



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Business Rules for the 2022 Arkansas Statewide School Performance Report

This document details the business rules used to produce the Arkansas Statewide School Performance Report. The Arkansas Statewide School Performance Report meets education reporting requirements from the United States Department of Education and Arkansas state requirements.

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

Resources:

- [Division of Elementary and Secondary Education - Offices - Public School Accountability - Every Student Succeeds Act \(ESSA\)](#)
- [Division of Elementary and Secondary Education - Offices - Public School Accountability - Every Student Succeeds Act \(ESSA\) - Informational Documents](#)
- [Impact of COVID-19 on 2021 State and Federal Accountability and Reporting](#)
- [SIS Cycle Calendar](#).

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

Module 1: Overview	Module 7: Graduation Rates	Module 13: School Expenditures
Module 2: Achievement - Assessment	Module 8: College Readiness	Module 14: Alternatively Assessed
Module 3: Growth	Module 9: School Performance	Module 15: Crosstab-Act Aspire
Module 4: English Language Proficiency Of English Learners	Module 10: School Environment	Module 16: Crosstab-Graduation Rates
Module 5: SQSS	Module 11: Retention	Module 17: Crosstab-Growth

MODULE 1: Overview

The State Overview provides state contact information, state characteristics, student demographics, a concise description of the state's accountability system including the methodology used in Arkansas for identification, exit, and plan requirements for schools notified or identified for federal accountability.

State Overview		
Component	Data Source	Calculation
State of Arkansas	address, Commissioner	
State Characteristics		
Component	Data Source	Calculation
Enrollment	SIS Cycle 2	Any resident student registered to attend and is present at least one day prior to October 1st of this reporting year.
Avg. Class Size	SIS Cycle 2	The total number of students enrolled in a course is divided by the total number course sections (classes). (e.g., Algebra I may be offered multiple times.)
Avg. years teaching Experience	SIS Cycle 2	The total years of experience for teachers divided by the total number of teachers.
Per pupil spending <ul style="list-style-type: none"> State avg. 	SIS Cycle 1,9 The Average Daily Membership (ADM) data comes from Quarter 3 (SIS Cycle 6)	State average per pupil spending is the grand total of all State and Federal expenditures divided by the State Average Daily Membership (ADM). Arkansas Code Annotated §6-20-2303

		<p>“Average daily membership” means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.</p>
Student Demographics		
Component	Data Source	Calculation
% Native American	SIS Cycle 2 Federal Race Category = 2	<p>NYNNNN = Native American/Alaskan Native</p> <p>The number of Native American students enrolled in the school is divided by the total number of students enrolled.</p>
% Asian	SIS Cycle 2 Federal Race Category = 3	<p>NNYNNN = Asian</p> <p>The number of Asian students enrolled in the school is divided by the number of students enrolled.</p>
% African American	SIS Cycle 2 Federal Race Category = 4	<p>NNNYNN = Black/African American</p> <p>The number of African American students enrolled in the school is divided by the total number of students enrolled.</p>
% Hawaiian/Pacific Islander	SIS Cycle 2 Federal Race Category = 5	<p>NNNNYN = Native Hawaiian/Pacific Islander</p> <p>The number of Native Hawaiian/Pacific Islander students enrolled is divided by the number of students enrolled.</p>

<p>% Hispanic/Latino</p>	<p>SIS Cycle 2 Federal Race Category = 1</p>	<p>YNNNNN = Hispanic Ethnicity Indicator The number of Hispanic/Latino students enrolled in the school is divided by the number of students enrolled. The Hispanic Ethnicity Indicator <i>must</i> be used with 1 or more race options.</p>
<p>% White</p>	<p>SIS Cycle 2 Federal Race Category = 6</p>	<p>NNNNNY = White The number of White students enrolled in the school is divided by the total number of students enrolled.</p>
<p>% Two or More Races</p>	<p>SIS Cycle 2 Federal Race Category = 7</p>	<p>A “Y” in more than one combination will be considered 2 or more races except for the Hispanic Ethnicity Indicator. The number of students identified as having Two or More Races enrolled is divided by the number of students enrolled.</p>
<p>% English Learners</p>	<p>SIS Cycle 2</p>	<p>The number of English Learner students (background other than English) enrolled in the school divided by the number of students enrolled.</p>
<p>% Low-income</p>	<p>SIS Cycle 2 data is supplied to Child Nutrition Unit and use the Certified data for Report Card</p>	<p>The number of students with meal-status = 1 (Free) or 2 (Reduced) or 4 (Direct Certification) enrolled in the school divided by the total number of students enrolled.</p>
<p>% Students eligible to receive special education</p>	<p>SIS Cycle 2</p>	<p>The number of students eligible to receive special education services enrolled in the school divided by the total number of students enrolled.</p>

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Component	Data Source	Calculation
<p>The Purpose of the Report Card</p> <p>Overview of the State’s accountability system under Title I</p> <p>Reporting the N-Size and Subgroup Membership</p> <p>How does the state differentiate to support public schools?</p> <p>Arkansas offers support to schools that are in need of support for consistently underperforming subgroups.</p> <p>Arkansas identifies schools in need of comprehensive support and improvement (CSI).</p> <p>Arkansas identified schools can exit from comprehensive support and improvement.</p> <p>Arkansas schools that have been identified as additional targeted support schools can exit.</p> <p>School identified to receive Title I Grants (1003 funds)</p>	<p>DESE is required to post the questions (see component) and provide responses for the public, based on the Arkansas' Approved ESSA Plan</p> <p>As per the approved Arkansas ESSA plan, Arkansas is required to identify schools in need of support.</p> <p>2018-2022 data are utilized to determine schools in need of support for all students or subgroups of students in ESSA Cycle 1.</p> <p>2022-2025 data are utilized to determine schools in need of support for all students or subgroups of students in ESSA Cycle 2.</p>	<p>2022 ESSA School Index Statistics (PPTX) (PDF)</p> <p>Arkansas notifies schools annually who have one or more subgroups that meet the state’s definition of consistently underperforming (bottom 1% of all Title I schools for current year and two prior years) as in need of Targeted Support and Improvement (TSI). In 2022 (and every three years thereafter) Arkansas will identify schools for low performance (bottom 5% of Title I schools) or low graduation rate (fail to graduation at least 66.67% of students) in need of comprehensive support and improvement (CSI) and schools who have one or more subgroups that meet the state’s definition of consistently underperforming as needing additional targeted support and improvement (ATSI). Failure to exit ATSI after three years will advance a school into CSI-ATSI. Failure to exit CSI after three years will advance a school into More Rigorous Interventions (MRI-CSI). For more information, see the 2023 Business Rules for Calculating ESSA School Index - ESSA Accountability Identification, Plan Requirements, and Exit Criteria</p>

MODULE 2: Achievement-Assessments

Student achievement is measured using the ACT Aspire test, first introduced as a new statewide assessment for the 2015-2016 school year. ACT Aspire has English, Reading, and Writing exams combined into English Language Arts (ELA) for grades 3-10. ACT Aspire also has Mathematics and Science exams for grades 3-10. The ACT Aspire test results are used to report percentages in the following performance levels: Exceeding, Ready, Close, and In Need of Support.

A student performing at the Ready level has a score that puts them on a path to graduate ready for college, career, and community engagement. The Achievement-Assessments Module includes the percentage of students participating in the assessments. Information for all students and reported subgroups of students can be viewed. All students are included in the information, even highly mobile students (Students who took the test at a school where they enrolled after October 1).

If fewer than ten students are in a subgroup, N<10 is shown instead of a value. RV stands for Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be made available. CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in the school year 2019-2020 due to the COVID-19 outbreak.

All Grades All Students Reading		
Component	Data Source	Calculation
<p>The following are shown for 2019-2020, 2020-2021 and 2021-2022</p> <ul style="list-style-type: none"> ● All Grades All Students Reading <ul style="list-style-type: none"> ○ % In Need of Support ○ % Close ○ % Ready ○ % Exceeding ○ % Ready or Exceeding 	<p>ACT Aspire Statewide Summative Assessment.</p> <ul style="list-style-type: none"> ● After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. 	<p>The reading test is part of the ELA assessment for grades 3-10 and is part of the State Accountability which serves to meet the requirements of A.C.A. § 6-15-2913 (a)(3).</p> <ul style="list-style-type: none"> ● ACT Aspire Reading Performance Level Descriptors ● In Need of Support - Number of students who scored “In Need of Support” divided by number of tested students. ● Close - Number of students who scored “Close” divided by number of tested students. ● Ready - Number of students who

		<p>scored “Ready” divided by number of tested students.</p> <ul style="list-style-type: none"> ● Exceeding - Number of students who scored “Exceeding” divided by number of tested students. ● Ready or Exceeding - Sum of the Ready and Exceeding percentages.
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All Students All Grades English Language Arts (ELA), Mathematics, and Science

Component	Data Source	Calculation
<p>Each grade tested by the state is listed for ELA, Mathematics and Science and includes the following:</p> <ul style="list-style-type: none"> ● All Students Percentage of Students ● All Students Number of Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Students with the most significant cognitive disabilities who take an alternative assessment: Number (Percent) - DLM Assessment ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Former English Learner (Monitored 1-4 Years) ● Recently Arrived English Learners (RAEL) Excluded from 	<p>ACT Aspire Statewide Summative Assessment</p> <ul style="list-style-type: none"> ● After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education (OIE) to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. <p>Dynamic Learning Maps (DLM) Alternative Assessment</p> <ul style="list-style-type: none"> ● Students with the most significant cognitive disabilities, for whom the ACT Aspire assessment is not appropriate, shall participate in the Dynamic Learning Maps (DLM) Alternate Assessment System for grades 3-10 in ELA, math, and science. <p>English Language Proficiency Assessment for the 21st Century</p>	<p>Definitions</p> <p>*Demographic information can be found in the Achievement - Assessment module of this document.</p> <ul style="list-style-type: none"> ● ACT Aspire ELA Performance Level Descriptors ● ACT Aspire Mathematics Performance Level Descriptors ● ACT Aspire Science Performance Level Descriptors ● Economically Disadvantaged - See Low-Income in Overview Module ● Students with Disabilities - The code designating the student’s primary disability. (Child Count – December 1 – School Age) Use one of the following codes: <ul style="list-style-type: none"> ○ MR – Intellectual Disability ○ HI – Hearing Impaired ○ SI – Speech/Language Impairments ○ VI – Visual Impairments

<p>Accountability Indicators: Number (Percent)</p> <ul style="list-style-type: none"> ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant ● The following information is provided for each of the student groups listed above: <ul style="list-style-type: none"> ○ % Tested ○ % Not Tested ○ % In Need of Support ○ % Close ○ % Ready ○ % Exceeding ○ % Ready or Exceeding <p>*2019-2020 ACT Aspire test was not given due to Covid-19</p>	<p>(ELPA21)</p> <ul style="list-style-type: none"> ● ELPA21’s assessment system will provide information to inform instruction so that all English learners (ELs) leave high school prepared for college and career success. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students Percentage of Students ● All Students Number of Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Former English Learner (Monitored 1-4 Years) ● Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant <p>SIS Cycle 4,6,7</p>	<ul style="list-style-type: none"> ○ ED – Emotional Disturbance ○ OI – Orthopedic Impairments ○ OHI – Other Health Impairments ○ SLD – Specific Learning Disabilities ○ DB – Deaf-Blindness ○ MD – Multiple Disabilities ○ AU – Autism ○ TBI – Traumatic Brain Injury <ul style="list-style-type: none"> ● Students with the most significant cognitive disabilities who take an alternative assessment - If a student’s IEP requires them to take an alternate assessment for any statewide assessment. This applies to grades 3-10 for literacy, mathematics, & science for all students. All other students should be marked NA. ● English Learner (EL) - “English learner” means an individual whose native language is a language other than English or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency and is not considered proficient in English as measured by an approved English language proficiency assessment. ● Recently Arrived English Learner (RAEL) - An English learner that is
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	<ul style="list-style-type: none"> • Students with Disabilities • Students without Disabilities <p>SIS Cycle 4,6</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities who take an alternative assessment: Number (Percent) - DLM Assessment 	<p>also excluded from accountability indicators during their first year in the US. RAEL students are included in growth calculations during their second 12 cumulative months of enrollment in the US. RAEL students are no longer excluded from indicators during their third 12 cumulative months of enrollment in the US.</p> <ul style="list-style-type: none"> • Homeless - Children and youth who lack a fixed, regular, and adequate nighttime residence • Gifted and Talented - Students of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. • Migrant - A student who has moved in the past 3 years, on their own or with their family, for the purpose of seeking work in agriculture, fishing, dairies, logging or food processing. A student can only be determined as “migrant” by the Arkansas migrant education program, which will provide a list of eligible students to each district where migrant children reside. <p>All Students Percentages</p> <ul style="list-style-type: none"> • % Tested - The number of students who tested divided by the number of
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		<p>students expected to test.</p> <ul style="list-style-type: none"> ● % Not Tested - The complement of the percentage of students tested. ● See Suppression Rules for School Report Card for more details on percent tested. ● In Need of Support - Number of students who scored “In Need of Support” divided by number of tested students. ● Close - Number of students who scored “Close” divided by number of tested students. ● Ready - Number of students who scored “Ready” divided by number of tested students. ● Exceeding - Number of students who scored “Exceeding” divided by number of tested students. ● Ready or Exceeding - Sum of the Ready and Exceeding percentages. <p>Number of Students</p> <ul style="list-style-type: none"> ● In Need of Support - Number of students who scored “In Need of Support”. ● Close - Number of students who scored “Close”. ● Ready - Number of students who scored “Ready”. ● Exceeding - Number of students who scored “Exceeding”. ● Ready or Exceeding - Sum of the number of students who scored either Ready and Exceeding.
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MODULE 3: Growth

A longitudinal individual growth model produces a predicted score for each student using prior scores (Up to four previous years of scores are used to calculate a linear regression model unique to each student which is used to predict how well a student will perform along a trajectory. If the student's score for the current year falls on the line on trajectory, they earn a growth score of 0 and we say they have met growth. If a student's score falls above the line of trajectory, they earn a positive growth score and we say they have made better than expected growth. If a student's score falls below the line of trajectory, they earn a negative growth score and we say they have made less than expected growth.). A student's predicted score will be subtracted from their actual score to produce their value-added growth score (VAS). (Actual Score - Predicted Score = VAS). Student VAS in English Language Arts (ELA) and math are averaged to produce a content school-level VAS. School Content Growth Score is obtained by performing a series of transformations on School Content VAS (School Content Growth Score = (school content VAS * 35) + 80.00). The average content value-added growth score indicates students' average value-added growth by combining math and English language arts.

If a school has English learners (EL), the overall growth score will contain the School Content Growth Score and the transformed progress of English learners in achieving English language proficiency (ELP) averaged together. The ELP growth is weighted in the overall school growth score in proportion to the number of EL students compared to the total number of students. For example, if all students are English learners, the EL growth will contribute fifty percent of the overall school growth score.

A VAS of 80 means students are growing in achievement as expected based on prior performance. Scores above 80 mean that students, on average, are exceeding expected growth and scores below 80 indicate that, on average, students are losing ground based on their predicted growth in a given school year.

Growth		
Component	Data Source	Calculation
<p>Each grade tested by the state is listed and includes the following:</p> <ul style="list-style-type: none"> • All Students • African American • Hispanic • Caucasian • Economically Disadvantaged • Non-Economically Disadvantaged • Students with Disabilities • Students without Disabilities 	<p>ACT Aspire Statewide Summative Assessment.</p> <ul style="list-style-type: none"> • After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. 	<p>Definitions *Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>Calculations</p> <ul style="list-style-type: none"> • 2022 Business Rules for Calculating the ESSA School Index Scores p. 18 • English Language Arts (ELA)

- Current English Learners (EL)
- Non-English Learners (Includes Former EL Monitored 1-4 Years)
- Former English Learner (Monitored 1-4 Years)
- Homeless
- Children in Foster Care
- Children with Parent that is Military Connected
- Gifted and Talented
- Female Students
- Male Students
- Migrant
- The following information is provided for each of the student groups listed above:
 - English Language Arts (ELA)
 - Math
 - Average ELA + Math (Content)
 - Science
 - ELP*
 - Content with ELP**

*ELP is English Learner Progress toward English language proficiency from ELPA21.

**Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their [paired school](#).

English Language Proficiency Assessment for the 21st Century (ELPA21)

- ELPA21's assessment system will provide information to inform instruction so that all English learners (ELs) leave high school prepared for college and career success.

SIS Cycle 2-7

- All Students
- African American
- Hispanic
- Caucasian
- Economically Disadvantaged
- Non-Economically Disadvantaged
- Students with Disabilities
- Students without Disabilities
- Current English Learners (EL)
- Non-English Learners (Includes Former EL Monitored 1-4 Years)
- Former English Learner (Monitored 1-4 Years)
- Homeless
- Children in Foster Care
- Children with Parent that is Military Connected
- Gifted and Talented
- Female Students
- Male Students
- Migrant

- Math
- Average ELA + Math (Content)
- Science
- ELP*
- Content with ELP**

***2019-2020 ACT Aspire test was not given due to Covid-19		
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MODULE 4: English Language Proficiency of English Learners

The English Language Proficiency module provides the number of English learners tested on the English Language Proficiency Exam (ELPA21) and the number and percentage of English learners achieving English language proficiency on ELPA21. Students whose first language is not English may enter school with less than proficient English language skills. These students are assessed annually for English language proficiency using ELPA21.

English Language Proficiency of English Learners		
Component	Data Source	Calculation
<p>Grade All as well as each grade tested by the state is listed and includes the following:</p> <ul style="list-style-type: none"> • Number of ELs Tested • Number of ELs Proficient • Percent of ELs Proficient 	<p>English Language Proficiency Assessment for the 21st Century (ELPA21)</p> <ul style="list-style-type: none"> • ELPA21’s assessment system will provide information to inform instruction so that all English learners (ELs) leave high school prepared for college and career success. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> • Current English Learners (EL) 	<ul style="list-style-type: none"> • Number of ELs Tested - Number of English Learners tested on the ELPA21 assessment. • Number of ELs Proficient - Number of English Learners that scored Proficient on the ELPA21 assessment. • Percent of ELs Proficient - Number of English Learners that scored Proficient on the ELPA21 assessment divided by the number of English Learners tested on the ELPA21 assessment.

MODULE 5: School Quality and Student Success (SQSS)

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

The SQSS module provides data on stakeholder-requested school characteristics and metrics. Eleven components were selected to be combined in the SQSS indicator because evidence shows they impact student learning and achievement. Total points for the school is the sum of all measurable components for all students in the school. The percentage SQSS score at the school equals (total earned points / total possible points)*100. The following list details the eleven components.

School Quality and Student Success (SQSS)		
Component	Data Source	Calculation
<p>Each grade tested by the state is listed and includes the following:</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Former English Learner (Monitored 1-4 Years) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students 	<p>ACT Aspire Statewide Summative Assessment.</p> <ul style="list-style-type: none"> ● After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. <p>English Language Proficiency Assessment for the 21st Century (ELPA21)</p> <ul style="list-style-type: none"> ● ELPA21’s assessment system will provide information to inform instruction so that all English learners (ELs) leave high school prepared for college and career success. <p>American College Testing (ACT)</p>	<p>Definitions</p> <p>*Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>SQSS Indicators</p> <ul style="list-style-type: none"> ● Student Engagement: Students absent 0 to less than 5% of days enrolled produce 1 point for their school. Students absent 5% to less than 10% of days enrolled produce half a point. If students are absent 10% or more, they produce no points. Students are included if they are enrolled in a school for at least 10 days. ● Science Achievement: If a student scores Ready or Exceeding on ACT Aspire

<ul style="list-style-type: none"> ● Migrant ● The following information is provided for each of the student groups listed above: <ul style="list-style-type: none"> ○ Student Engagement ○ Science Achievement ○ Reading At Grade Level ○ Science Growth ○ ACT Composite ≥ 19 ○ Final GPA ≥ 2.8 ○ Community Service Learning ○ Computer Science Credits ○ On-Time Credits ○ ACT Readiness Benchmark ○ AP/IB/Concurrent Credit ○ Total 	<ul style="list-style-type: none"> ● All Arkansas 11th grade students enrolled in a public or charter school will be given the opportunity to take the ACT during the spring of their junior year. The exam will be given at each student's school and can be used for all scholarship and college admittance purposes. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Former English Learner (Monitored 1-4 Years) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant <p>SIS Cycles 2-6</p> <ul style="list-style-type: none"> ● Determine whether or not students are highly mobile (continuously 	<p>Science, then the student produces 1 point for their school. If a student achieves At Target or Advanced on the DLM Science, the student produces 1 point. Students scoring less than Ready or At Target produce no points. Highly mobile students are excluded.</p> <ul style="list-style-type: none"> ● Reading at Grade Level: If a student scores at the Ready or the Exceeding achievement levels on the ACT Aspire Reading, then the student produces 1 point for their school. Students scoring less than Ready produce no points. Highly mobile students are excluded. ● Science Growth: If a student's science value-added growth score is at or above the 75th percentile for their grade level, they produce 1 point for their school. If a student's science value-added growth score is at or above the 25th percentile and below the 75th percentile for their grade level, they produce half a point. Highly mobile
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	<p>enrolled from October 1 through the beginning of the ACT Aspire testing window).</p> <p>SIS Cycle 6</p> <ul style="list-style-type: none"> • Determine whether or not students are receiving special education services (Students with Disabilities). <p>SIS Cycle 7</p> <ul style="list-style-type: none"> • ACT Composite • Final GPA • Community Service Learning • Computer Science Credits • On-Time Credits • ACT Readiness Benchmark • AP/IB/Concurrent Credit <p>SIS Cycle 3,5,6,7</p> <ul style="list-style-type: none"> • Attendance for Student Engagement 	<p>students are excluded.</p> <ul style="list-style-type: none"> • ACT Composite: Grade 12 students with an ACT Composite greater than or equal to 19 produce 1 point. Grade 12 highly mobile students are excluded. • Final GPA: If a grade 12 student has a final high school grade point average (GPA) greater than or equal to 2.8, they produce 1 point. Grade 12 highly mobile students are excluded. • Community Service Learning: Grade 12 students with one or more Community Service course credits earn 1 point. Grade 12 highly mobile students are excluded. • Computer Science Credits: Grade 12 students can produce 1 point if they received high school credit for a computer science course they took in 5th-12th grade. Grade 12 highly mobile students are excluded. • On-Time Credits: If a grade 9 student completes 5.5 or more credits by the end of grade 9, the student produces 1 point. If a grade 10 student completes 11 or more
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		<p>credits by the end of grade 10, the student produces 1 point. If a grade 11 student completes 16.5 or more credits by the end of grade 11, the student produces 1 point. If a student transfers from out of state, a private, or home school in grade 10 or 11, the expected number of credits is adjusted to account for the lack of prior data in the statewide information system. Highly mobile students are excluded. See 2022 Business Rules for Calculating the ESSA School Index Scores for more information.</p> <ul style="list-style-type: none">● ACT Readiness Benchmark: For each grade 12 student, find their highest ACT composite score in the prior 3 years. Use ACT math, reading and science scores from that composite. Grade 12 students with an ACT math score greater than or equal to 22 produce half a point. Grade 12 students with an ACT Reading score greater than or equal to 22 produce half a point. Grade 12 students with an ACT Science score greater than or equal to 23 produce half a point. Grade 12 highly mobile students are
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		<p>excluded.</p> <ul style="list-style-type: none">● AP/IB/Concurrent Credit: Grade 12 students with one or more AP/IB/Concurrent Credit course credits earn 1 point. Grade 12 highly mobile students are excluded.
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MODULE 6: Achievement-NAEP District and State

The National Assessment of Educational Progress (NAEP) test in math and reading for grades 4 and 8 is given every other year in Arkansas. Districts are randomly selected for this testing but do not receive reports specific to the school. ESSA requires district report cards to provide the state NAEP performance results in math and reading for grades 4 and 8. The percentage of students at each NAEP achievement level is required and can be provided in the aggregate.

ESSA requires the states to compare results to the national average. Results must be reported by subgroup and in the aggregate. Participation rates for students with disabilities and English learners are required.

4th, 8th Grade Reading and Mathematics		
Component	Data Source	Calculation
<p>Each grade tested by the state is listed and includes the following:</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Students with Disabilities ● English Learners (EL) ● Each of the student subgroups above provides the 2022 State NAEP Results and National Public NAEP Results for the following achievement levels: <ul style="list-style-type: none"> ○ Below Basic (%) ○ Basic (%) ○ Proficient (%) ○ Advanced (%) ○ Proficient and Advanced (%) 	<p>National Assessment of Educational Progress (NAEP)</p> <ul style="list-style-type: none"> ● The National Assessment of Educational Progress (NAEP) is administered periodically to a sample of students at grades 4, 8, and 12 in core subjects. As the only nationally-representative, continuing assessment of what America's students know and can do, NAEP results provide uniquely valuable information on student performance for both the nation and the states. ● The NAEP assessments are a continuing and nationally representative measure of achievement in various subjects over time. NAEP scores are communicated in what is commonly known as The Nation's Report Card which informs the public about the 	<p>Definitions</p> <p>*Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>NAEP Achievement Level Descriptors</p> <ul style="list-style-type: none"> ● The NAEP Reading Achievement Levels by Grade ● NAEP Mathematics Achievement Levels by Grade

	<p>academic achievement of elementary and secondary students in the United States.</p> <p>SIS Cycle 2-7</p> <ul style="list-style-type: none">● All Students● African American● Hispanic● Caucasian● Economically Disadvantaged● Students with Disabilities● English Learners (EL)	
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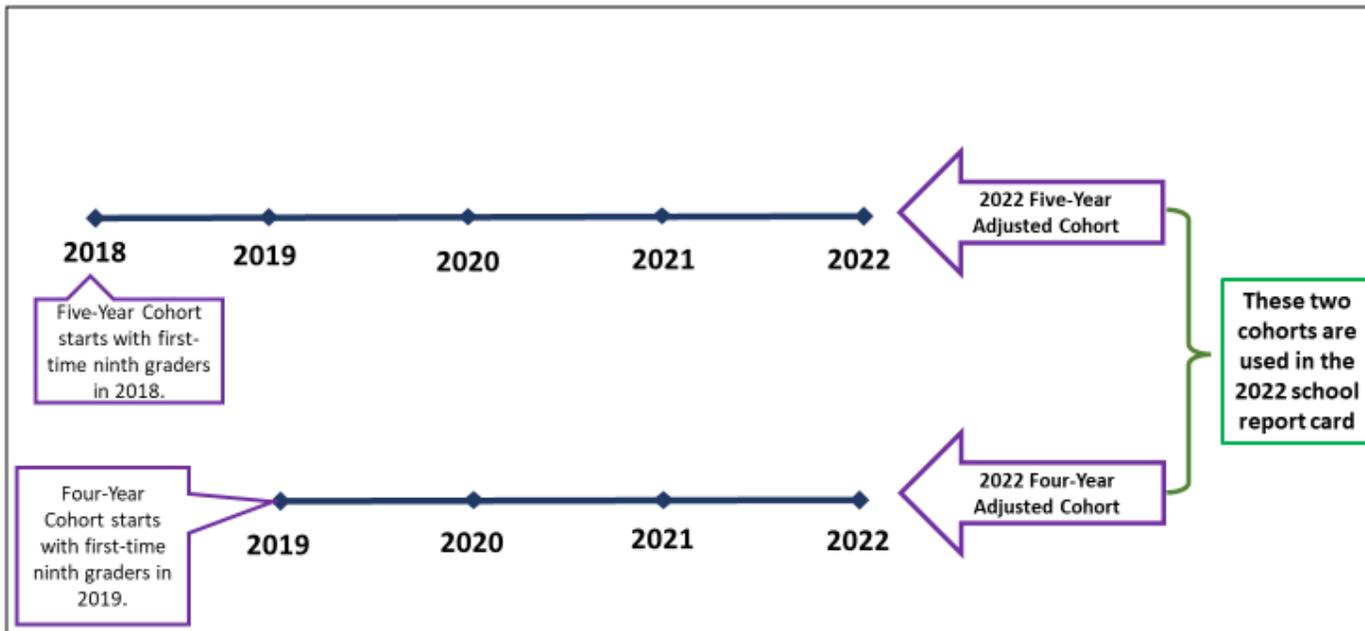
MODULE 7: Graduation Rates

The Graduation Rates module shows the percentages of subgroups that graduated in the four-year and five-year adjusted cohort graduation rates. The 2022 four-year graduation rate is the number of cohort members who earned a regular high school diploma in four years through the summer of 2022 divided by (the number of first-time ninth-graders in the fall of 2019 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and through the summer of 2022). (Figure 1)

The five-year graduation rate is the number of cohort members who earned a regular high school diploma in four years plus the number of cohort members who earned a regular high school diploma in five years divided by (the number of students in the initial cohort plus the number of transfers in minus the number of students who transfer out, emigrate, or die during school years 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, and through the summer of 2022). (Figure 1)

Figure 1

2022 Four- and Five-Year Adjusted Cohort Graduation Rate (ACGR)



Graduation Rates

Component	Data Source	Calculation
<p>Four-Year and Five-Year Graduation Rate at the state level is provided for the following demographic groups for the 2019-2020, 2020-2021, and 2021-2022 school years:</p> <ul style="list-style-type: none"> ● All Students ● African-American ● Asian ● Caucasian ● Hawaiian/Pacific Islander ● Hispanic ● Native American ● Two or More Races ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant 	<p>Arkansas' Approved ESSA Plan (p. 46-47)</p> <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Asian ● Caucasian ● Hawaiian/Pacific Islander ● Hispanic ● Native American ● Two or More Races ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant <p>Actual graduates are reported in the Cycle 9 Graduates Table.</p>	<p>Definitions *Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>Calculations</p> <ul style="list-style-type: none"> ● 2022 Business Rules for Calculating the ESSA School Index Scores (p. 18-25) ● Graduation Rate Corrections are made by Districts in the Arkansas Cohort Graduation Rates System (ACGRS) ● ESSA High School Graduation Rate Non-Regulatory Federal Guidance (2017)

MODULE 8: College Readiness

The College Readiness module includes information about how well schools and districts prepare students for college-level coursework.

College Readiness		
Component	Data Source	Calculation
<p>American College Test (ACT) - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • Participation in Grade 11 Statewide ACT Administration • District Provided Remediation for Students Taking ACT • Number of Students Taking ACT in Grades 9-11 • Number of Graduates that have taken ACT in High School • ACT Reading Average • ACT English Average • ACT Math Average • ACT Science Average • ACT Composite Average 	<p>ACT Statewide Assessment.</p> <ul style="list-style-type: none"> • This information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. 	<p>Calculations</p> <p>The ACT College and Career Readiness Standards® (CCRS) are the backbone of ACT assessments. The standards are empirically derived descriptions of the essential skills and knowledge students need to become ready for college and career, giving clear meaning to test scores and serving as a link between what students have learned and what they are ready to learn next. Parents, teachers, counselors, and students use the standards to:</p> <ul style="list-style-type: none"> • Communicate widely shared learning goals and expectations • Relate test scores to the skills needed in high school and beyond • Understand the increasing complexity of skills needed across the score ranges in English, mathematics, reading, science, and writing • The standards encompass the many paths available to students after high school, and they reflect our ability to provide insights related

		<p>to both college and career readiness.</p> <ul style="list-style-type: none"> ● CCRS Reading Standards ● CCRS English Standards ● CCRS Math Standards ● CCRS Science Standards ● CCRS Writing Standards <p>ACT scores range from 1 to 36.</p> <p>Arkansas 2022-2023 Testing Program Comparison</p>
<p>SAT® by College Board - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Number of Students Taking SAT College Admission Test ● SAT Critical Reading Mean ● SAT Math Mean ● SAT Writing Mean 	<p>SAT Statewide Assessment.</p> <ul style="list-style-type: none"> ● This information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. 	<p>Calculations</p> <p>The SAT® is the College Board’s flagship college and career readiness assessment. It is used to assess student preparedness for and to predict student success in postsecondary education.</p> <ul style="list-style-type: none"> ● SAT Test Specifications ● SAT Educator Benchmark
<p>Advanced Placement Courses (AP) - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Number of Students Taking Advanced Placement (AP) Courses ● Number of AP Exams Taken ● Number of AP Exams Scored 3, 4, or 5 	<p>AP Courses</p> <p>The Office of Gifted & Talented and Advanced Placement in DESE Learning Services receives the AP data file that is sent from the College Board to the Assistant Commissioner of Learning Services. DESE provides AP data to the Office of Innovation for Education in the University of Arkansas at Fayetteville. OIE uses course credit data for AP in SQSS and loads the College Board AP exam data for use in the report card. OIE sends</p>	<p>Calculations</p> <p>There are 38 AP courses in disciplines such as the arts, English, history and social science, math and computer science, the sciences, and world languages and culture. AP African American Studies is in development and being piloted in select U.S. high schools through 2024.</p> <ul style="list-style-type: none"> ● AP Courses and Exams ● AP Scores

	report card information to OIT.	AP exams are administered in schools at dates and times determined by the College Board . Students must score a three or better to be eligible to receive college credit for the course. Students with one or more AP/IB/Concurrent Credit course credits count as one point for their school in the SQSS component of the ESSA School Index.
<p>International Baccalaureate Courses - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • Number of Students Taking International Baccalaureate Courses 	<p>IB Courses OIT Data warehouse produces a count of students taking International Baccalaureate (IB) courses and sends IB information to OIE. OIE uses IB for SQSS calculations and places SQSS and IB information in the report card files. Report card files are provided to OIT.</p>	<p>Calculations Made up of the three required components, the International Baccalaureate (IB) Diploma Programme (DP) core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.</p> <p>Three required components (DP Core):</p> <ul style="list-style-type: none"> • Theory of knowledge • The extended essay • Creativity, activity, service <p>Six subject groups:</p> <ul style="list-style-type: none"> • DP curriculum - International Baccalaureate®
<p>College Going Rates - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • All Students • African American • Hispanic • Caucasian 	<p>College Going Rates The ADE Office of Information Technology Data Warehouse sends a list of graduates to the Arkansas Division of Higher Education (ADHE). ADHE cross references the graduates with their Arkansas college and university files to</p>	<p>Calculations The number of students who enroll in Arkansas colleges and universities within 12 months of high school graduation divided by the number of students who graduated.</p>

<ul style="list-style-type: none"> ● Economically Disadvantaged ● Students with Disabilities ● Current English Learners (EL) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented 	<p>generate the College Going Rates reports for the report card.</p> <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Students with Disabilities ● Current English Learners (EL) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented 	
<p>College Credit Accumulation Rates - The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Students with Disabilities ● Current English Learners (EL) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented <p>*The College Credit Accumulation Rate</p>	<p>College Credit Accumulation Rates End of term grades for fall are submitted to ADHE by Arkansas colleges and universities in mid-February each year. ADHE provides College Credit Accumulation Rate and College Going Rates to ADE Office of Information Technology by March 15.</p> <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Students with Disabilities ● Current English Learners (EL) ● Homeless 	<p>Calculations The number of students who enroll in Arkansas colleges and universities within 16 months of high school graduation and complete at least a year of college credit applicable to a degree within two years of enrollment divided by the number of students who graduated.</p>

<p>definition from the U.S. Department of Education gives high school graduates two years at an institution of higher education to complete at least one year's worth of college credit that is applicable to a degree. Students graduating in the last school year listed have not yet had two years to complete a year of college credit. Only a basic level of suppression had been applied to CGR and CCAR dataset</p>	<ul style="list-style-type: none">● Children in Foster Care● Children with Parent that is Military Connected● Gifted and Talented	
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MODULE 9: School Performance

The School Performance module contains information about how well schools met state and federal standards.

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

School Performance		
Component	Data Source	Calculation
<p>School Performance Rating The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Count of Schools with Rating = A ● Count of Schools with Rating = B ● Count of Schools with Rating = C ● Count of Schools with Rating = D ● Count of Schools with Rating = F <p>*CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.</p> <p>*Act 89 of 2021 suspended the School Letter Grades for 2019-2020 and 2020-2021.</p>	<p>Data is provided by the DESE School Performance team in collaboration with the Office of Innovation for Education and the Office of Informational Technology.</p>	<p>Information on calculating the ESSA School Index is available on the ADE website at the following link: 2022 Business Rules for Calculating the ESSA School Index Scores.</p> <p>To calculate the School Performance Rating, each school is assigned a grade span based on the grades the school serves (grade range of school).</p> <ul style="list-style-type: none"> ● Grade Span 1 is PK-5 ● Grade Span 2 is 6-8 ● Grade Span 3 is 9-12 <p>The ESSA School Index Score for Grade Spans 1 & 2 = $(0.35 * (\text{weighted achievement score}) + 0.50 * (\text{math growth and ELA growth combined with English Language Proficiency (ELP) growth}) + 0.15 * \text{SQSS})$.</p>

		<p>The ESSA School Index score for Grade Span 3 = (0.35 * (weighted achievement score) + 0.35 * (math and ELA growth combined with ELP growth) + 0.10 * (Four-year Graduation Rate) + .05 * (Five-Year Graduation Rate) + 0.15 * SQSS).</p> <ul style="list-style-type: none"> • Ark. Code Ann. § 6-15-2101. School rating system - Annual reports. • Ark. Code Ann. § 6-15-2105. School rating system - School ratings and performance category level measurement - Publication • ADE Rules Governing the Public School Rating System on Annual School Performance Reports and the School Recognition Program, October 2018 • Grade Ranges and Rating Scales
<p>District Provides Textbooks or Digital Resources for all Pupils</p> <p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • Percentage of Districts that Provide Textbooks or Digital Resources for all Pupils 	<p>Data is provided by the DESE School Performance Unit in collaboration with the Standards and Systems Support Unit to the Office of Informational Technology.</p>	<p>A statement of assurance signed by each superintendent states that districts are providing textbooks or digital resources for all pupils without cost to the pupils as per Ark. Code Ann. § 6-21-403. Y indicates that the district complies with the requirement.</p>

<p>Annual Accreditation Status The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Accredited ● Accredited Cited ● Accredited Probationary 	<p>Once the Standards for Accreditation Tool closes May 1 of the fiscal year and districts have gone before the State Board of Education in June, the Accreditation Status of each school district is determined. Data is then provided by the DESE School Performance Unit in collaboration with Standards and Systems Support Unit to the Office of Informational Technology.</p>	<p>Confirms the district or school is compliant with the standards for accreditation determined by the State Board of Education. "Y" indicates that the district complies with standards for accreditation -"Accredited". Standards for Accreditation Rules (2022) "Accredited - Cited" means the status assigned to a public school or public school district that fails to meet any Standard identified by a "C" as being a cited violation in these rules. "Accredited - Probation" means the status assigned to a public school or public school district that fails to meet any Standard identified by a "P" as being a probationary violation in these rules or fails to correct a violation by the specified deadline for which it acquired cited status.</p>
<p>Attendance Rate The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Attendance Rate All Students ● Attendance Rate African American ● Attendance Rate Hispanic ● Attendance Rate Caucasian ● Attendance Rate Economically Disadvantaged ● Attendance Rate Non-Economically Disadvantaged ● Attendance Rate Students with Disabilities ● Attendance Rate Students without 	<p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● English Learners (EL) ● Non-EL (includes Former EL Monitored 1-4 years) ● Former EL (Monitored 1-4 years) ● Homeless ● Children in Foster Care 	<p>The average percentage of students attending school each day.</p>

<p>Disabilities</p> <ul style="list-style-type: none"> ● Attendance Rate English Learners (EL) ● Attendance Rate Non-EL (includes Former EL Monitored 1-4 years) ● Attendance Rate Former EL (Monitored 1-4 years) ● Attendance Rate Homeless ● Attendance Rate Children in Foster Care ● Attendance Rate Children with Parent on Active Military Duty ● Attendance Rate Gifted and Talented ● Attendance Rate Female Students ● Attendance Rate Male Students ● Attendance Rate Migrant 	<ul style="list-style-type: none"> ● Children with Parent on Active Military Duty ● Gifted and Talented ● Female ● Male ● Migrant <p>SIS Cycle 3</p> <ul style="list-style-type: none"> ● Days Present Quarter 1 ● Days Absent Quarter 1 <p>SIS Cycle 5</p> <ul style="list-style-type: none"> ● Days Present Quarter 2 ● Days Absent Quarter 2 <p>SIS Cycle 6</p> <ul style="list-style-type: none"> ● Days Present Quarter 3 ● Days Absent Quarter 3 <p>SIS Cycle 7</p> <ul style="list-style-type: none"> ● Days Present Quarter 4 ● Days Absent Quarter 4 	
<p>Dropout Rate The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Dropout Rate 	<p>SIS Cycle 3</p> <ul style="list-style-type: none"> ● Status, Dropout 	<p>The percentage of students dropping out of school in Grades 7-12 from October 1 of one school year to September 30 of the next.</p> <p>Per Federal graduation rate guidance, students who enter a GED program are considered dropout students.</p>
<p>College Remediation Rate</p>	<p>ACT Statewide Assessment.</p>	<p>The percentage of incoming college</p>

<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • College Remediation Rate 	<ul style="list-style-type: none"> • This information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the remediation information into the report card. 	<p>freshmen that did not meet the cut-off score of 19 on the American College Testing (ACT) exam (in either math or english) or the equivalent on other approved exams.</p>
<p>Enrollment</p> <p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • October 1 Enrollment 	<p>SIS Cycle 2</p> <ul style="list-style-type: none"> • Status, Enrollment 	<p>The number of students enrolled on October 1.</p>

MODULE 10: School Environment

The School Environment module provides school safety, discipline, and engagement information.

School environment information is aggregated for the district. The District's Alternative Learning Environment (ALE) compliance status indicates if the ALE is conducive to learning and provides intervention services designed to address students' individual needs. The numbers and percentages of students enrolled in preschool programs are also included.

School environment information is also aggregated for the state.

School Environment		
Component	Data Source	Calculation
<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Discipline Policies Distributed to Parents ● Discipline Training Provided to Staff ● Parental Involvement Plan Adopted ● District Alternative Learning Environment Compliance ● Expulsions ● Weapons Incidents ● Staff Assaults ● Student Assaults ● Referrals to Law Enforcement ● School-related Arrests 	<p>SIS Cycle 7</p> <p>Infraction – The code that best describes the violation or infraction:</p> <p>01 = Drug 02 = Alcohol 03 = Tobacco/e-Cigarettes/Vaping Devices 04 = Attendance Policy Violation 05 = Physical Attack/Harm on Student 06 = Physical Attack/Harm on Staff 07 = Knife 08 = Handgun 09 = Rifle 10 = Shotgun 11 = Weapon 12 = Gangs 13 = Vandalism 14 = Insubordination 15 = Disorderly Conduct 16 = Explosives 17 = Other 18 = Bullying</p>	<p>This information indicates whether the school's discipline policy has been distributed to parents and whether the school's staff has received discipline policy training.</p> <p>Another notation in this section indicates whether a school has adopted a parental involvement plan.</p> <p>The number shown for expulsions indicates the percentage of students expelled from school during the school year.</p> <p>The percentage of school-related weapon or assault incidents involving staff or students at the school and the number of referrals to law enforcement and school-related arrests are also included.</p>

- 19 = Fighting
- 20 = Personal Electronic Device
- 21 = Cyberbullying
- 22 = Harassment
- 23 = Sexual Behavior
- 24 = Stealing/Theft
- 25 = Terroristic Threats
- 26 = Sexual Harassment
- 27 = Technology Use Violation

Action Taken – The punitive action taken by the school authority or court authority to reprimand the student after an offense is committed as:

- 01 = In-School Suspension
- 02 = Out-of-School Suspension (Not to exceed 10 days) (the incident did not result in physical injury)
- 03 = Expelled
- 04 = Expelled for Weapons (as defined by Federal, State and Student Discipline Policy)
- 05 = Corporal Punishment
- 06 = Other
- 07 = No Action
- 08 = Alternative Learning Environment (full year)
- 09 = Expelled for Drugs (Does not include alcohol or tobacco)
- 10 = Expelled for dangerousness (the incident did not result in physical injury)
- 11 = Expelled for dangerousness (incident resulted in physical injury)
- 12 = Out of School Suspension (incident resulted in physical injury)

	<p>13 = Alternative Learning Environment (less than year) 14 = Detention 15 = Bus Suspension 16 = Parent/Guardian Conference 17 = Saturday School 18 = Warning</p> <p>Law Enforcement/Police Status - Discipline infraction being reported to Law Enforcement/Police.</p> <p>School Related Arrest by Police Department – The Police Department made an arrest as a result of the School District Discipline Infraction reported.</p>	
<p>Civil Rights Data Collection (CRDC) 2021-2022 The following data is provided at the state level:</p> <ul style="list-style-type: none"> ● All Students ● African-American ● Hispanic ● Caucasian ● Economically Disadvantaged ● Students with Disabilities ● English Learner ● Male ● Female ● The following information is provided for each of the student groups listed above: <ul style="list-style-type: none"> ○ Chronic Absences ○ In-School Suspensions 	<p>Link for Civil Rights Data Collection: https://ocrdata.ed.gov/</p>	<p>The CRDC is required by the Office for Civil Rights. CRDC collects data on key education and civil rights issues in the nation's public schools. It collects a variety of information on enrollment, programs, and services, most of which is disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDC data is from SY2018-2019.</p>

<ul style="list-style-type: none"> ○ Out-of-School Suspensions ○ Expulsions ○ Incidence of Violence ○ Referrals to Law Enforcement ○ School Related Arrests 		
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MODULE 11: Retention

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

Retention		
Component	Data Source	Calculation
<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Number of Students Retained at Grades 1-8 ● Percent of Students Retained at Grades 1-8 	<p>CIS Cycle 3 Status, Retention – Flag indicating a student has been retained from the prior year in the same grade level.</p>	<ul style="list-style-type: none"> ● Number of students retained at the same grade level rather than advancing to the next for grades 1-8 ● Number of students retained at the same grade level rather than advancing to the next divided by the number of students enrolled at the grade level for grades 1-8

MODULE 12: Teacher Quality

Teacher Quality		
Component	Data Source	Calculation
<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> Percentage of Teachers Certified (Licensed) Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded Percentage of Teachers having Master's Degree as Highest Degree Awarded Percentage of Teachers with Advanced Degree 	<p>SIS Cycle 2</p> <ul style="list-style-type: none"> Course Code - Job Code - Number assigned by the ADE to each job assignment performed by a staff person. Degree – The highest degree received p. 53 SIS Handbook 2022-2023 Degree Description – Description of degree. p. 53 SIS Handbook 2022-2023 Employee Information – Status – The teaching experience of the certified staff employee should be one of the Status Codes 1 through 4, The classified staff employee should be Status Code 0: <ul style="list-style-type: none"> 0 = Classified staff 1 = Beginning teacher 2 = Transfer from another school district 3 = Did not teach last year, but has taught 4 = Taught in this district last year 	<p>Percentage of Teachers Certified (Licensed) is the ratio of the difference between the Number of Certified Teachers and the Number of Teachers Teaching with Licensure Exceptions and the Number of Certified Teachers.</p> <p>Percentage of teachers with bachelor's degrees as highest degree awarded is the ratio of the number of teachers teaching with bachelor's degrees as highest degree awarded and the number of teachers teaching.</p> <p>Percentage of teachers with master's as highest degree awarded is the ratio of the number of teachers teaching with master's as highest degree awarded and the number of teachers teaching.</p> <p>Percentage of teachers with advanced degrees is the ratio of the number of teachers teaching with advanced degrees and the number of teachers teaching.</p> <p>Number of Teachers (Certified Teachers) is the number of Arkansas</p>

		<p>teachers who have been assigned a six-digit job code in SIS Employment Information - Status and is coded as an experience category of 1-4</p>
<p>There are three economic level sections.</p> <p>All Economic Levels (All Quartiles All Schools)</p> <ul style="list-style-type: none"> An aggregate of all economic levels <p>High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)</p> <ul style="list-style-type: none"> The top 25 percent (having the most students receiving free and reduced-price lunches) <p>Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)</p> <ul style="list-style-type: none"> the lowest 25 percent (having the fewest students receiving free and reduced-price lunches) <p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level in all three economic level sections:</p> <ul style="list-style-type: none"> Number of Teachers (Certified Teachers) Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * Number of Teachers Required to 	<p>SIS Cycle 2 School Poverty Index</p> <p>SIS Cycle 7</p> <ul style="list-style-type: none"> TESS Summative Evaluation Count - Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System TESS Effective Count - Number of Teachers rated Effective this year under the Teacher Excellence and Support System TESS Highly Effective Count - Number of Teachers rated Highly Effective this year under the Teacher Excellence and Support System (TESS). <p>SIS Cycle 2 NBCT Confirmation– Verifies and Confirms that the district have entered all the National Board certified teachers p.39 SIS Handbook 2022-2023</p> <p>SIS Cycle 2 <i>*Note: Even though the data is pulled in multiple SIS Cycle submissions, these exceptions will flag in Standards For Accreditation (SFA) until Cycle 2.</i></p> <p>Licensure Exception – Indicates the</p>	<p>Economic Level data by quartile is audited by DESE Child Nutrition.</p> <p>Summative evaluation for teachers waiver was granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards. See ADE Commissioner's Memo - TESS Summative Evaluations Waiver for more information. Teachers are required to receive a summative evaluation once every four years.</p> <p>DESE Licensure Unit links employment data to approved provisional licenses. Anyone who was reported by a district as employed and had an approved provisional licensure application during the reporting year is included.</p> <p>Teachers employed under an Additional Licensure Plan (ALP) hold a standard license, but not in the area in which they are employed.</p> <p>Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of</p>

<p>Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *</p> <ul style="list-style-type: none"> ● Number Certified by National Board for Professional Teaching Standards ● Number of Teachers Teaching with Provisional License ● Percentage of Teachers Teaching with Provisional License ● Number of Teachers Teaching with Emergency Teaching Permit ● Percentage of Teachers Teaching with Emergency Teaching Permit ● Number of Teachers Teaching with Emergency or Provisional Credentials ● Percentage of Teachers Teaching with Emergency or Provisional Credentials ● Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** ● Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** ● Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ ● Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ ● Number of Inexperienced Teachers ^^ 	<p>reason that a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.</p> <ul style="list-style-type: none"> ● ALP = Approved Additional Licensure Plan ● AWL = Act 1240 Approval to Waive Licensure ● CWL = Charter School Approval to Waive Licensure ● ETL = Effective Teacher Licensure ● ETP = Emergency Teaching Perm ● LTS = Approved Long-term Substitute ● SOI = Schools of Innovation ● DLP = Digital Learning Provider ● NA = Not Applicable <p>SIS Cycle 2 Employee – Years in Total – The total number of teaching years both in state and out of state.</p> <p>SIS Cycle 2 Administrator – Years in Total – The total number of years as an administrator both in state and out of state. For job codes (1000, 2010, 2020, 2030, 2040, 2050, 2060) p.53 SIS Handbook 2022-2023</p>	<p>experience to less than three (3) years of experience. Inexperienced administrator is defined as someone with less than three (3) years of experience who holds one of the following job codes: 2010, 2030, 2050, 2040, 2060.</p> <p>For more information on Accurately Reporting Novice Teacher Data please refer to the guidance provided by the DESE Office of Educator Effectiveness and Licensure on entering years of teaching and other information about teacher data in eFinance.</p> <p>Each data element is counted as listed below. Each data element is divided by the total number of certified teachers to obtain percentages.</p> <p>Teacher Quality Certified Teacher Count is calculated using SIS Job Assignment Table Fiscal Year Cycle 2 and Finance Employee Table Cycle 2 (Employee Information Status codes 1, 2, 3, 4 and Out of District LEA=N). Job Code not in 970190,999000,999020,999110,999830,999840 and SSN does not begin with 99.</p> <p>National Board-Certified Teachers Count is calculated using SIS Job Assignment Table Fiscal Year Cycle 2 and Finance Employee Table Cycle 2, Employee Information Status codes 1, 2, 3, 4 and Out</p>
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- Percentage of Teachers who are Inexperienced ^^
- Number of Teachers, Principals, and Assistant Principals
- Number of Inexperienced Teachers, Principals, and Assistant Principals
- Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced

**Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards*

*** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation*

^ In order to be placed on an ALP, a teacher must hold a standard license.

^^ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.

of District LEA=No and National Board Certification=Y. Job Code not in 970190,999000,999020,999110,999830,999840 and SSN does not begin with 99.

Inexperienced Teacher Count is calculated using SIS Job Assignment Table Fiscal Year Cycle 2 and Finance Employee Table Cycle 2, Employee Information Status codes 1, 2, 3, 4 and Out of District LEA=N and Total Years of Experience<3. Job Code not in 970190,999000,999020,999110,999830,999840 and SSN does not begin with 99.

Teacher, Principal, and Assistant Principal Count is calculated using SIS Job Assignment Table Fiscal Year Cycle 2, Job codes with six characters (course codes) or Job Code in ('2010','2030','2050','2020','2040','2060'), and Finance Employee Table Cycle 2, Employee Information Status codes (1, 2, 3, 4), and Total Years of Experience less than 3. Job Code not in 970190,999000,999020,999110,999830,999840 and SSN does not begin with 99. Count of unique Staff SSNs.

Inexperienced Teacher, Principal, and Assistant Principal Count is calculated using SIS Job Assignment Table Fiscal Year (reporting period fiscal year), Cycle 2, Job codes with six characters (course codes) or Job Code in

		<p>('2010','2030','2050','2020','2040','2060'), and Finance Employee Table Cycle 2, Employee Information Status codes (1, 2, 3, 4), and Total Years of Experience less than 3. Job Code not in 970190,999000,999020,999110,999830,999840 and SSN does not begin with 99. Count of unique Staff SSNs.</p> <p>Teacher Excellence Support Systems (TESS) data comes from School Fact Fiscal Year (reporting period fiscal year), Cycle 7 as collected in SIS.</p> <p>Number of Career Summative Teachers Evaluated within the Teacher Excellence and Support System: TESS Summative Evaluation Count</p> <p>Number of Career Summative Teachers Rated Proficient or above within Teacher Excellence and Support System: TESS Effective or Above Count</p> <p>Out-of-Field or ALP Teacher Count is calculated by using Class Schedule Table SIS Fiscal Year (reporting period fiscal year), with no specified collection cycle (data are collected in Cycles 2, 6 and 7) and License exception is equal to ALP (Approved Additional Licensure Plan). Count of unique Staff SSNs.</p> <p>Emergency Teaching Permit Count is calculated by using Class Schedule Table</p>
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		<p>SIS Fiscal Year (reporting period fiscal year), with no specified collection cycle (data are collected in Cycles 2, 6 and 7) and License exception is equal to ETP (Emergency Teaching Permit). Count of unique Staff SSNs.</p> <p><i>Emergency or Provisional Teacher Credentials</i> Count is calculated by using Class Schedule Table SIS Fiscal Year (reporting period fiscal year), with no specified collection cycle (data are collected in Cycles 2, 6 and 7) and a data element assignment of Number of Teachers Teaching with Provisional License by school, updated to report using Provisional Licensed Teacher count report by school LEA is receive from Educator Effectiveness (David Baca)).</p> <p><i>Teachers Teaching with Licensure Exception</i> Count is calculated by using Class Schedule Table SIS Fiscal Year (reporting period fiscal year), with no specified collection cycle (data are collected in Cycles 2, 6 and 7) and License exception in AWL (Act 1240 Approval to Waive Licensure), CWL (Charter School Approval to Waive Licensure), or (SOI Schools of Innovation). Count of unique Staff SSNs.</p>
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MODULE 13: School Expenditures

The School Expenditures module provides information on the Per-pupil Expenditures (PPE) of Federal, State, and Local funds, including Personnel, Non-Personnel, and Grand Total Expenditures.

School Expenditures		
Component	Data Source	Calculation
<p>State and Local Expenditures The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • State and Local Personnel Expenditures • State and Local Non-Personnel Expenditures • State and Local Grand Total Expenditures • State and Local Personnel Per-pupil Expenditures • State and Local Non-Personnel Per-pupil Expenditures • State and Local Per-pupil Expenditures 	<p>SIS Cycle 1</p> <ul style="list-style-type: none"> • Amount of Budgeted Expenditures <p>SIS Cycle 9</p> <ul style="list-style-type: none"> • Amount of Actual Expenditures 	<p>State and Local Expenditures are disaggregated by Personnel Expenditures and Non-Personnel Expenditures. State and Local Per-pupil Expenditures are also shown.</p> <p>Schools report Federal, State and Local Expenditures as well as Expenditures from State and Local funds excluding federal funds. The information is provided to the National Center for Education Statistics within the U.S. Department of Education. This information is pulled into the report card from the Annual Survey of School System Finances (F-33) School Level Finance Survey (SLFS).</p>
<p>Federal Expenditures The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> • Federal Personnel Expenditures • Federal Non-Personnel Expenditures • Federal Grand Total Expenditures • Federal Personnel Per-pupil 	<p>SIS Cycle 1</p> <ul style="list-style-type: none"> • Amount of Budgeted Expenditures <p>SIS Cycle 9</p> <ul style="list-style-type: none"> • Amount of Actual Expenditures 	<p>Federal Expenditures are disaggregated by Personnel Expenditures and Non-Personnel Expenditures. Federal per-pupil Expenditures are also shown.</p>

<p>Expenditures</p> <ul style="list-style-type: none"> ● Federal Non-Personnel Per-pupil Expenditures ● Federal Per-pupil Expenditures 		
<p>Total Expenditures The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Total Personnel Expenditures ● Total Non-Personnel Expenditures ● Total Grand Total Expenditures ● Total Personnel Per-pupil Expenditures ● Total Non-Personnel Per-pupil Expenditures ● Total Per-pupil Expenditures 	<p>SIS Cycle 1</p> <ul style="list-style-type: none"> ● Amount of Budgeted Expenditures <p>SIS Cycle 9</p> <ul style="list-style-type: none"> ● Amount of Actual Expenditures 	<p>Total Current Expenditures are disaggregated by Personnel Expenditures and Non-Personnel Expenditures. Total Current per-pupil Expenditures are also shown.</p> <p>The total expenditures for the school and district reflect all the money spent for the year, including extracurricular expenses that are not part of the required curriculum.</p> <p>* Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)</p> <p>** Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.</p>
<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Mills Voted ● Average Teacher Salary ● Extracurricular Expenditures ● Capital Expenditures ● Debt Service Expenditures 	<ul style="list-style-type: none"> ● Mills Voted - SIS Cycle 3 ● Average Teacher Salary - SIS Cycle 8 ● Extracurricular Expenditures ● Capital Expenditures ● Debt Service Expenditures 	<p>The district's millage rate is the tax rate approved for the district by the voters in the last annual school election and is referred to on the chart as "Mills Voted."</p> <p>The average teacher salary for those holding a teaching license is shown. Average teacher salary comes from data that is submitted in cycle 8.</p>

		<p>Extracurricular expenses are not part of the required curriculum.</p> <p>Capital expenditures are for land, buildings, vehicles, and equipment that should last more than a year.</p> <p>Debt service expenditures are for payment of principal and interest on long-term debt.</p>
<p>Free and Reduced Meals The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● Percent of Students Eligible for Free and Reduced Meals ● State Free and Reduced-Price Meal Rate†† ● National Free and Reduced-Price Meal Rate† 	<p>SIS Cycle 2</p> <p>Status, Meal – A student who has limited eligibility for federal assistance or by being disadvantaged may qualify for free or reduced breakfast and/or lunch as designated:</p> <ul style="list-style-type: none"> ● 1 = Free ● 2 = Reduced ● 3 = Full-price Paid ● 4 = Direct Certification 	<p>Included is the percentage of students at the school eligible to receive free and reduced-price meals.</p> <p>†† State Free and Reduced Meal Rate includes preschool and adult education students.</p> <p>† Source: FNS National databank.</p>

MODULE 14: Alternatively Assessed

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

Alternatively Assessed		
Component	Data Source	Calculation
<p>The following data is provided for the 2019-2020, 2020-2021, 2021-2022 school years at the state level:</p> <ul style="list-style-type: none"> ● ELA <ul style="list-style-type: none"> ○ Percent of students alternately assessed are reported for Grades 3-10. ● Math <ul style="list-style-type: none"> ○ Percent of students alternately assessed are reported for Grades 3-10. ● Science <ul style="list-style-type: none"> ○ Percent of students alternately assessed are reported for Grades 3-10. 	<p>Dynamic Learning Map (DLM) Alternative Assessment</p> <ul style="list-style-type: none"> ● Students with the most significant cognitive disabilities, for whom the ACT Aspire assessment is not appropriate, shall participate in the Dynamic Learning Maps (DLM) Alternate Assessment System for grades 3-10 in ELA, math, and science. <p>SIS Cycle 4,6</p> <ul style="list-style-type: none"> ● Students with the most significant cognitive disabilities who take an alternative assessment: Number (Percent) - DLM Assessment 	<p>Definitions</p> <p>*Demographic information can be found in the Achievement - Assessment module of this document.</p> <ul style="list-style-type: none"> ● Students with Disabilities - The code designating the student's primary disability. (Child Count – December 1 – School Age) Use one of the following codes: <ul style="list-style-type: none"> ○ MR – Intellectual Disability ○ HI – Hearing Impaired ○ SI – Speech/Language Impairments ○ VI – Visual Impairments ○ ED – Emotional Disturbance ○ OI – Orthopedic Impairments ○ OHI – Other Health Impairments ○ SLD – Specific Learning Disabilities ○ DB – Deaf-Blindness ○ MD – Multiple Disabilities ○ AU – Autism ○ TBI – Traumatic Brain Injury

MODULE 15: Crosstab-ACT Aspire

The Crosstab-ACT Aspire module provides information on students' achievement for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a military-connected parent for ELA, Math, and Science. Students can identify with more than one group.

Crosstab-ACT Aspire		
Component	Data Source	Calculation
<p>Grades 3-10/All Grades English Language Arts (ELA)/Mathematics/ Science</p> <p>% Tested, % In Need of Support, % Close, % Ready, and % Exceeds data is provided for All Students, African-American, Hispanic, and Caucasian, and further disaggregated into the following demographic subgroups at the state level:</p> <ul style="list-style-type: none"> ● All ● Students with Disabilities ● Students without Disabilities ● English Learner ● Non-English Learner ● English Learner Students with Disabilities ● English Learner Students without Disabilities ● Non-English Learner Students with Disabilities ● Non-English Learner Students without Disabilities ● Female ● Female Students with Disabilities 	<p>ACT Aspire Statewide Summative Assessment.</p> <ul style="list-style-type: none"> ● After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students Percentage of Students ● All Students Number of Students ● African American ● Hispanic ● Caucasian ● English Learners (EL) ● Non-English Learners ● Female Students ● Male Students <p>SIS Cycle 4,6,7</p> <ul style="list-style-type: none"> ● Students with Disabilities ● Students without Disabilities 	<p>Definitions</p> <p>* Demographic information can be found in the Achievement - Assessment module of this document.</p> <ul style="list-style-type: none"> ● ACT Aspire ELA Performance Level Descriptors ● ACT Aspire Mathematics Performance Level Descriptors ● ACT Aspire Science Performance Level Descriptors ● Students with Disabilities - The code designating the student's primary disability. (Child Count – December 1 – School Age) Use one of the following codes: <ul style="list-style-type: none"> ○ MR – Intellectual Disability ○ HI – Hearing Impaired ○ SI – Speech/Language Impairments ○ VI – Visual Impairments ○ ED – Emotional Disturbance ○ OI – Orthopedic Impairments ○ OHI – Other Health Impairments ○ SLD – Specific Learning

- Female Students without Disabilities
- Female English Learner
- Female Non-English Learner
- Female English Learner with Disabilities
- Female English Learner without Disabilities
- Female Non-English Learner with Disabilities
- Female Non-English Learner without Disabilities
- Male
- Male Students with Disabilities
- Male Students without Disabilities
- Male English Learner
- Male Non-English Learner
- Male English Learner with Disabilities
- Male English Learner without Disabilities
- Male Non-English Learner with Disabilities
- Male Non-English Learner without Disabilities

- Disabilities
 - DB – Deaf-Blindness
 - MD – Multiple Disabilities
 - AU – Autism
 - TBI – Traumatic Brain Injury
- **English Learner (EL)** - “English learner” means an individual whose native language is a language other than English or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

Percentages

- **% Tested** - The number of students who tested divided by the number of students expected to test.
- See [Suppression Rules for School Report Card](#) for more details on percent tested.
- **In Need of Support** - Number of students who scored “In Need of Support” divided by number of tested students.
- **Close** - Number of students who scored “Close” divided by number of tested students.
- **Ready** - Number of students who scored “Ready” divided by number of tested students.
- **Exceeding** - Number of students who scored “Exceeding” divided by number of tested students.

MODULE 16: Crosstab-Graduation Rates

The Crosstab-Graduation module provides information on the students who graduated in four or five years for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a parent that is military-connected. Students can identify with more than one group.

Crosstab-Graduation Rates		
Component	Data Source	Calculation
<p>Four Year and Five Year Graduation Rates</p> <p>Adjusted Cohort Graduation Rate (ACGR) data is provided for All Students, African-American, Hispanic, and Caucasian, and further disaggregated into the following demographic subgroups at the state level:</p> <ul style="list-style-type: none"> ● All ● Students with Disabilities ● Students without Disabilities ● English Learner ● Non-English Learner ● English Learner Students with Disabilities ● English Learner Students without Disabilities ● Non-English Learner Students with Disabilities ● Non-English Learner Students without Disabilities ● Female ● Female Students with Disabilities ● Female Students without Disabilities 	<p>Actual graduates are reported in the SIS Cycle 9 Graduates Table. (August 15-31)</p> <p>Non-Graduates may be removed from their cohorts through ADE Cohorts Graduation Rates Corrections (ACGRS) in the ADE Data Center (October 31-November 14, 2022)</p> <ul style="list-style-type: none"> ● Students must transfer to an out-of-state school, emigrate to another country, or die. ● Students will remain in the cohort where they were last on-time. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Asian ● Caucasian ● Hawaiian/Pacific Islander ● Hispanic ● Native American ● Two or More Races ● Economically Disadvantaged 	<p>Definitions</p> <p>*Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>Calculations</p> <ul style="list-style-type: none"> ● 2022 Business Rules for Calculating the ESSA School Index Scores (p. 18-25) ● Graduation Rate Corrections are made by Districts in the Arkansas Cohort Graduation Rates System (ACGRS) ● ESSA High School Graduation Rate Non-Regulatory Federal Guidance (2017) ● Arkansas' Approved ESSA Plan (p. 46-47)

<ul style="list-style-type: none"> ● Female English Learner ● Female Non-English Learner ● Female English Learner with Disabilities ● Female English Learner without Disabilities ● Female Non-English Learner with Disabilities ● Female Non-English Learner without Disabilities ● Male ● Male Students with Disabilities ● Male Students without Disabilities ● Male English Learner ● Male Non-English Learner ● Male English Learner with Disabilities ● Male English Learner without Disabilities ● Male Non-English Learner with Disabilities ● Male Non-English Learner without Disabilities 	<ul style="list-style-type: none"> ● Non-Economically Disadvantaged ● Students with Disabilities ● Students without Disabilities ● Current English Learners (EL) ● Non-English Learners (Includes Former EL Monitored 1-4 Years) ● Homeless ● Children in Foster Care ● Children with Parent that is Military Connected ● Gifted and Talented ● Female Students ● Male Students ● Migrant 	
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MODULE 17: Crosstab-Growth

The Crosstab-Growth module provides the value-added score (VAS) in ELA, Math, Content, Science, and Content with English Language Proficiency for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a military-connected parent. Students can identify with more than one group.

Crosstab-Growth		
Component	Data Source	Calculation
<p>K-12, All Grades Mean Math VAS, Mean ELA VAS, Mean Content VAS, Mean Science VAS, Mean ELP VAS, and Mean Content w/ELP VAS data is provided for All Students, African-American, Hispanic, and Caucasian, and further disaggregated into the following demographic subgroups at the state level:</p> <ul style="list-style-type: none"> • All • Students with Disabilities • Students without Disabilities • English Learner • Non-English Learner • English Learner Students with Disabilities • English Learner Students without Disabilities • Non-English Learner Students with Disabilities • Non-English Learner Students without Disabilities • Female • Female Students with Disabilities • Female Students without Disabilities 	<p>K-2 Assessments</p> <ul style="list-style-type: none"> • Curriculum Associates: i-Ready • Istation: ISIP • NWEA: MAP Growth • Renaissance: Star <p>It is ideal to use four years of trend data when calculating student-level growth. For ELA and Math Content, this is done at the first time in grade 3 requiring a student's current score to be matched with prior years' score history from the K-2 assessment.</p> <p>ACT Aspire Statewide Summative Assessment.</p> <ul style="list-style-type: none"> • After assessment corrections for reasons not tested are applied, this information is sent from the Office of Innovation for Education to the Office of Information Technology (OIT). OIT loads the assessment information into the report card. <p>English Language Proficiency Assessment for the 21st Century</p>	<p>Definitions *Demographic information can be found in the Achievement - Assessment module of this document.</p> <p>Calculations</p> <ul style="list-style-type: none"> • 2022 Business Rules for Calculating the ESSA School Index Scores p. 18 • Math • English Language Arts (ELA) • Average ELA + Math (Content) • Science • ELP* • Content with ELP**

<ul style="list-style-type: none"> ● Female English Learner ● Female Non-English Learner ● Female English Learner with Disabilities ● Female English Learner without Disabilities ● Female Non-English Learner with Disabilities ● Female Non-English Learner without Disabilities ● Male ● Male Students with Disabilities ● Male Students without Disabilities ● Male English Learner ● Male Non-English Learner ● Male English Learner with Disabilities ● Male English Learner without Disabilities ● Male Non-English Learner with Disabilities ● Male Non-English Learner without Disabilities 	<p>(ELPA21)</p> <ul style="list-style-type: none"> ● ELPA21’s assessment system will provide information to inform instruction so that all English learners (ELs) leave high school prepared for college and career success. <p>SIS Cycle 2-7</p> <ul style="list-style-type: none"> ● All Students ● African American ● Hispanic ● Caucasian ● Students with Disabilities ● Students without Disabilities ● English Learners (EL) ● Non-English Learners ● Female Students ● Male Students 	
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MODULE 18: Long-Term Goals for Schools

The Long-Term Goals module depicts students' progress at a school compared to the progress needed to reach the State's long-term goals for English Language Arts and Math achievement, graduation rate, and English Learners on track to English proficiency.

Long-Term Goals for Schools		
Component	Data Source	Calculation
<p>Achievement Arkansas' progress towards long-term goal of achievement in ELA and Mathematics.</p> <ul style="list-style-type: none"> • https://myschoolinfo.arkansas.gov/SRC/31/AR#sectionLTG 	Statewide Summative and Alternate Assessments (ACT Aspire and DLM)	<ul style="list-style-type: none"> • Arkansas' Approved ESSA Plan
<p>Graduation Arkansas' progress towards long-term goal of graduating all students.</p> <ul style="list-style-type: none"> • https://myschoolinfo.arkansas.gov/SRC/31/AR#sectionLTG 	SIS Cycle 9 - Graduates Table	<ul style="list-style-type: none"> • Arkansas' Approved ESSA Plan
<p>English Learners Arkansas' progress towards long-term goal of percent of English Learners on track for English Proficiency</p> <ul style="list-style-type: none"> • https://myschoolinfo.arkansas.gov/SRC/31/AR#sectionLTG 	ELPA21	<ul style="list-style-type: none"> • Arkansas' Approved ESSA Plan