grades 11-12 schools) of the cohort and the number of students who transfer out, emigrate to another country, transfer to a juvenile facility (conditions apply), or die during the four school years for the cohort. Certified data from Cycles 2 – 7 are used to adjust the cohort for transfers in and transfers out. Students' School LEAs in the adjusted cohort are the School LEAs where the students were last considered on-time based on grade level and expected progression from entry in the cohort. • First time Grade 9 students are expected to be in grades 10, 11, and 12 in the three successive years of their cohort. For Grades 10-12 schools, first time Grade 10 students are expected to progress to grades 11 and 12 in the successive two years. For Grades 11-12 schools, first time Grade 11 students are expected to progress to Grade 12 in their second year in the cohort. • Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'. A student can fall behind and catch up within the same year or across multiple years. • If a student transfers into a school and appears to have repeated a grade, based on grade level in initial cohort and expected grade level at transfer in, then the student is no longer on-time and is not added to the school's cohort to which the student transfers. Instead, the student is retained in the school cohort in which the student was last on-time as indicated by whether the grade level of the student meets or exceeds the expected grade-level. • If a student repeats a grade or falls behind within the same school year and later catches up, and that student transfers into another school at the grade level expected based on the student's entry into the new school, then the student is removed from the former cohort and added to the transfer school's cohort as an on-time transfer.

Graduation - 4 year Adjusted Cohort	
	• Early graduates should be properly coded as early graduates and counted in the cohort that is the students' first on-time Grade 9 (schools with Grades 9-12), first on-time Grade 10 (schools with Grades 10-12), or first on-time Grade 11 (schools with Grades 11-12). Early graduates are not counted in the year they graduate as they are not part of that particular adjusted cohort. • Note: for Grades 10-12 schools, the cohort is determined by first time tenth graders. If a student repeated ninth grade and enrolls in a Grade 10-12 school as a first time tenth grader, the student becomes part of the Grades 10-12 school's cohort. The same is true for students in Grades 11-12 schools. The student is considered an on-time student in the school's cohort if they are first time eleventh grader, regardless of whether the student repeated Grade 9 and/or Grade 10. • Actual Graduates are those students listed as graduated in the certified Cycle 9 Graduates table for the year of expected graduation for cohort. The TRIAND transcript system *is not used* to pull graduation status of students in the initial calculation of the adjusted cohort graduation rate. Only certified Cycle 9 data are used.
Determining a three-year 4-year cohort graduation rate for schools who did not have at least 15 students expected to graduate in 2018.	If a school has fewer than 15 expected graduates in the All Students group of the 4-year adjusted cohort then a three-year weighted average of the 4 Yr. Adjusted Cohort Graduation Rates is calculated for the All Students group using the following formula. $3Yr.Weighted\ Ave.\ ACGR\ for\ 2018 = \frac{\#\ in\ 2016\ Cohort * (ACGR16) + \#\ in\ 2017\ Cohort * (ACGR17) + \#\ in\ 2018\ Cohort * (ACGR18)}{\#\ in\ 2016\ Cohort + \#\ in\ 2017\ Cohort + \#\ in\ 2018\ Cohort}$ EXAMPLE $3Yr.Weighted\ Average\ ACGR\ for\ 2018 = \frac{15\ in\ 2016\ Cohort * (89.00) + 11\ in\ 2017\ Cohort * (95.00) + 7\ in\ 2018\ Cohort * (100.00)}{15\ in\ 2016\ Cohort + 11\ in\ 2017\ Cohort + 7\ in\ 2018\ Cohort}$ $3Yr.Weighted\ Average\ ACGR\ for\ 2018 = \frac{1335 + 1045 + 700}{33}$ $3Yr.Weighted\ Average\ ACGR\ for\ 2018 = \frac{3080}{33}$ $3Yr.Weighted\ Average\ ACGR\ for\ 2018 = 93.33$
Variables in Final Four-Year Graduation Table	• District LEA • District Name • School LEA • School Name • Subgroup • N Actual Graduates 2018 • N Expected Graduates 2018 • Graduation Rate 2018 • N Actual Graduates 2017 • N Expected Graduates 2017

Graduation - 4 year Adjusted Cohort	
	• Graduation Rate 2017 • N Actual Graduates 2016 • N Expected Graduates 2016 • Graduation Rate 2016 • 3 Yr N Actual Graduates • 3 Yr N Expected Graduates • 3 Yr Graduation Rate

Graduation- 5 year Adjusted Cohort	
Description of Component or Indicator	Students will be identified for an adjusted cohort group by the year the student is first enrolled as a Grade 9 student. Students that graduate in five years, one year following the expected graduation date, will be counted in the five-year adjusted cohort graduation rate as graduates. For students attending a school with grades 10-12 the student will be identified for the cohort based on the year the student is first enrolled as a first-time Grade 10 student. Students attending a school with grades 11-12 will be identified for the cohort based on the year they are first enrolled as first-time Grade 11 students. For these school configurations, students graduating one year following the expected graduation year will be counted in the five-year adjusted cohort graduation rate as a graduate. This new graduation rate that includes the students who complete one year after their expected cohort year is considered the 5-year graduation rate.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Excluded Students	The student-level data from the post corrections process for the prior year 4-year adjusted cohort graduation rates are used for the student-level source data for the fifth year cohort and it is to this source data that adjustments based on cycle data are made for the fifth year of student data. These data contain the various corrections requested for the 2017 4-year adjusted cohort and approved by Public School Accountability. Starting with the final post corrections student data of the prior year 4-year adjusted cohort graduation rate and processing these data for the fifth year, the following rules are applied to the fifth year (or one year after the expected graduation year based on cohort for Grades 10-12 and 11-12 schools). Students are removed from a school's cohort if the student meets the definition of a transfer as per USDE Guidance Question B-3 on page 16. https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A16. (ESEA section 8101(23)(C) and (25)(C); 34 C.F.R. § 200.34(b)(2)-(3)). 1. Transfers out;

Graduation- 5 year Adjusted Cohort	
	a. An on-time student enrolled in another school in Arkansas (SIS withdrawal code = 1 and student enrolls as on-time for his/her cohort in the school to which he/she transfers); b. An on-time student enrolled in a home school (SIS withdrawal code = 17) c. An on-time student enrolled in a private school (SIS withdrawal code = 16) d. An on-time student Enrolled in a school in another state or emigrates to another country (SIS withdrawal code = 18) 2. Dies during that same period (SIS withdrawal code = 3). 3. In 2019, on-time students who transfer to a juvenile facility (conditions apply); or home/private school students (Resident Code 1, 2, 4, and 5) will be removed from the cohort if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Determining 5-year cohort graduation rate	$$\frac{\#\ actual\ graduates\ in\ 4\ years + \#\ actual\ graduates\ in\ 5th\ year}{\#\ initial\ cohort + \#\ transfers\ in - \#\ of\ students\ who\ transfer\ out\ of\ cohort}$$ The five-year adjusted cohort graduation rate used in the ESSA School Index is a different cohort of students than the cohort of students in the four-year adjusted cohort graduation rate used in the same ESSA School Index calculation. For example, the 2019 ESSA School Index uses the 2018 four-year adjusted cohort graduation rate. Students in this four-year rate were first time Grade 9 students in the 2014-2015 school year. Students in the five-year rate were first time Grade 9 students in the 2013-2014 school year. If a student who was a first time ninth grader in the 2013-2014 school year graduated in the 2016-2017 school year, and was included in the Cycle 9 graduates table submitted by the school district, the student was counted in the number of actual graduates for the 2016-2017 four-year adjusted cohort graduation rate. These students will also be counted in the 2017-2018 five-year adjusted cohort graduation rate. In addition, students who did not graduate in the expected four years and instead graduated in five years (the 2017-2018 school year), will be included in the five-year adjusted cohort graduation rate for 2017-2018. Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the expected four years plus number of cohort members who earned a regular high school diploma in the fifth year (one year beyond the expected graduation year). Initial Cohort = Number of first-time grade 9 students in fall of cohort starting year (starting cohort). If a school is a Grades 10-12 or 11-12 high school, the Initial Cohort is first time Grade 10 and first time Grade 11 students, respectively. For the five-year adjusted cohort graduation rate, the same procedures are applied using certified data from Cycles 2-7 for the four years of the cohort as described in the adjustments below. **NOTE:** for the five-year adjusted cohort rate, students who failed to graduate in their expected four years are treated as expected to be in grade 12 in their fifth year for the purposes of adjusting the five-year cohort. Adjustments = The post corrections student prior year cohort is adjusted by the number of students who transfer in during the fifth year (fourth year for Grades 10-12 and third year for Grades 11-12 schools) of the cohort and the number of students who transfer out, emigrate to another country, transfer to a juvenile facility (conditions apply), or die during the four school years for the cohort.

Graduation- 5 year Adjusted Cohort	
	Certified data from Cycles 2 – 7 are used to adjust the cohort for transfers in and transfers out. Students' School LEA in the adjusted cohort is the School LEA where the students were last considered on-time based on grade level and expected progression from entry in the cohort. • If the student failed to graduate in four years and is enrolled in, or transfers into, a school in the fifth year for their cohort the student is counted in the five-year adjusted cohort of students expected to graduate in five years. • Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'. A student can fall behind and catch up within the same year or across multiple years. For the five-year adjusted cohort rate, students who failed to graduate in their expected four years are treated as expected to be in grade 12 in their fifth year for the purposes of adjusting the five-year cohort. • For students who fail to graduate in four years, the student is treated as expected to be in Grade 12 in their fifth year. Therefore, if a student transfers into a school in their fifth year as a Grade 12 student the student is added to the school's five-year adjusted cohort. If the student graduates at the end of that year, the student is added as a five-year actual graduate. • Note: for Grades 10-12 schools, the student is considered in their fifth year if the student did not graduate with their original cohort (3-year cohort for this grade configuration) and for 11-12 schools the student is considered in their fifth year if the student did not graduate with their original 2-year cohort. • Actual Graduates are those students listed as graduated in the certified Cycle 9 Graduates table for the four-year adjusted cohort plus students who graduate one year after their expected graduation year for their cohort. The TRIAND transcript system *is not used* to pull graduation status of students in the initial calculation of the adjusted cohort graduation rate. Only certified Cycle 9 data are used.
Determining a three-year 5-year cohort graduation rate for schools who did not have at least 15 expected graduates by 2018	$3Yr.Weighted\ Ave.\ ACGR\ for\ 2018 = \frac{\#\ in\ 2016\ Cohort * (ACGR16) + \#\ in\ 2017\ Cohort * (ACGR17) + \#\ in\ 2018\ Cohort * (ACGR18)}{\#\ in\ 2016\ Cohort + \#\ in\ 2017\ Cohort + \#\ in\ 2018\ Cohort}$ EXAMPLE $3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2018 = \frac{12\ in\ 2016\ 5yr\ Cohort * (84.00) + 11\ in\ 2017\ 5yr\ Cohort * (93.00) + 12\ in\ 2018\ 5yr\ Cohort * (100.00)}{12\ in\ 5yr\ 2016\ Cohort + 11\ in\ 5yr\ 2017\ Cohort + 12\ in\ 2018\ 5yr\ Cohort}$ $3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2018 = \frac{1008 + 1023 + 1200}{35}$ $3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2018 = \frac{3231}{35}$ $3Yr.Weighted\ Average\ for\ the\ five-year\ ACGR\ for\ 2018 = 92.31$
Variables in Final Five-Year Graduation Table	• District LEA • District Name • School LEA • School Name • Subgroup • N Actual Graduates 2018 (5 yr)

Graduation- 5 year Adjusted Cohort	
	• N Expected Graduates 2018 (5 yr) • Graduation Rate 2018 (5 yr) • N Actual Graduates 2017 (5 yr) • N Expected Graduates 2017 (5 yr) • Graduation Rate 2017 (5 yr) • N Actual Graduates 2016 (5 yr) • N Expected Graduates 2016 (5 yr) • Graduation Rate 2016 (5 yr) • 3 Yr N Actual Graduates (5 yr) • 3 Yr N Expected Graduates (5 yr) • 3 Yr Graduation Rate (5 yr)

School Quality and Student Success Indicator
The School Quality and Student Success (SQSS) Indicator is composed of a number of different components. The components are calculated as the percentage of points earned out of points possible per student. Dividing by points possible provides comparability among schools statewide. Points per student are earned by schools for each component that applies to the grades served by the school. The points earned and points possible are summed across all indicators and the percentage of points earned is calculated for SQSS for the school. • **Schools that have students in any of the grades K-11 will have student engagement component scores based on all students attending the school for at least 10 days at any time during the school year.** • **Schools that have non-mobile students with reading scores in any of the grades 3-10 will have reading achievement component scores.** • **Schools that have non-mobile students with science scores in any of the grades 3-10 will have science achievement component scores.** • **Schools that have non-mobile students with science scores in any of the grades 4-10 will have science growth scores (a prior score received in the state of Arkansas must be included to calculate growth).** • **Schools that have non-mobile students in any of the grades 9 – 11 (middle or high school grade span) will have the on-time credit component.** • **Schools that have non-mobile students enrolled in grade 12 certified in Cycle 7 (data is collected on June 15) will have ACT Composite, ACT College Readiness Benchmark, state cumulative Grade Point Average (GPA), Advanced Placement (AP), International Baccalaureate (IB), Concurrent Credit (CC), Computer science, and Community Service Learning Components.** **The following sections describe the calculation for each component of SQSS.**

Student Engagement Component	
Description of Component or Indicator	Using student-level attendance and student absenteeism risk level as proxy for student engagement. For 2018-19, The ADE defines a “state-reported” absence as:

Student Engagement Component	
	"A student is absent if he or she is not participating in instruction on school grounds unless the student is participating in a district approved activity at an off-grounds location for the school day." http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=3616
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6 for 2018-19 data)
Included Students	Grades K - 11 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the student engagement component and is comparable for schools across the state. The following conditions are applied to the students included in the calculation. • Mobile students are included. • Students who were enrolled for a minimum of 10 days. • If a student was enrolled in multiple schools during the school year, the student would be included in each school. • For juvenile justice school (DYS) and department of health services schools, students must have been enrolled for a minimum of 60 days.
Excluded Students	1. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Student Level Chronic Absence Calculations	1. Calculate attendance rate for each student at each school, which is (total present days) / (total present days + total absent days). 2. Determine risk level for chronic absence for each student at each school. a. Students absent 0-less than 5% of days enrolled considered low risk and assigned 1 point (students with attendance rate > 95%). b. Students absent 5% to less than 10% of days enrolled considered moderate risk and assigned 0.5 points (90 < attendance rate <= 95). c. Students absent 10% or more of days enrolled considered high risk for chronic absence and assigned 0 points. d. Example: Student calendar was 178 days and student was enrolled the whole time. Student was present 170 days. Student was absent 8 days. Attendance rate = 170 / (170 + 8) which is 170 / 178 = 95.5%. Since the attendance rate for the student was greater than 95 percent, the school is awarded one point.
Calculate percent of points earned per student for risk level related to Chronic Absence	1. Determine the school-level points earned per student for student engagement. a. School-level points earned for student engagement = Sum of points earned per student for absence risk level / number of students enrolled

Student Engagement Component	
	$$School\ Engagement\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$$
Variables related to Chronic Absence	• Number of Students Enrolled in School (Cycle 7 Certified Submission) • Days Absent and Days Present for Enrolled Students (Cycles 3, 5, 6, 7) • Student Absence Risk Level: Low, Moderate, High • Number of Points Possible for Student Engagement (Number of student enrolled) • Number of Points Earned Per Student for Engagement (sum of points for risk level of students)

Reading Achievement Component	
Description of Component or Indicator	Using student-attained achievement level on ACT Aspire Reading as a proxy for describing students as Reading at Grade Level. Students completing the DLM assessment are not included in the Reading at Grade Level component because DLM does not provide a reading achievement level for students.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 8, 2019
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in reading (ACT Aspire). This is the denominator of the reading achievement component and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculations. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Recently Arrived English Learners (RAELs) have their Reading achievement scores excluded for the first two years in U.S. 4. Students who do not have a test score are excluded from Reading Achievement calculations.
Reading at Grade Level Determination	Students are considered to be reading at grade level if the student attains an achievement level of Ready or Exceeds on the ACT Aspire. a. If student scores at Ready or Exceeds achievement level on ACT Aspire Reading then the student receives 1 point. b. If the student scores at In Need of Support or Close achievement level on ACT Aspire Reading then student receives 0 points.
Determining Mean School Percent Reading at Grade Level	Determine the school-level points earned per student for reading at grade level. • School-level points earned for Reading at Grade Level = Sum of points earned per student at Ready/Exceeds / number of students tested Reading

Reading Achievement Component	
	$$Reading\ at\ Grade\ Level\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Reading}{Number\ of\ Students\ Tested\ Reading}$$
Variables related to Reading at Grade Level	• Students Tested in Reading on required statewide ACT Aspire • Student full academic year status (mobility) • Number of Points Possible for Reading at Grade Level (number of students tested in reading) • Number of Points Earned Per Student for Reading at Grade Level (sum of points for students scoring at Ready or Exceeds achievement levels)

Science Achievement Component	
Description of Component or Indicator	Using student-attained achievement level in Science as a proxy for describing students as Science Ready.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: DLM Alternate Assessment will be downloaded on April 8, 2019. ACT Aspire – April 8, 2019
Assessments & Grade Levels Included	• Grade 3 – 10 full academic year students enrolled at each school and completing state required assessment in science (ACT Aspire). • Grade 3 - 10 full academic year students completing assessment in science (DLM), and flagged for alternate assessment.
Included Subject	Science
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire or DLM). This is the denominator of the Science achievement points and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Recently Arrived English Learners (RAELs) have their science achievement scores excluded for the first two years in U.S. 4. Students who do not have a test score are excluded from Science Achievement calculations.
Science Readiness Determination	Students are considered to be at Readiness level if the student scores at an achievement level of Ready or Exceeds on ACT Aspire. a. If student scores at the "Ready" or "Exceeds" achievement level on ACT Aspire Science, then the student receives 1 point. If the student scores "At Target" or "Advanced" on the DLM, the student receives 1 point.

Science Achievement Component	
	b. If the student scores at the "In Need of Support" or "Close" achievement level on ACT Aspire, or the student scores at the "Emerging" or "Approaching the Target" on the DLM, then student receives 0 points.
Determining Mean School Percent Science Ready	Determine the school-level points earned per student for Science Readiness • School-level points earned for Science Readiness = Sum of points earned per student for Science Readiness / number of students tested in science $Science\ Readiness\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Science}{Number\ of\ Students\ Tested\ Science}$
Variables related to Science Readiness	• Students Tested in Science on required statewide ACT Aspire or DLM • Student full academic year status (mobility) • Number of Points Possible for Science Readiness (number of students tested in Science) • Number of Points Earned Per Student for Science Readiness (sum of points for students scoring at Ready, Exceeds, At Target or Advanced achievement levels)

Science Value-Added Growth Component	
Description of Component or Indicator	Science Value-Added Growth is calculated at the student level using the same growth model procedures described for ELA and math. Once students' science value-added scores are obtained, students' scores are ordered within grade level from lowest to highest science value-added score. Each score is assigned a rank of 1 to 99 within grade level. This is called the percentile rank of the residual. The residual is the value-added score for the student.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 8, 2019
Student Scores Included in Calculations.	Score histories are constructed for students using their current year score and up to four prior years of assessment scores. Grades 3 – 10 science scores for 2016, 2017, 2018 and 2019 ACT Aspire are used for science growth. Science growth is available for Grades 4 – 10.
Included Students	Grades 4 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire). This is the denominator of the Science Value-added growth points and is comparable for schools across the state. Must include a prior score within the state of Arkansas for a student to be included.
Excluded Students	1. Exclude students who are highly mobile from school aggregations. However, highly mobile students *are* included in calculations of individual student growth scores. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Recently Arrived English Learners (RAELs) have their science growth scores calculated and included starting in their second year in U.S. 4. Exclude students with scores from the DLM assessment. 5. Exclude students who do not have a current year test score.

Science Value-Added Growth Component	
	6. Exclude students with a current year score that do not have at least one score from a prior year.
Science Growth - Student Level	1. Value-added Growth scores for science achievement are classified into three levels for assigning points. 2. The percentile rank of the science value-added growth score is obtained for each student within each grade level. a. If a student's value-added growth score is at or above the 75th percentile for his/her grade level then the student receives 1 point. b. If a student's valued-added growth score is at or above the 25th percentile rank and below the 75th for his/her grade level then the student receives 0.5 points. c. If the student's value-added growth score is below the 25th percentile rank for his/her grade level then the student receives 0 points.
Science Value-Added Growth - School Level	Determine the school-level points earned per student for Science Value-Added Growth. • School-level points earned for Science Value-Added Growth = Sum of points earned per student for Science Growth / number of students w growth scores $$Science\ Value - Added\ Grow\ Points = \frac{\sum Points\ Earned\ Per\ Student\ w\ Science\ Growth}{Number\ of\ Students\ with\ Science\ Growth}$$
Variables related to Science Growth	• Students Tested in Science on required statewide ACT Aspire • Student full academic year status (mobility) • Number of Points Possible for Science Growth (number of students with science growth scores) • Number of Points Earned Per Student for Science Growth (sum of points for students' value-added science growth scores)

On-time Credits Component	
Description of Component or Indicator	Using On-Time Credits for grades 9 – 11 for secondary success component
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6 for 2018-19 data)
Included Students	Grades 9 - 11 active students enrolled at each school--certified in cycle 7 (remove students with drop/withdrawal date) of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the on-time credits component and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.

On-time Credits Component	
On-Time Credits Calculations- Student Level	1. Calculate number of credits earned by each student at each of grades 9, 10, and 11 for any school with any of these grade levels. 2. Determine points based on on-time credits for grade level. a. If grade 9 student completes 5.5 or more credits by end of grade 9 student receives 1 point. Otherwise, the student receives 0 points. b. If grade 10 student completes 11 or more credits by end of grade 10 student receives 1 point. Otherwise, the student receives 0 points. c. If grade 11 student completes 16.5 or more credits by end of grade 11 student receives 1 point. Otherwise, the student receives 0 points.
On-Time Credits - School Level	Determine the school-level points earned per student for on-time credits. For schools with any of grades 9, 10, and/or 11: a. School-level points earned for on-time credits= Sum of points earned per student for on-time credits/ number of students enrolled in qualifying grade levels $On-Time\ Credits\ Points = \frac{\sum Points\ Earned\ for\ On-Time\ Credits\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$
Variables related to On-Time Credits	• Number of active students enrolled in School (Cycle 7 Certified Submission) • Student Course Completion (Cycle 7 Certified Submission) • Grade Level • Student Full Academic Year status • Number of Points Possible for On-Time Credits (Number of student enrolled in grades 9, 10, and/or 11 at school) • Number of Points Earned Per Student On-Time Credits (sum of points for students enrolled in grades 9, 10, and/or 11 at school)

High School GPA Component	
Description of Component or Indicator	Using cumulative state GPA as high school success and postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6 for 2018-19 data)
Included Students	Grade 12 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the High School GPA component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation.

High School GPA Component	
	2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
High School GPA Calculations-Student Level	1. Final High School GPAs are submitted to the statewide information system in Cycle 7 certified submission. These final high school GPAs are used for this component. 2. Determine points for high school GPA. a. Students with a high school GPA greater than or equal to 2.8 receive 1 point. b. Students with a high school GPA less than 2.8 receive 0 points.
High School GPA —School Level	Determine the school-level points earned per student for high school GPA. • School-level points earned for high school GPA = Sum of points earned per student / number of Grade 12 students enrolled: $$High\ School\ GPA\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$$
Variables related to High School GPA	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Final High School GPA submitted for Grade 12 students in Cycle 7 Certified Submission • Full Academic Year Status • Number of Points Possible for High School GPA (Number of Grade 12 students enrolled) • Number of Points Earned for High School GPA (sum of points Grade 12 students)

ACT Scores Component	
Description of Component or Indicator	Using ACT Composite and Subject Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
ACT Composite-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Determine students' highest ACT Composite score. Look back at all ACT scores received in prior 3 years to obtain highest ACT Composite score. Cumulative data files received from vendor in August. Last test score included is June assessment. 3. Determine points for ACT Composite.

ACT Scores Component	
	a. Students with an ACT Composite greater than or equal to 19 receive 1 point. b. Students with an ACT Composite less than 19 receive 0 points.
ACT Composite - School Level	Determine the school-level points earned per Grade 12 students for ACT Composite. • School-level points earned for ACT Composite = Sum of points earned per student / number of Grade 12 students enrolled: $$ACT\ Composite\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$$
Variables related to ACT Composite	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • ACT Scores for 3 years from national and state administrations • Full Academic Year Status • Number of Points Possible for ACT Composite (Number of Grade 12 students enrolled) • Number of Points Earned for ACT Composite (sum of points Grade 12 students with ACTs)

ACT Readiness Benchmark Component	
Description of Component or Indicator	Using ACT Readiness Benchmark Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6 for 2018-19 data)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
ACT Readiness Benchmarks-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Determine students' highest ACT Reading, Math, and Science score. Look back at all ACT scores received in prior 3 years to find the highest composite ACT scores earned for each Grade 12 student. Cumulative data files received from vendor in August. Last test score included is June assessment. Use the reading, science, and math ACT score associated with the highest composite for the ACT benchmark component. 3. Determine points for ACT Readiness Benchmark. a. Students with an ACT Math score greater than or equal to 22 receives 0.5 points.

ACT Readiness Benchmark Component	
	b. Students with an ACT Reading score greater than or equal to 22 receives 0.5 points. c. Students with an ACT Science score greater than or equal to 23 receives 0.5 points.
ACT Readiness Benchmarks - School Level	Determine the school-level points earned per Grade 12 students for ACT Readiness Benchmarks. • School-level points earned for ACT Readiness Benchmarks = Sum of points earned per student: $$\begin{matrix} ACT\ Readiness \\ Benchmark\ Points \end{matrix} = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$$
Variables related to ACT Readiness Benchmarks	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • ACT Scores for 3 years from national and state administrations • Full Academic Year Status • Number of Points Possible for ACT Readiness Benchmarks (Number of Grade 12 students enrolled) • Number of Points Earned for ACT Readiness Benchmarks (sum of points Grade 12 students with ACTs)

AP/IB/Concurrent Credit Component	
Description of Component or Indicator	Using credit-earning in Advanced Placement, International Baccalaureate, and Concurrent Credit courses as access and postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Active Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the AP/IB/Concurrent Credit component and is comparable for schools across the state. Concurrent Credit includes Arkansas Career Education (ACE) concurrent credit courses.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
AP/IB/Concurrent Credit -Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. 3. Determine points for AP/IB/Concurrent Credit.

AP/IB/Concurrent Credit Component	
	a. Students with one or more AP/IB/Concurrent Credit course credits earn 1.0 point. Otherwise students earn 0 points. b. Course Codes for this component are listed in Appendix B.
AP/IB/Concurrent Credit -School Level	Determine the school-level points earned per Grade 12 students for AP/IB/Concurrent Credit. • School-level points earned for AP/IB/Concurrent Credit = Sum of points earned per student $\text{AP/IB/Concurrent Credit } Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to AP/IB/Concurrent Credit	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for AP/IB/Concurrent Credit (Number of Grade 12 students enrolled) • Number of Points Earned for AP/IB/Concurrent Credit (sum of points Grade 12 students)

Computer Science Component	
Description of Component or Indicator	Using credit-earning in computer science as access and postsecondary readiness indicator. The course codes used are listed in Appendix B-Computer Science Course Codes.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the computer science component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Computer Science-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. For 2018-2019, grade 12 students can get credit for a computer science course they took in 5th -12th grade if they received a high school credit for the course. 3. Determine points for computer science.

Computer Science Component	
	c. Students with one or more computer science course credits earn 1.0 point. Otherwise students earn 0 points.
Computer Science -School Level	Determine the school-level points earned per Grade 12 students for computer science. • School-level points earned for computer science = Sum of points earned per student $Computer\ Science\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to Computer Science	• Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for Computer Science (Number of Grade 12 students enrolled) • Number of Points Earned for Computer Science (sum of points Grade 12 students)

Community Service/Service Learning Component	
Description of Component or Indicator	Using credit-earning in community service/service learning as access and postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the Community Service component and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Community Service -Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. For 2018-19, Community Service or Service-Learning School Program Course Code 496010 is used. http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=3575 3. Determine points for Community Service. a. Students with one or more Community Service course credits earn 1.0 point. Otherwise students earn 0 points.
Community Service -School Level	Determine the school-level points earned per Grade 12 student for Community Service. • School-level points earned for Community Service = Sum of points earned per student. Community Service $Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$

Community Service/Service Learning Component	
Variables related to Community Service	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for Community Service (Number of Grade 12 students enrolled) • Number of Points Earned for Community Service (sum of points Grade 12 students)

Compiling Total SQSS Score	
	The SQSS Score is compiled by summing points earned across all components in the numerator and points possible in the denominator.
Groups Calculated	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation	1. Calculate possible points and earned points for each component of each student. Students may have different components due to different grade levels so the points possible provides a way to make the denominator comparable statewide within grade spans. 2. Calculate SQSS points for each student: the total possible points of SQSS is the summation of the possible points of all components, and the total earned points of SQSS is the summation of the earned points of all components. 3. Calculate SQSS points at the school level: the total possible points of the school is the summation of the possible points of its students, and the total earned points of the school is the summation of the earned points of its students. 4. Calculate percentage SQSS score at the school level: the percentage score equals to (total earned points / total possible points)*100.
	• Student Engagement N • Student Engagement Points Possible • Student Engagement Points Earned • Student Engagement Percent of Points Earned • Reading on Grade Level N • Reading on Grade Level Points Possible • Reading on Grade Level Points Earned • Reading on Grade Level Percent of Points Earned • Science Achievement N • Science Achievement Points Possible • Science Achievement Points Earned • Science Achievement Percent of Points Earned • Science Growth N • Science Growth Points Possible • Science Growth Points Earned

Compiling Total SQSS Score	
	• Science Growth Percent of Points Earned • On-Time Credits N • On-Time Credits Points Possible • On-Time Credits Points Earned • On-Time Credits Percent of Points Earned • HSGPA N • HSGPA Points Possible • HSGPA Points Earned • HSGPA Percent of Points Earned • ACT Composite N • ACT Composite Points Possible • ACT Composite Points Earned • ACT Composite Percent of Points Earned • ACT College Readiness Benchmarks N • ACT College Readiness Benchmarks Points Possible • ACT College Readiness Benchmarks Points Earned • ACT College Readiness Benchmarks Percent of Points Earned • AP/IB/Concurrent Credit N • AP/IB/Concurrent Credit Points Possible • AP/IB/Concurrent Credit Points Earned • AP/IB/Concurrent Credit Percent of Points Earned • Computer Science Credit N • Computer Science Credit Points Possible • Computer Science Credit Points Earned • Computer Science Credit Percent of Points Earned • Community Service Learning Credit N • Community Service Learning Credit Points Possible • Community Service Learning Credit Points Earned • Community Service Learning Credit Percent of Points Earned • SQSS Total N • SQSS Total Points Possible • SQSS Total Points Earned • SQSS Total Percent of Points Earned

Compiling Final ESSA Index Score	
	The final ESSA Index Score is calculated using all indicators. Weights differ by grade span assigned to the school and weights may differ for special grade ranges within a grade span. For more information on special grade ranges within grade spans go to the Special Schools Section that follows.
Groups Calculated	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as

	Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former Monitored EL (for up to four years after exiting EL services). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation by Grade Span and Special Conditions	
Grade Spans 1 & 2 (And Grade Span 3 with no graduation data)	ESSA School Index Score = (0.35*(weighted achievement score) + 0.50*(Growth with ELP) + 0.15*(SQSS)
Grade Span 3 (Only four year graduation rate)	ESSA School Index Score = 0.35*(weighted achievement score) + 0.35*(Growth with ELP) + 0.15*(Four-year Graduation Rate 2018) + 0.15*(SQSS)
Grade Span 3 (Four and five year graduation rates)	ESSA School Index Score = 0.35*(weighted achievement score) + 0.35*(Growth with ELP)+ 0.10*(Four-year Graduation Rate 2018) + .05*(Five-Year Graduation Rate 2018) + 0.15*(SQSS)

Special Schools: Feeder Schools and Special Grade Configurations

Feeder Schools

Schools with grade configurations that do not include a tested grade must be included in the accountability system. Most commonly these schools are primary schools that feed into an elementary or intermediate school. To include these schools in the accountability system these feeder schools are paired with an elementary school or schools that receive the students from the feeder school.

In the case of feeder schools, the achievement and growth of the paired school are used to provide an achievement and growth score for the feeder school. The achievement and growth score from the paired school are combined with the School Quality and Student Success Score for the feeder school. Since the feeder school does not have a tested grade, the School Quality and Student Success Score includes only one component—the Student Engagement component.

Special Grade Configurations

Schools in the high school grade span include schools with several different combinations of grade levels with as many or more assessed grades at Grades 9 and/or 10, or with a terminal grade level of Grade 12. Within this grade span are two special configurations:

- Junior high schools with Grades 8 and 9 only, or Grade 9 only; and,
- Schools with Grades 11 and 12 only.

These schools require special calculations to ensure they are included in the accountability system in the grade span that is best suited for comparison purposes.

For junior high schools with Grades 8 and 9 only, or Grade 9 only, the school does not have a four-year or five-year adjusted cohort graduation rate. Therefore, these schools ESSA School Index scores are calculated using the weights for Grade span 6 – 8 and the school is grouped with the high school grade span to ensure the school's achievement and growth are in the grade span with other schools whose students take the ACT Aspire Early High School assessment (Grades 9 and 10).

Schools with configurations of Grades 11 and 12 only are paired with another high school within the district to include the weighted achievement and growth scores from the high school with tested grades (paired school). The weighted achievement and growth scores from the paired school are combined with the graduation rates and School Quality and Student Success Indicator scores to obtain a complete ESSA School Index score for the Grades 11-12 high school.

Appendix A

ACT Aspire ELA Cut Scores for Arkansas

1. How were the high and low-cut scores for ELA determined?

The ACT Aspire national tests only report one single benchmark for ELA in each grade level. From spring 2014 to spring 2017, the reported ELA benchmark was calculated as the average of English, reading and writing benchmarks. In fall 2016, ADE requested low and high cut scores for ELA for the purposes of federal reporting and accountability. ACT research recommended, and ADE approved, using the SEM (Standard Error Measurement) method to set these two additional cut scores for AR customized use: the 2 SEMs below or above the existing Aspire ELA benchmarks were defined as the low and high cut scores.

2. Why are averages used to calculate the ELA Score and ELA Readiness cut score, but averages were not used to determine the high and low cut scores?

ACT recommended this SEM method because it is consistent with what was used to establish the high/low cut scores for individual subject tests. ACT criterion in developing the high/low cut scores for ACT Aspire is to make sure they are substantially away from the benchmark. With the methodology of 2 SEMs higher or lower, ACT is 95% confident that students scored above or below the benchmark.

3. Why is it possible that a student can perform in the "Close" range on the benchmarks in each separate subject tests, and due to the calculations from the ELA Close Cut Score cause them to be "In Need of Support" for overall ELA?

The method to establish cut scores determines how the cut scores/benchmarks and resulting performance level are interpreted. The high and low cut scores were not created based on the "average" method. In other words, the high/low cut scores are not "compensatory". ACT recommends the "In Need of Support" and "Exceeding" categories in ELA indicates students' ELA scores are significantly below or above the ELA readiness benchmark, as in the individual subject tests. ELA is a more reliable measure since ELA scores are based on scores from three subject areas. High/low cut scores established based on SEM bears this in the interpretation. Therefore, it could happen that students who are classified in the same performance level based on the subject scores are in a different level based on the ELA scores.

More information

The ELA score for ACT Aspire is computed as the average of English, reading and writing scale scores. Because there was no ELA benchmark on the ACT to be aligned with at the time the ACT Aspire ELA benchmarks were established, the values were initially computed as the average of benchmarks from the three components that contributed to score. These ELA benchmarks were used in Aspire reports until spring 2017.

In fall 2017, the Aspire ELA and STEM benchmarks were updated to align with the corresponding ACT benchmarks. Please refer to the following two documents for this update.

- Description: Section 2 "Updating ELA and STEM Benchmarks" in Chapter "2018 Updates" in the ACT Aspire technical manual with the link http://actaspire.avocet.pearson.com/actaspire/home#pdf=8214_17967#page=1

Methodology: https://www.act.org/content/dam/act/unsecured/documents/pdfs/R1665-aspire-ela-stem-benchmarks-2017-11.pdf

The Arkansas ELA cut scores for the four achievement levels are provided in the table below. These cut scores were reflected in 2018 ESSA reporting.

2018 Arkansas ELA Cut Scores								
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
ELA Close Cut Score	416	419	420	422	422	423	424	426
ELA Ready Cut Score	419	422	424	426	426	427	428	430
ELA Exceeds Cut Score	422	425	428	430	430	431	432	434

Appendix B

Courses are extracted based on the first 5 digits of the course code. This is due to the use of the 6th digit for local purposes. The list below shows a 0 in the 6th digit rather than all the different possibilities based on districts' local coding.

Please Note: As long as the first five digits of the course code match the codes listed below, a student's course record will be in the extract.

Advanced Placement/International Baccalaureate/Concurrent Credit Course Codes

Advanced Placement Courses

Course Code	Course Name
517030	AP English Language and Composition
517040	AP English Literature and Composition
517060	AP Seminar
517070	AP Research
520030	AP Biology
521030	AP Chemistry
522040	AP Physics C: Electricity and Magnetism
522050	AP Physics C: Mechanics
522080	AP Physics 1
522090	AP Physics 2
523030	AP Environmental Science
534040	AP Calculus AB
534050	AP Calculus BC
539030	AP Statistics
540070	AP Spanish Language
540080	AP Spanish Literature
541060	AP French Language
542060	AP German Language
543060	AP Italian Language & Culture
545070	AP Latin Vergil
546060	AP Japanese Language & Culture
547060	AP Chinese Language & Culture
559010	AP Music Theory
559030	AP Art History
559040	AP Studio Art Drawing Portfolio
559050	AP Studio Art 2-D Design Portfolio
559060	AP Studio Art 3-D Design Portfolio
565010	College Board Advanced Placement (AP) Computer Science Principles Level 1 (0.5 Credit)
565020	College Board Advanced Placement (AP) Computer Science Principles Level 2 (0.5 Credit)
565110	College Board Advanced Placement (AP) Computer Science A Level 1 (0.5 Credit)
565120	College Board Advanced Placement (AP) Computer Science A Level 2 (0.5 Credit)
570020	AP United States History
571020	AP World History
572010	AP US Government and Politics
572040	ADE Enhanced AP United States Government & Politics
579080	AP Human Geography
579120	AP Psychology
579130	ADE Approved AP Macroeconomics & Personal Finance (.5 credit)
579140	ADE Approved AP Microeconomics with Personal Finance (.5 credit)

Course Code	Course Name
579150	AP Macroeconomics
579160	AP Microeconomics
579170	AP European History
579180	AP Comparative Government & Politics
596110	AP Capstone

International Baccalaureate Courses

Course Code	Course Name
517100	IB English 11
517200	IB English 12
521040	IB Chemistry
522060	IB Physics
529030	IB Biology
530030	IB Algebra I
531030	IB Geometry
532030	IB Algebra II
533160	IB Pre Calculus/Trig
534060	IB Calculus
539040	IB Trigonometry
539060	IB Mathematical Studies
539070	IB Mathematics SL
540020	IB Spanish
540130	IB Spanish III
540140	IB Spanish IV
540150	IB Spanish Ab Initio
541070	IB French III
541080	IB French Ab Initio SL
542080	IB German Ab Initio SL
547070	IB Chinese IV
559120	IB Theatre HL
559810	IB Fine Arts
559820	IB Visual Arts
565210	International Baccalaureate (IB) Computer Science SL Level 1 (0.5 Credit)
565220	International Baccalaureate (IB) Computer Science SL Level 2 (0.5 Credit)
565310	International Baccalaureate (IB) Computer Science HL Level 1 (0.5 Credit)
565320	International Baccalaureate (IB) Computer Science HL Level 2 (0.5 Credit)
569210	IB Philosophy
570040	IB Contemporary American History
570050	IB History of the Americas
572030	IB American Government
579020	IB World Religions
579030	IB Psychology
579190	IB Geography
592100	IB Intro to Technology in Global Society
592200	IB Business and Management
596200	IB Theory of Knowledge
596210	IBCP Core I
596220	IBCP Core II

Concurrent Credit Courses

Course Code	Course Name
497100	Teacher Cadet (Concurrent Credit)
514000	Concurrent Credit Oral Communication
519900	Other Concurrent Credit Language Arts
519910	Concurrent Credit English 9
519920	Concurrent Credit English 10
519930	Concurrent Credit English 11
519940	Concurrent Credit English 12
529900	Other Concurrent Credit Science
529910	Concurrent Credit Biology
529920	Concurrent Credit Physical Science
529930	Concurrent Credit Chemistry
529940	Concurrent Credit Physics
539900	Concurrent Credit Beyond Algebra II
539910	Concurrent Credit Algebra I
539920	Concurrent Credit Geometry
539930	Concurrent Credit Algebra II
539960	Other Concurrent Credit Math
549900	Other Concurrent Credit Foreign Language
559000	Concurrent Credit Fine Arts
559080	Other Concurrent Credit Fine Arts
565810	Weighted Concurrent Credit Computer Science 1 (1 Credit)
565820	Weighted Concurrent Credit Computer Science 2 (1 Credit)
565830	Weighted Concurrent Credit Computer Science 3 (1 Credit)
565840	Weighted Concurrent Credit Computer Science 4 (1 Credit)
565850	Weighted Concurrent Credit Computer Science 5 (1 Credit)
565860	Weighted Concurrent Credit Computer Science 6 (1 Credit)
565870	Weighted Concurrent Credit Computer Science 7 (1 Credit)
565880	Weighted Concurrent Credit Computer Science 8 (1 Credit)
565890	Weighted Concurrent Credit Computer Science 9 (1 Credit)
565910	Other Concurrent Credit Computer Science 1 (1 Credit)
565920	Other Concurrent Credit Computer Science 2 (1 Credit)
565930	Other Concurrent Credit Computer Science 3 (1 Credit)
565940	Other Concurrent Credit Computer Science 4 (1 Credit)
565950	Other Concurrent Credit Computer Science 5 (1 Credit)
565960	Other Concurrent Credit Computer Science 6 (1 Credit)
565970	Other Concurrent Credit Computer Science 7 (1 Credit)
565980	Other Concurrent Credit Computer Science 8 (1 Credit)
565990	Other Concurrent Credit Computer Science 9 (1 Credit)
574000	Concurrent Credit Economics
579900	Other Concurrent Credit Social Studies
579910	Concurrent Credit World History
579920	Concurrent Credit American History
579930	Concurrent Credit Civics
580900	Other Concurrent Credit Health Ed.
585900	Concurrent Credit Physical Ed.
590140	ACE Concurrent Credit Agribusiness Systems I
590150	ACE Concurrent Credit Animal Systems I
590160	ACE Concurrent Credit Natural Resource & Environmental Systems I
590170	ACE Concurrent Credit Plant Systems I

Course Code	Course Name
590180	ACE Concurrent Credit Power, Structural & Technical Systems I
590190	ACE Concurrent Credit Construction Technology I
590200	ACE Concurrent Credit Media Communications I
590210	ACE Concurrent Credit Management I
590220	ACE Concurrent Credit Entrepreneurship I
590230	ACE Concurrent Credit Education and Training I
590240	ACE Concurrent Credit Accounting & Finance I
590250	ACE Concurrent Credit Law & Public Safety IX
590260	ACE Concurrent Credit Health Services I
590270	ACE Concurrent Credit Hospitality Administration I
590280	ACE Concurrent Credit Food Production, Management, and Services I
590290	ACE Concurrent Credit Consumer Services I
590300	ACE Concurrent Credit Information Technology I
590310	ACE Concurrent Credit Law & Public Safety I
590320	ACE Concurrent Credit Advanced Manufacturing I
590330	ACE Concurrent Credit STEM Engineering & Technology I
590340	ACE Concurrent Credit STEM Engineering & Technology II
590350	ACE Concurrent Credit Aviation Technology I
590360	ACE Concurrent Credit Transportation and Logistics I
590370	ACE Concurrent Credit Auto Collision Repair I
590380	ACE Concurrent Credit Auto Collision Repair II
590390	ACE Concurrent Credit Auto Collision Repair III
590400	ACE Concurrent Credit Auto Collision Repair IV
590410	ACE Concurrent Credit Auto Service Technology I
590420	ACE Concurrent Credit Auto Service Technology II
590430	ACE Concurrent Credit Auto Service Technology III
590440	ACE Concurrent Credit Auto Service Technology IV
590450	ACE Concurrent Credit Medium/Heavy Truck Technology I
590460	ACE Concurrent Credit Medium/Heavy Truck Technology II
590470	ACE Concurrent Credit Medium/Heavy Truck Technology III
590480	ACE Concurrent Credit Medium/Heavy Truck Technology IV
590490	ACE Concurrent Credit Media Communications II
590500	ACE Concurrent Credit Media Communications III
590510	ACE Concurrent Credit Media Communications IV
590520	ACE Concurrent Credit Education and Training II
590530	ACE Concurrent Credit Education and Training III
590540	ACE Concurrent Credit Education and Training IV
590550	ACE Concurrent Credit Hospitality Administration II
590560	ACE Concurrent Credit Hospitality Administration III
590570	ACE Concurrent Credit Hospitality Administration IV
590580	ACE Concurrent Credit Food Production, Management, and Services II
590590	ACE Concurrent Credit Food Production, Management, and Services III
590600	ACE Concurrent Credit Food Production, Management, and Services IV
590610	ACE Concurrent Credit Construction Technology II
590620	ACE Concurrent Credit Construction Technology III
590630	ACE Concurrent Credit Construction Technology IV
590640	ACE Concurrent Credit HVAC Systems I
590650	ACE Concurrent Credit HVAC Systems II
590660	ACE Concurrent Credit HVAC Systems III
590670	ACE Concurrent Credit HVAC Systems IV

Course Code	Course Name
590680	ACE Concurrent Credit Health Services II
590690	ACE Concurrent Credit Health Services III
590700	ACE Concurrent Credit Health Services IV
590710	ACE Concurrent Credit CNA I
590720	ACE Concurrent Credit CNA II
590730	ACE Concurrent Credit Law & Public Safety II
590740	ACE Concurrent Credit Law & Public Safety III
590750	ACE Concurrent Credit Law & Public Safety IV
590760	ACE Concurrent Credit Information Technology II
590770	ACE Concurrent Credit Information Technology III
590780	ACE Concurrent Credit Information Technology IV
590790	ACE Concurrent Credit Advanced Manufacturing II
590800	ACE Concurrent Credit Advanced Manufacturing III
590810	ACE Concurrent Credit Advanced Manufacturing IV
590820	ACE Concurrent Credit Industrial Technologies I
590830	ACE Concurrent Credit Industrial Technologies II
590840	ACE Concurrent Credit Industrial Technologies III
590850	ACE Concurrent Credit Industrial Technologies IV
590860	ACE Concurrent Credit Welding I
590870	ACE Concurrent Credit Welding II
590880	ACE Concurrent Credit Welding III
590890	ACE Concurrent Credit Welding IV
590900	ACE Concurrent Credit STEM Engineering & Technology III
590910	ACE Concurrent Credit STEM Engineering & Technology IV
590920	ACE Concurrent Credit Health Services V
590930	ACE Concurrent Credit Health Services VI
590940	ACE Concurrent Credit EMT I
590950	ACE Concurrent Credit EMT II
590960	ACE Concurrent Credit Agribusiness Systems II
590970	ACE Concurrent Credit Agribusiness Systems III
590980	ACE Concurrent Credit Agribusiness Systems IV
590990	ACE Concurrent Credit
591000	ACE Concurrent Credit (.5 credit)
591050	ACE Concurrent Credit Agribusiness Systems VI
591060	ACE Concurrent Credit Agribusiness Systems VII
591070	ACE Concurrent Credit Agribusiness Systems VIII
591080	ACE Concurrent Credit Animal Systems II
591090	ACE Concurrent Credit Animal Systems III
591100	ACE Concurrent Credit Animal Systems IV
591110	ACE Concurrent Credit Animal Systems V
591120	ACE Concurrent Credit Animal Systems VI
591130	ACE Concurrent Credit Animal Systems VII
591140	ACE Concurrent Credit Animal Systems VIII
591150	ACE Concurrent Credit Natural Resource & Environmental Systems II
591160	ACE Concurrent Credit Natural Resource & Environmental Systems III
591170	ACE Concurrent Credit Natural Resource & Environmental Systems IV
591180	ACE Concurrent Credit Natural Resource & Environmental Systems V
591190	ACE Concurrent Credit Natural Resource & Environmental Systems VI
591200	ACE Concurrent Credit Natural Resource & Environmental Systems VII
591210	ACE Concurrent Credit Natural Resource & Environmental Systems VIII

Course Code	Course Name
591220	ACE Concurrent Credit Plant Systems II
591230	ACE Concurrent Credit Plant Systems III
591240	ACE Concurrent Credit Plant Systems IV
591250	ACE Concurrent Credit Plant Systems V
591260	ACE Concurrent Credit Plant Systems VI
591270	ACE Concurrent Credit Plant Systems VII
591280	ACE Concurrent Credit Plant Systems VIII
591290	ACE Concurrent Credit Power, Structural & Technical Systems II
591300	ACE Concurrent Credit Power, Structural & Technical Systems III
591310	ACE Concurrent Credit Power, Structural & Technical Systems IV
591320	ACE Concurrent Credit Power, Structural & Technical Systems V
591330	ACE Concurrent Credit Power, Structural & Technical Systems VI
591340	ACE Concurrent Credit Power, Structural & Technical Systems VII
591350	ACE Concurrent Credit Power, Structural & Technical Systems VIII
591360	ACE Concurrent Credit Management II
591370	ACE Concurrent Credit Management III
591380	ACE Concurrent Credit Management IV
591390	ACE Concurrent Credit Management V
591400	ACE Concurrent Credit Management VI
591410	ACE Concurrent Credit Management VII
591420	ACE Concurrent Credit Management VIII
591430	ACE Concurrent Credit Office Administration I
591440	ACE Concurrent Credit Office Administration II
591450	ACE Concurrent Credit Office Administration III
591460	ACE Concurrent Credit Office Administration IV
591470	ACE Concurrent Credit Office Administration V
591480	ACE Concurrent Credit Office Administration VI
591490	ACE Concurrent Credit Office Administration VII
591500	ACE Concurrent Credit Office Administration VIII
591510	ACE Concurrent Credit Entrepreneurship II
591520	ACE Concurrent Credit Entrepreneurship III
591530	ACE Concurrent Credit Entrepreneurship IV
591540	ACE Concurrent Credit Entrepreneurship V
591550	ACE Concurrent Credit Entrepreneurship VI
591560	ACE Concurrent Credit Entrepreneurship VII
591570	ACE Concurrent Credit Entrepreneurship VIII
591580	ACE Concurrent Credit Accounting & Finance II
591590	ACE Concurrent Credit Accounting & Finance III
591600	ACE Concurrent Credit Accounting & Finance IV
591610	ACE Concurrent Credit Accounting & Finance V
591620	ACE Concurrent Credit Accounting & Finance VI
591630	ACE Concurrent Credit Accounting & Finance VIII
591640	ACE Concurrent Credit Accounting & Finance VII
591650	ACE Concurrent Credit Banking Services I
591660	ACE Concurrent Credit Banking Services II
591670	ACE Concurrent Credit Banking Services III
591680	ACE Concurrent Credit Banking Services IV
591690	ACE Concurrent Credit Banking Services V
591700	ACE Concurrent Credit Banking Services VI
591710	ACE Concurrent Credit Banking Services VII

Course Code	Course Name
591720	ACE Concurrent Credit Banking Services VIII
591730	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management I
591740	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management II
591750	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management III
591760	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management IV
591770	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management V
591780	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management VI
591790	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management VII
591800	ACE Concurrent Credit Securities, Investments, Insurance and Risk Management VIII
591810	ACE Concurrent Credit Web Design I
591820	ACE Concurrent Credit Web Design II
591830	ACE Concurrent Credit Web Design III
591840	ACE Concurrent Credit Web Design IV
591850	ACE Concurrent Credit Web Design V
591860	ACE Concurrent Credit Web Design VI
591870	ACE Concurrent Credit Web Design VII
591880	ACE Concurrent Credit Web Design VIII
591890	ACE Concurrent Credit Marketing Technology & Research I
591900	ACE Concurrent Credit Marketing Technology & Research II
591910	ACE Concurrent Credit Marketing Technology & Research III
591920	ACE Concurrent Credit Marketing Technology & Research IV
591930	ACE Concurrent Credit Marketing Technology & Research V
591940	ACE Concurrent Credit Marketing Technology & Research VI
591950	ACE Concurrent Credit Marketing Technology & Research VII
591960	ACE Concurrent Credit Marketing Technology & Research VIII
591970	ACE Concurrent Credit Hospitality Administration VI
591980	ACE Concurrent Credit Hospitality Administration VII
591990	ACE Concurrent Credit Hospitality Administration VIII
592000	ACE Concurrent Credit Consumer Services II
592010	ACE Concurrent Credit Consumer Services III
592020	ACE Concurrent Credit Consumer Services IV
592030	ACE Concurrent Credit Consumer Services V
592040	ACE Concurrent Credit Consumer Services VI
592050	ACE Concurrent Credit Consumer Services VII
592060	ACE Concurrent Credit Consumer Services VIII
592070	ACE Concurrent Credit Child Care Guidance, Management, and Services I
592080	ACE Concurrent Credit Child Care Guidance, Management, and Services II
592090	ACE Concurrent Credit Child Care Guidance, Management, and Services III
592110	ACE Concurrent Credit Child Care Guidance, Management, and Services V
592120	ACE Concurrent Credit Child Care Guidance, Management, and Services VI
592130	ACE Concurrent Credit Child Care Guidance, Management, and Services VII
592140	ACE Concurrent Credit Child Care Guidance, Management, and Services VIII
592150	ACE Concurrent Credit Culinary Arts I
592160	ACE Concurrent Credit Culinary Arts II
592170	ACE Concurrent Credit Culinary Arts III
592180	ACE Concurrent Credit Culinary Arts IV
592190	ACE Concurrent Credit Culinary Arts V
592210	ACE Concurrent Credit Culinary Arts VII
592220	ACE Concurrent Credit Culinary Arts VIII
592230	ACE Concurrent Credit Food Production, Management, and Services V

Course Code	Course Name
592240	ACE Concurrent Credit Food Production, Management, and Services VI
592250	ACE Concurrent Credit Food Production, Management, and Services VII
592260	ACE Concurrent Credit Food Production, Management, and Services VIII
592270	ACE Concurrent Credit Education and Training V
592280	ACE Concurrent Credit Education and Training VI
592290	ACE Concurrent Credit Education and Training VII
592300	ACE Concurrent Credit Education and Training VIII
592310	ACE Concurrent Credit Auto Collision Repair V
592320	ACE Concurrent Credit Auto Collision Repair VI
592330	ACE Concurrent Credit Auto Collision Repair VII
592340	ACE Concurrent Credit Auto Collision Repair VIII
592350	ACE Concurrent Credit Auto Service Technology V
592360	ACE Concurrent Credit Auto Service Technology VI
592370	ACE Concurrent Credit Auto Service Technology VII
592380	ACE Concurrent Credit Auto Service Technology VIII
592390	ACE Concurrent Credit Medium/Heavy Truck Technology V
592400	ACE Concurrent Credit Medium/Heavy Truck Technology VI
592410	ACE Concurrent Credit Medium/Heavy Truck Technology VII
592420	ACE Concurrent Credit Medium/Heavy Truck Technology VIII
592430	ACE Concurrent Credit Construction Technology V
592440	ACE Concurrent Credit Construction Technology VI
592450	ACE Concurrent Credit Construction Technology VII
592460	ACE Concurrent Credit Construction Technology VIII
592470	ACE Concurrent Credit HVAC Systems V
592480	ACE Concurrent Credit HVAC Systems VI
592490	ACE Concurrent Credit HVAC Systems VII
592500	ACE Concurrent Credit HVAC Systems VIII
592510	ACE Concurrent Credit Law & Public Safety V
592520	ACE Concurrent Credit Law & Public Safety VI
592530	ACE Concurrent Credit Law & Public Safety VII
592540	ACE Concurrent Credit Law & Public Safety VIII
592550	ACE Concurrent Credit Information Technology V
592560	ACE Concurrent Credit Information Technology VI
592570	ACE Concurrent Credit Information Technology VII
592580	ACE Concurrent Credit Information Technology VIII
592590	ACE Concurrent Credit Advanced Manufacturing V
592600	ACE Concurrent Credit Advanced Manufacturing VI
592610	ACE Concurrent Credit Advanced Manufacturing VII
592620	ACE Concurrent Credit Advanced Manufacturing VIII
592630	ACE Concurrent Credit Industrial Technologies V
592640	ACE Concurrent Credit Industrial Technologies VI
592650	ACE Concurrent Credit Industrial Technologies VII
592660	ACE Concurrent Credit Industrial Technologies VIII
592670	ACE Concurrent Credit Welding V
592680	ACE Concurrent Credit Welding VI
592690	ACE Concurrent Credit Welding VII
592700	ACE Concurrent Credit Welding VIII
592710	ACE Concurrent Credit STEM Engineering & Technology V
592720	ACE Concurrent Credit STEM Engineering & Technology VI
592730	ACE Concurrent Credit STEM Engineering & Technology VII

Course Code	Course Name
592740	ACE Concurrent Credit STEM Engineering & Technology VIII
592770	ACE Concurrent Credit Health Services VII
592780	ACE Concurrent Credit Health Services VIII
592790	ACE Concurrent Credit Media Communications V
592800	ACE Concurrent Credit Media Communications VI
592810	ACE Concurrent Credit Media Communications VII
592820	ACE Concurrent Credit Media Communications VIII
592830	ACE Concurrent Credit Aviation Technology II
592840	ACE Concurrent Credit Aviation Technology III
592850	ACE Concurrent Credit Aviation Technology IV
592860	ACE Concurrent Credit Aviation Technology V
592870	ACE Concurrent Credit Aviation Technology VI
592880	ACE Concurrent Credit Aviation Technology VII
592890	ACE Concurrent Credit Aviation Technology VIII
592900	ACE Concurrent Credit Hospitality Administration V
592910	ACE Concurrent Credit Health Services IX
592920	ACE Concurrent Credit Health Services X
592930	ACE Concurrent Credit Agribusiness Systems V
592940	ACE Concurrent Credit Child Care Guidance, Management, and Services IV
592950	ACE Concurrent Credit Culinary Arts VI
592960	ACE Concurrent Credit Advanced Manufacturing IX
592970	ACE Concurrent Credit Advanced Manufacturing X
592980	ACE Concurrent Credit Advanced Manufacturing XI
592990	ACE Concurrent Credit Advanced Manufacturing XII
593100	ACE Concurrent Credit Information Technology IX
593110	ACE Concurrent Credit Information Technology X
593120	ACE Concurrent Credit Information Technology XI
593130	ACE Concurrent Credit Information Technology XII
593140	ACE Concurrent Credit Media Communications IX
593150	ACE Concurrent Credit Media Communications X
593160	ACE Concurrent Credit Media Communications XI
593170	ACE Concurrent Credit Media Communications XII
593180	ACE Concurrent Credit Welding IX
593190	ACE Concurrent Credit Welding X
593200	ACE Concurrent Credit Welding XI
593210	ACE Concurrent Credit Welding XII
593220	ACE Concurrent Credit LPN I
593230	ACE Concurrent Credit LPN II
593240	ACE Concurrent Credit LPN III
593250	ACE Concurrent Credit LPN IV
593260	ACE Concurrent Credit CNA III
593270	ACE Concurrent Credit CNA IV
593280	ACE Concurrent Credit Cosmetology I
593290	ACE Concurrent Credit Cosmetology II
593300	ACE Concurrent Credit Cosmetology III
593310	ACE Concurrent Credit Cosmetology IV
593320	ACE Concurrent Credit Cosmetology V
593330	ACE Concurrent Credit Cosmetology VI
593340	ACE Concurrent Credit Cosmetology VII
593350	ACE Concurrent Credit Cosmetology VIII

Course Code	Course Name
593360	ACE Concurrent Credit STEM Engineering & Technology IX
593370	ACE Concurrent Credit STEM Engineering & Technology X
593380	ACE Concurrent Credit STEM Engineering & Technology XI
593390	ACE Concurrent Credit STEM Engineering & Technology XII
593400	ACE Concurrent Credit Transportation and Logistics II
593410	ACE Concurrent Credit Transportation and Logistics III
593420	ACE Concurrent Credit Transportation and Logistics IV
593430	ACE Concurrent Credit Transportation and Logistics V
593440	ACE Concurrent Credit Transportation and Logistics VI
593450	ACE Concurrent Credit Transportation and Logistics VII
593460	ACE Concurrent Credit Transportation and Logistics VIII
593470	ACE Concurrent Credit Construction Technology IX
593480	ACE Concurrent Credit Construction Technology X
593490	ACE Concurrent Credit Auto Service Technology IX
593500	ACE Concurrent Credit Auto Service Technology X
593510	ACE Concurrent Credit Auto Service Technology XI
593520	ACE Concurrent Credit Auto Service Technology XII
593530	ACE Concurrent Credit Law & Public Safety X
593540	ACE Concurrent Credit Law & Public Safety XI
593550	ACE Concurrent Credit Law & Public Safety XII
593560	ACE Concurrent Credit Education and Training IX
593670	ACE Concurrent Credit Education and Training X
593680	ACE Concurrent Credit Industrial Technologies IX
593690	ACE Concurrent Credit Industrial Technologies X
596500	Miscellaneous Concurrent Credit
696200	Other Concurrent Credit/Local Credit Only
593700	ACE Concurrent Credit Law & Public Safety XIII
593710	ACE Concurrent Credit Law & Public Safety XIV
593720	ACE Concurrent Credit Law & Public Safety XV

Computer Science Course Codes

2019 Courses Used

Note the course codes for the 2018-19 school year will be different from the course codes used in the 2016-17 and 2017-18 calculations. The course code list for 2018-19 computer science will reflect the updated codes for the 2018-19 school year as indicated in the Course Code Management System.

2018-2019 School Year Computer Science Courses and Course Codes

	HS CS Level 1 *Note 1*	**HS CS Level 2** *Note 1*	**HS CS Level 3**	**HS CS Level 4**	**Advanced HS CS Level 1**	**Advanced HS CS Level 2**	**Additional Advanced HS CS Level 1**	**Additional Advanced HS CS Level 2**
Computer Science with Programming/ Coding Emphasis	465010	465020	465030	465040	N/A	N/A	N/A	N/A
Mobile Application Development	465310	465320	465330	465340	N/A	N/A	Note 2	Note 2
Advanced Programming	N/A	N/A	N/A	N/A	465050	465060	N/A	N/A
Advanced Programming: Game Design	N/A	N/A	N/A	N/A	465650	465660	N/A	N/A
Computer Science with Networking/ Hardware Emphasis	465110	465120	465130	465140	N/A	N/A	N/A	N/A
Robotics	465510	465520	465530	465540	N/A	N/A	Note 3	Note 3
Advanced Networking	N/A	N/A	N/A	N/A	465150	465160	N/A	N/A
Computer Science with Information Security Emphasis	465210	465220	465230	465240	N/A	N/A	N/A	N/A
Advanced Information Security	N/A	N/A	N/A	N/A	465250	465260	N/A	N/A
College Board Advanced Placement (AP) Computer Science Principles	565010	565020	N/A	N/A	N/A	N/A	N/A	N/A
College Board Advanced Placement (AP) Computer Science A	N/A	N/A	N/A	N/A	565110	565120	N/A	N/A
International Baccalaureate (IB) Computer Science SL	N/A	N/A	N/A	N/A	565210	565220	N/A	N/A
International Baccalaureate (IB) Computer Science HL	N/A	N/A	N/A	N/A	565310	565320	N/A	N/A
Computer Science Independent Study	N/A	N/A	N/A	N/A	N/A	N/A	465910	465920
Computer Science Internship	N/A	N/A	N/A	N/A	N/A	N/A	465950	465960
Concurrent Credit Computer Science	N/A	N/A	N/A	N/A	N/A	N/A	565910, 565920,565930, 565940, 565950, 565960, 565970, 565980, 565990	
Weighted Concurrent Credit Computer Science *(only to be used by ADE approval)*	N/A	N/A	N/A	N/A	N/A	N/A	565810, 565820,565830, 565840, 565850, 565860, 565870, 565880, 565890	

Notes:

1. All Arkansas Public High Schools must make available a sequential combination of courses with course codes listed in these two columns (under HS CS Level 1 and HS CS Level 2) to meet the requirements of Act 187 for the 2017-2018 school year.
2. A MAD Lab style class was not developed under the latest revision; however, a school could create and implement a similar type experience under a Computer Science Independent Study program
3. Robotics beyond HS CS Level 1 and Level 2 was not created; however, a school could create and implement an advanced robotics experience under a Computer Science Independent Study Program
4. ADE / ARCareerED Joint Statement on the 2017-2018 Computer Science Initiative Implementation http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=2157

Appendix C

Assessment Correction Engine

The Assessment Correction Engine (ACE) interface will be available to all districts for review at a date to be announced in the summer of 2019 at the following link: https://adedata2.arkansas.gov/ace. Districts will be directed to the ADE Data Center to log in. District or School Level users should use their TRIAND login credentials to log in.

Districts are strongly encouraged to review all of the data available for review. In particular, schools need to review the percent tested information and enter reason not tested codes and documentation where needed as early as possible. Recently Arrived English Learner status (first year in the United States) may be reviewed and edited. If editing status to indicate a student is a Recently Arrived English Learner, be prepared to correct the student's entry date in eSchool if it does not support the status of the student. When using ACE in 2019, changes will only be made to data for the 2018-2019 school year.

All data corrections will need to be supported by *evidence in the form of documentation* that is uploaded through the ACE interface. The reason not tested list and required documentation for ACE will be provided in a Commissioner's Memo prior to the opening of ACE.