Business Rules for Calculating the 2022 ESSA School Index Scores

This document details the business rules used to calculate ESSA School Index Scores. The business rules reflect the details that support the ESSA School Index as described in the Arkansas plan for the Every Student Succeeds Act. Act 910 of the State of Arkansas Regular Session of 2019 (Transformation and Efficiencies Act), renamed the Arkansas Department of Education (ADE), as the Division of Elementary and Secondary Education (DESE).

DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	4/2/2018	The first version of the Business Rules for calculating the ESSA School Index scores was for school year 2016-2017. Following is a link from a Commissioner's Memo that includes information for this version: COM-18-080
2.0	6/25/2018	Business Rules for calculating the ESSA School Index scores for School Year 2017-2018. Following is a link for the Commissioner's Memo regarding this version: COM-18-107 • The download dates for participation data used to determine schools' students who are expected to test have been revised as noted on page 4. • The download dates to determine schools' students that are included in achievement are noted on page 6. • The download date to determine schools' students that are included in academic growth is noted on page 8. • The method used to set the ACT Aspire high and low cut scores for ELA is described on page 33. • The ACT Aspire high and low cut scores for ELA are found on page 34.
2.1	8/17/2018	Business Rules for calculating the ESSA School Index scores for School Year 2017-2018 update. Following is a link for the Commissioner's Memo regarding this version: COM-19-018 • On page four (4) of the business rules, the definition of full academic year student (not highly mobile) has been corrected to accurately describe the process used in accountability. *Continued on the next page*

		Continued 2.1 from previous page • For the purpose of clarifying the term full academic year, as used for these business rules, the Arkansas Department of Education uses the definition: Students who are continuously enrolled in a particular school on or before October 1 through the date of the accountability pull for the regular or alternate assessment are considered full academic year students (not highly mobile). Specific dates used for 2017-2018: October 1, 2017 – April 6, 2018 for ACT Aspire October 1, 2017 – March 15, 2018 for APA Science October 1, 2017 – March 16, 2018 for MSAA
3.0	1/9/2019	Business Rules for calculating the ESSA School Index scores for School Year 2018-2019. Following is a link for the Commissioner's Memo regarding this version: COM-19-075 • The Arkansas Department of Education Theory of Action for Student Success has been added on page 2. • Additional grade ranges have been added on page 4. • The Dynamic Learning Maps (DLM) Alternate Assessment for students with significant cognitive disabilities has replaced the Multi-State Alternative Assessment (MSAA) on page 6. DLM is given in grades 3-10 for ELA, Math and Science. In 2019 only, students in grade 11 who did not take an alternate high school assessment in 2018, and are expected to take the DLM, will be given the DLM for ELA and math. • DLM Reasons Not Tested that automatically exclude students from percent tested calculations are listed on page 7. • New download dates to determine schools' students that are included in percent tested and achievement are noted on pages 5, 6, 8, and 11. Information has been added to specify which download date will provide student demographic information. • Clarification of adjustment to the weighted achievement denominator when less than 95 percent of students are tested is given on page 10. • Three-year weighted average for schools with less than 15 students in weighted achievement for the All Students group is shown on page 11. • Grades 1-2 assessments from districts' selected vendors (NWEA, I-Station and Renaissance) are on page 12. • Data used to calculate growth is clarified on page 12. • Tables of growth variables are shown on pages 14, 17 and 18. • Clarification of the five-year adjusted cohort graduation rate calculation is given on pages 22 – 24. • Clarification of Student Engagement Component calculation is given on page 25. • Clarification of Reading Achievement Component calculation is given on page 26. *Continued on the next page*

		Continued 3.0 from previous page • Clarification of Science Achievement Component calculation is given on page 27. • Clarification of Science Value-Added Growth Component calculation is given on page 28. • Clarification of student level ACT Readiness Benchmarks calculation is given on page 32. • Table of School Quality/Student Success (SQSS) variables is shown on page 36. • Tables of Advanced Placement/International Baccalaureate/Concurrent Credit and Computer Science Course Codes have been updated on pages 42 - 52. • Clarification of Assessment Correction Engine is given on page 53.
3.1	6/10/2019	Business Rules for calculating the ESSA School Index scores for School Year 2018-2019 update. Following is a link for the Commissioner's Memo regarding this version: COM-19-110 • On pages 8, 26 and 27 of the 2019 Business Rules, the following phrase was deleted to reflect the required change in policy: "Exclude Foreign Exchange students from calculations." On May 10, 2019, the Arkansas Department of Education received a letter from the U.S. Department of Education with the following information regarding the inclusion of foreign exchange students in a state's accountability system: *A foreign exchange student who is enrolled in a public elementary or secondary school in the United States would be included in the accountability system similar to any other student enrolled in the school.*
4.0	8/28/2019	Business Rules for calculating the ESSA School Index scores for School Year 2019-2020. Following is a link for the Commissioner's Memo regarding this version: COM-20-027 • Page numbers for School Quality Student Success Components have been added to Contents on page 1. • The term "demographics" was clarified on page 6. • New download dates and additional information about determining schools' students that are included in percent tested, achievement and growth are noted on pages 6, 7, 9, and 13. • Clarification of weighted achievement points for performance levels is provided on page 10 and 11. • Recently Arrived English Learner dates have been provided on pages 10, 14, and 28-30. • Clarification of adjustment to the weighted achievement denominator when less than 95 percent of students are tested is provided on page 12. • Clarification of scoring for students tested off grade is provided on page 12. *Continued on the next page*

		Continued 4.0 from previous page • Clarification of the four-year adjusted cohort graduation rate calculation is provided on pages 19 – 21. • Clarification of the five-year adjusted cohort graduation rate calculation is provided on page 23. • Clarification of the Science Value-Added Growth Component calculation is provided on page 29. • Clarification of the On-Time Credits Component calculation is provided on page 31. • Clarification of the ACT Scores Component calculation is provided on page 33. • Clarification of the ACT Readiness Benchmark Component calculation is provided on page 34. • The link for the ACT Aspire Full Summative Technical Manual is provided on page 41. • Clarification of the student level ACT Aspire Writing Reporting Categories is provided on page 42. • Tables of Advanced Placement/International Baccalaureate/Concurrent Credit and Computer Science Course Codes have been updated on pages 43, 45, and 53. • Information about the Assessment Correction Engine (ACE) interface for district review of reason not tested codes is provided on page 54.
5.0	7/29/2020	Business Rules for calculating the ESSA School Index scores for School Year 2020-2021. Following is a link for the Commissioner's Memo regarding this version: COM-21-009 • Grade Ranges K-7, K-9, K-10, and K-11 were added on page 4. • New download dates and additional information about determining schools' students that are included in percent tested, achievement and growth are noted on pages 5, 6, 7, 9, 12, and 13. • Recently Arrived English Learner (RAEL) limited cumulative enrollment time in US schools that would lead to exclusion from accountability system components was discussed on page 5. The effect of continuous enrollment time in US schools on accountability was also discussed. RAEL enrollment dates to exclude from achievement and growth were shown. • Provided information about the use of educator administration platform portals and expectation of schools to test students received from April 5 to May 3 on page 6. • Provided additional information about English Learner status and former English Learner monitored years on pages 7, 9, 12, 13, 16, 17, 19, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, and 39. • Updated Will Not Test Reasons on pages 7 and 8. • Deleted notes about English Language Arts (ELA) achievement levels and cut scores from 2018 on pages 9, 41 and 42. *Continued on the next page*

		Continued 5.0 from previous page • Deleted Recently Arrived English Learner enrollment year in US schools to exclude scores in Weighted Achievement on page 10. • Use of up to a 3-year weighted average for the All Students Group in Weighted Achievement when N-size < 15 on page 12. • Deleted number of students and years of scores used on page 13 when there are less than 15 students in Weighted Achievement. • Deleted old exams that are no longer used for score history in calculating growth on pages 14, and 17. • Deleted Recently Arrived English Learner enrollment year in US schools to exclude scores in Growth on page 14. • ELPA21 download date was noted on page 16. • Changed grade levels included in growth history on pages 16 and 29. • Use of up to a 3-year weighted average for the All Students Group in School Valued-added Growth when N-size < 15 on page 18. • Delete number of students and years of scores used on page 19 when there are less than 15 students in School Valued-added Growth. • Included conditions for removing transfers in five-year adjusted cohort graduation rate on page 23. • Changed definition of absent on page 26: The Arkansas DESE defines a state-reported absence as a student who is not: 1. present for onsite instruction provided by the district, 2. participating in a planned district-approved activity, or 3. engaged in scheduled instruction at an off-site location, including remote learning. Commissioner's Memo COM-20-128 • Delete Recently Arrived English Learner enrollment years in US schools to exclude scores in Reading Achievement on page 28. • DLM Alternate Assessment download date for Science Achievement was updated on page 28. • Deleted Recently Arrived English Learner enrollment years in US schools to exclude scores in Science Achievement on page 29. • Deleted years of tests used for science growth on page 30. • Deleted Recently Arrived English Learner enrollment year in US schools to exclude scores in science growth on page 30. • Added Concurrent Credit College-Site Technical Math course to concurrent credit list on page 43. • Replaced Recently Arrived English Learner entry date with RAEL Status on page 52.

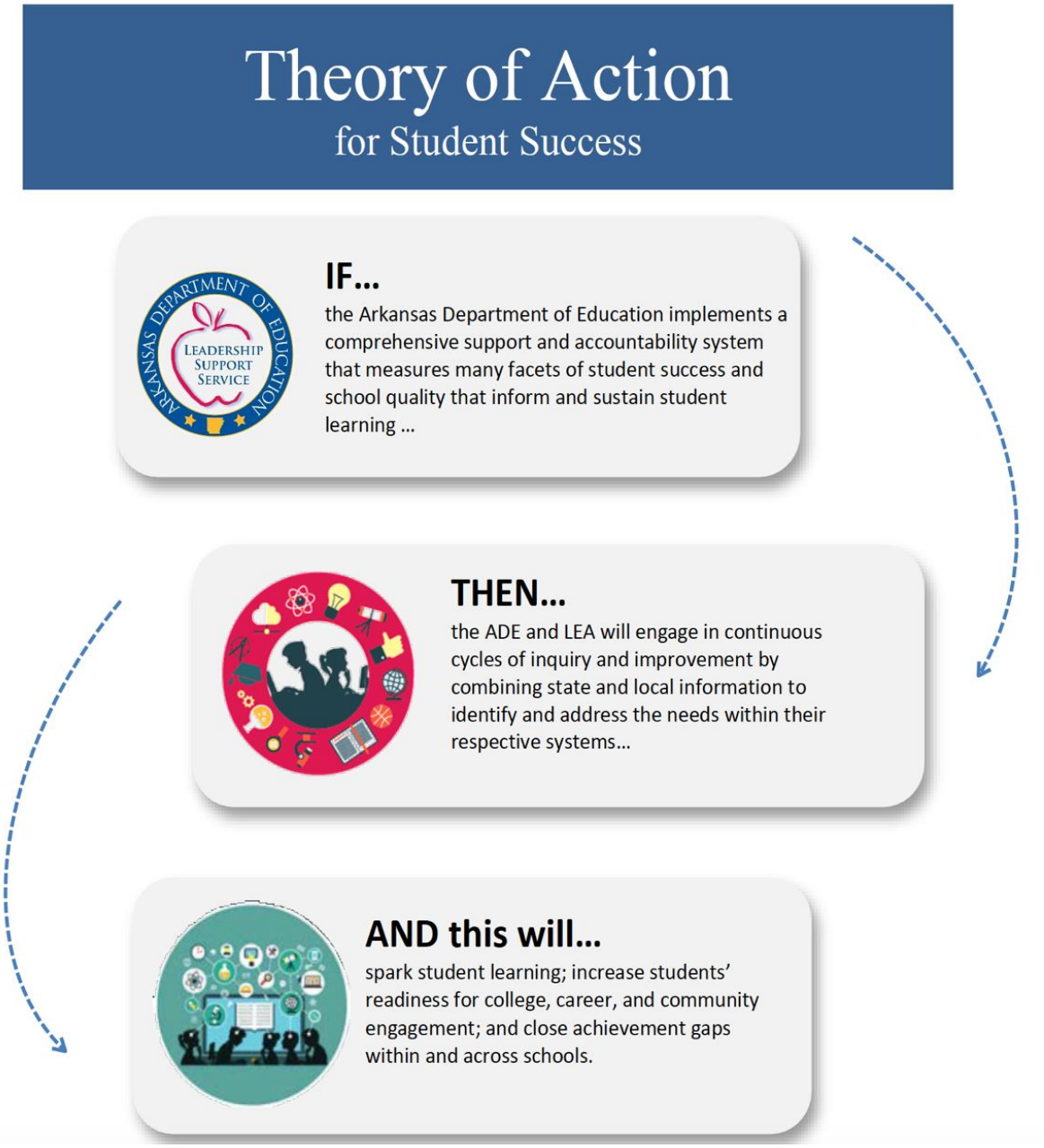
5.1	3/19/2021	Business Rules for calculating the ESSA School Index scores for School Year 2020-2021 update. Following is a link for the Commissioner's Memo regarding this version: COM-21-089 • On pages 6, 7, 9, 12, 13, 27, 28 and 29 of the 2021 Business Rules, the date of the second data pull to determine Participation (students expected to test) was changed from May 3 to May 17. • On page 13, the list of Grade 1 and 2 assessments from districts' selected vendors used in student score histories for value-added growth calculations was updated. These assessments are NWEA: MAP, I-station: ISIP, Curriculum Associates: i-Ready, and Renaissance: Star. • On page 25, the first grade level to have science growth scores was changed from grade 4 to grade 5 since students were not tested in science last year due to COVID-19. A prior score received in the state of Arkansas must be included to calculate growth.

5.2	4/27/2021	Business Rules for calculating the ESSA School Index scores for School Year 2020-2021 update. Following is a link for the Commissioner's Memo regarding this version: COM-21-120 • On page 6 of the 2021 Business Rules, the date student updates must be entered in eSchool to be included in the second data pull that determines Participation (students expected to test) was changed from April 30 to May 14.

Contents

Overview

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



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

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

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

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

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

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

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

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

Arkansas' ESSA School Index weights are detailed below.

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

Business Rules by Indicator and Components of Indicators

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

For the purpose of clarifying the term full academic year, as used for these business rules, the Arkansas Division of Elementary and Secondary Education (DESE) uses the definition: Students who are continuously enrolled in a particular school on or before October 1 through the date of the first data pull for the regular or alternate assessment are considered full academic year students (not highly mobile). Specific dates used for 2021-2022:

October 1, 2021 – April 18, 2022 for ACT Aspire

October 1, 2021 – April 18, 2022 for Dynamic Learning Maps (DLM)

Schools that are open for a period of time less than October 1 through the first day of the testing window in the next calendar year will not receive an ESSA School Index score.
Recently Arrived English Learners (RAELs) have special considerations in the components of ESSA accountability (ESEA section 1111(b)(3)(A)(ii)). Their inclusion in the components of the ESSA index depends on their cumulative or continuous enrollment in US schools. *Cumulative* enrollment refers to students whose enrollment in US schools may be interrupted by leaving the country and returning to US schools, whereas *continuous* enrollment refers to a student that remains enrolled in a US school from time of entry into a US school. The table below defines each RAELs year and shows when RAELs will be included into each indicator and indicator component.

RAELs Definitions, Dates and Exclusions

	Cumulative Enrollment	**Continuously Enrolled in US School**	**Indicator and Indicator Components from which Excluded**
RAEL YEAR 1	A Recently Arrived English Learner within their first 12 cumulative months of school attendance in the US.	05/17/2021 - 05/16/2022	Weighted Achievement Content Growth Reading at Grade Level Science Achievement Science Growth
RAEL YEAR 2	A Recently Arrived English Learner within their second 12 cumulative months of school attendance in the US.	05/17/2020 - 05/16/2022	Weighted Achievement Reading at Grade Level Science Achievement
RAEL YEAR 3	A Recently Arrived English Learner within their third 12 cumulative months of school attendance in the US.	05/17/2019 - 05/16/2022	No Exclusions

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students. A school utilizing CEP will have 100 percent of students classified as economically disadvantaged for academic accountability calculations. For more information on CEP, please see ADE Commissioner's Memo CNU-20-036

Participation—Percent Tested	
Description of Component or Indicator	To calculate percent tested, all students are included: full-academic year and highly mobile students. Percent Tested is included in the ESSA School Index calculation to the extent that if schools do not test 95% of students or 95% of a subgroup of students, the denominators for achievement calculations are adjusted to 95% of students expected to test at the school or in the subgroup as per ESEA Section 1111 (c)(4)(E)(ii). The term demographics is used to describe the student characteristics that determine students' membership in the subgroups included in the ESSA School Index Score computations. ESEA Section 1111 (c)(2) describes subgroups of students as economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners.
Participation data	**Participation (students expected to test) and accountability data for schools are determined by the April 18 data pull, as well as a second data pull on May 16. Full academic year and highly mobile students enrolled in a school at any point during the testing window are expected to take the state achievement test.** • Student enrollment, identification, and demographic information must be entered accurately into eSchool by 4 pm the business day before a designated data download date. • The dates for the participation and accountability data downloads are determined by the Arkansas DESE Office of Student Assessment and the Division of Public School Accountability. a. For 2022, the student enrollment data used to determine schools' students who are expected to test in ACT Aspire will be downloaded from TRIAND on April 18 and May 16, 2022. i. Schools would need to have any necessary updates to student enrollment and demographics in eSchool by April 15 and May 13, 2022 in order for the updates to be in each data pull. All students in enrollment on April 18 or May 16 will be expected to test. b. Student enrollment data for students expected to take the alternate assessment DLM will be downloaded on April 18 and May 16, 2022. i. Schools would need to have any necessary updates to student enrollment and demographics in eSchool by April 15 and May 13, 2022 in order for the updates to be in each data pull. All students in enrollment on April 18 or May 16 will be expected to test. c. NOTE: The data pull on April 18, 2022 for ACT Aspire and DLM assessments will be used to capture the enrollment for testing at the opening of the testing window. For students captured in the April 18, 2022 data pull and the May 16 data pull, the student demographics will be drawn from the April 18, 2022 file except for English Learner and Former English Learner status. For these two demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. It is important to have all students updated prior to the April 18, 2022 data pull. The May 16, 2022 data pull captures new students or students who have transferred during the testing window. • The files from the May 16 data pull will be compared to the files from the April data pull (DLM April 18, 2022; ACT Aspire April 18, 2022). Non-tested students in the April 18, 2022 data file who are not in the May 16, 2022 data file will be expected to have a "Will Not Test Reason" in PearsonAccess^{next} (the ACT Aspire administration platform), a "Special Circumstance Code" in the Educator Portal (the DLM administration platform), or will need a "Reason Not Tested" code added through the Assessment Correction Engine to evaluate whether the student was expected to test or can be removed from the denominator for expected to test. Please see Appendix B for more information. If a student has not tested and transfers to another school between April 18 and May 16, the receiving school is expected to test the student. If the student does not test, the student will count against the receiving school's 95 percent participation calculation. It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct

Participation—Percent Tested	
	before the April 18, 2022 data pull, and then reviewed and updated for any changes during the test window prior to the May 16, 2022 data pull. a. For students with a record in both files at the same LEA, the demographic variables will be drawn from the April 18, 2022 file for participation and accountability calculations. For English Learner and Former English Learner demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. b. For tested or non-tested students with a record in both files at different LEAs (moved between April 18, 2022 and May 16, 2022), the April 18, 2022 demographics will be used except for English Learner and Former English Learner status. For these two demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. If the student was tested, the test and participation data remain at the first LEA. If the student was not tested, the enrollment record and April 18, 2022 demographics are assigned to the May 16, 2022 LEA. c. For students with a record in the May 16, 2022 data pull that do not have a record in the April 18, 2022 file at any LEA, the demographics are drawn from the May 16, 2022 data pull.
Included Subgroups	1. All Students – All students in the school. 2. White – Student identified race is White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Assessments & Grade Levels Included	1. ACT Aspire, Grades: 3 – 10 2. Dynamic Learning Maps (DLM) for English Language Arts (ELA), math, and Science, Grades: 3 – 10 for students flagged for alternate assessment.
Included Subjects	1. Math 2. ELA 3. Science
Students excluded from calculations	1. Students are removed from enrollment based on the following resident codes downloaded from TRIAND for the participation data if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND: a. Resident Code X (Residential Treatment) b. Resident Codes 1, 2, 4, and 5 (Home/Private School codes) c. Educational Placement Codes: Correctional Facility (CF), Private Residential (RI), Parent Placed (PP) d. Students automatically excluded from percent tested calculations are students with the following Will Not Test Reasons: a. ACT Aspire (1) Residential Treatment (2) Incarcerated (3) Deceased (4) Enrolled in a Home School/Private School (Resident 1, 2, 4, and 5) b. DLM

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

Weighted Achievement (Math and ELA)	
Description of Component or Indicator	Arkansas will use a *non-compensatory Weighted Achievement calculation within the ESSA School Index to incorporate academic achievement into its annual meaningful differentiation of schools. Weighted Achievement refers to assigning point values to each of the four achievement levels on Arkansas' grade level assessments for math and English Language Arts (ELA), aggregating those points at the school level for all students and for each subgroup, and calculating the proportion of points earned by a school based on the number of full-academic year students tested at the school.

Weighted Achievement (Math and ELA)	
	*Models are said to be non-compensatory when good performance on one evaluative criterion does not offset or compensate for poor performance on another evaluative criterion.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: DLM and ACT Aspire –April 18, or May 16, 2022 • It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct in eSchool before the April 18, 2022 data pull, and then reviewed and updated for any changes during the test window prior to the second data pull on May 16, 2022. a. For students with an enrollment record in both files at the same LEA, the demographic variables, including mobility status, are drawn from the April 18, 2022 file for the accountability calculations. For English Learner and Former English Learner demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. b. For tested students with an enrollment record in both files at different LEAs (moved between April 18, 2022 and May 16, 2022), the test results will be assigned to the first LEA. The April 18, 2022 demographic variables, including mobility status, are used for accountability demographics except for English Learner and Former English Learner status. For these two demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. c. For tested students with a record in the May 16, 2022 data pull that do not have a record in the April 18, 2022 file at any LEA, the demographic variables, including mobility status, are drawn from the May 16, 2022 data pull.
Assessments & Grade Levels Included	1. ACT Aspire, Grades: 3 – 10 2. Dynamic Learning Maps (DLM) for English Language Arts (ELA) and math, Grades: 3 – 10 for students flagged for alternate ELA and math assessment.
Included Subjects	1. Math 2. ELA
Students excluded from calculations	1. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 2. Exclude students attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA). 3. Exclude students who are not full academic year (highly mobile students) from accountability calculations. 4. Exclude students classified as RAELs Year 1 and Year 2. 5. Students who do not have a test score are excluded from Weighted Achievement calculations.
Determining Weighted Achievement	The weighted achievement score is calculated by dividing the sum of the points for all achievement levels by the sum of the number of students at all achievement levels.

Weighted Achievement (Math and ELA)

	ACT Aspire	Dynamic Learning Maps	Points Per Level	Points Earned
Level 1 (L1)	In Need of Support	Emerging	0.00	Level 1 × 0.00
Level 2 (L2)	Close	Approaching the Target	0.50	Level 2 × 0.50
Level 3 (L3)	Ready	At Target	1.00	Level 3 × 1.00
Level 4 (L4)	Exceeding	Advanced	1.00 and/or 1.25*	Level 4 × 1.00 and/or Level 4 × 1.25*

*Level 4 points: Schools can earn 1.25 points for students exceeding grade-level proficiency for the number of students in the highest achievement level (number in Level 4) that are greater than the number of students in the lowest achievement level (Level 1).
In the descriptions below, the number of students scoring in Level 1 is depicted by #L1.

Perform the following calculations for the All Students group and each subgroup of students:

1. Sum the number of full academic year students at each achievement level (Levels 1-4) in ELA and math to obtain the #L1 (math + ELA), #L2 (math + ELA), #L3 (math + ELA), #L4 (math + ELA). Include DLM and ACT Aspire in the sum for each achievement level.
2. Compare the sum of math and ELA L1 students to the sum of math and ELA L4 students to determine number of L4 students multiplied by 1.00 and the number of L4 students multiplied by 1.25.
    a. If #L1 students is greater than or equal to #L4 students then all L4 students are multiplied by 1.00;
    b. If #L1 students is less than #L4 students then the number of Level 1 students that is equal to the number of Level 4 students is multiplied by 1.00 and the number of Level 4 students that is greater than the number of Level 1 students is multiplied by 1.25.
    c. For all other achievement levels multiply # at each level by points for the level.
    d. Example 1:

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

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

    e. Example 2:

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

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

f. Example 3:

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

*Sum at L1 = 5 < Sum at L4 = 13. Subtract #L1 from #L4. The difference is multiplied by 1.25. Since there are 5 L1s then 5L4s must be multiplied by 1.00 and the remaining L4s are multiplied by 1.25.
(5L4s*1.00) + (8L4s*1.25) points = 15 points for L4.

3. Calculate the weighted achievement score.
   a. Non-adjusted denominator (school tested at least 95 percent of students):
   Divide the sum of the points for all achievement levels by the sum of the # of students at all achievement levels:

$$\text{weighted achievement score} = \left(\frac{Points\ for\ L1 + Points\ for\ L2 + Points\ for\ L3 + Points\ for\ L4}{\#L1 + \#L2 + \#L3 + \#L4} \right) \times 100$$

$$\text{weighted Achievement score Example 1} = 100 * \left(\frac{0 + 3.5 + 7 + 9}{9 + 7 + 7 + 9} \right)$$

$$\text{weighted Achievement score Example 1} = 100 * \left(\frac{19.5}{32} \right)$$

$$\text{weighted Achievement score Example 1} = 100 * (0.609375)$$

weighted Achievement score Example 1 = 60.94 rounded to nearest hundredth.

   b. Adjusted denominator (school tested less than 95% of students):
   When a school fails to test at least 95% of students in the All Students group or any subgroup, the denominator of the weighted achievement score is adjusted for each student group where the school did not meet 95% tested. The adjustment consists of replacing the denominator in the equation in step 3a with a denominator that equals 95% of the students expected to test. If 95% of the number of students expected to test is equal to or less than the original denominator, the original denominator is used. Each subject and student group is adjusted independently based on whether the student group had less than 95% tested for a particular subject.

   Alternate calculation for any student group (All students or subgroup(s)) with less than 95% tested:

$$\text{weighted achievement score (adjusted)} = \left(\frac{Points\ for\ L1 + Points\ for\ L2 + Points\ for\ L3 + Points\ for\ L4}{the\ larger\ number: (\#\ Expected\ to\ test * 0.95)\ or\ (\#L1 + \#L2 + \#L3 + \#L4)} \right) \times 100$$

$$\text{weighted Achievement score adjusted for Example 1} = 100 * \left(\frac{0 + 3.5 + 7 + 9}{36 * 0.95} \right)$$

Weighted Achievement (Math and ELA)	
	weighted Achievement score adjusted for Example 1 $=100*\left(\frac{19.5}{34}\right)$ weighted Achievement score adjusted for Example 1 $=100*(0.573529412)$ weighted Achievement score adjusted for Example 1 = 57.35 rounded to nearest hundredth. If a non-integer number results from multiplying 0.95 and the number expected to test, the lower whole number is used. In the example above 36*0.95 = 34.2 is floored to 34. The denominators for achievement calculations are adjusted to 95% of students expected to test at the school or in the subgroup for that subject as per ESEA Section 1111 (c)(4)(E)(ii). c. Students tested off grade (actual grade is not the same as the tested grade) will receive the lowest possible scale score for the subject(s) in which the student tested off grade level.
Use of up to a 3-Year Weighted Average for All Students Group when N-size < 15	Every school must have an ESSA School Index score for the All Students group. In some cases, particularly extremely small schools or new schools that are growing their enrollment one grade level per year, the number of students in the weighted achievement indicator may not meet the minimum N-size of 15. In these cases, for the All Students group only, up to a three-year weighted average of the indicator is calculated and used for the ESSA School Index score.

Content Growth Score	
Description of Component or Indicator	Students' math and English Language Arts (ELA) value-added growth scores are averaged to obtain the content value-added growth score (Content VAS). The content VAS for a school indicates, on average, the extent to which students in the school grew in math and ELA achievement compared to how much the students were expected to grow, accounting for how the students had achieved in prior years. A value-added growth model helps separate the effects of non-school related factors (e.g. poverty) on the student's change in achievement. If student achievement grows by a lot more than expected based on the student score history, we believe there has been value added by the school.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 18, or May 16, 2022 • It is important to ensure student enrollment is correct and that all demographics for enrolled students are correct in eSchool before the April 18, 2022 data pull, and then reviewed and

Content Growth Score	
	updated for any changes during the test window prior to the second data pull on May 16, 2022. a. For students with an enrollment record in both files at the same LEA, the demographic variables, including mobility status, are drawn from the April 18, 2022 file for the accountability calculations. For English Learner and Former English Learner demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. b. For tested students with an enrollment record in both files at different LEAs (moved between April 18, 2022 and May 16, 2022), the test results will be assigned to the first LEA. The April 18, 2022 demographic variables, including mobility status, are used for accountability demographics except for English Learner and Former English Learner status. For these two demographics, if student status changed between the April 18 and May 16 data pulls, then the later English Learner or Former English Learner status will be used. c. For tested students with a record in the May 16, 2022 data pull that do not have a record in the April 18, 2022 file at any LEA, the demographic variables, including mobility status, are drawn from the May 16, 2022 data pull.
Assessments & Grade Levels Included	1. Past tests are included if they are part of the students' score histories for value-added growth calculations: • ACT Aspire, Grades 3 - 10 • ITBS, Grades 1- 2 • Grades 1 and 2 assessments from districts' selected vendors are used in student score histories for value-added growth calculations. These assessments are NWEA: MAP, I-station: ISIP, Curriculum Associates: i-Ready, and Renaissance: Star. 2. Current Tests Included: • ACT Aspire, Grades 3 - 10
Included Subjects	1. Math 2. ELA
Student Scores Included in Calculations.	1. Students in Grades 3 – 10 with current year scores on the ACT Aspire and at least one prior year score are included in calculations. Students must have two years of test scores to have growth calculated (current year and one prior year). Score histories are constructed for these students using their current year score and up to four prior years of assessment scores. 2. Four prior years of assessment scores for students in Grades 3 – 10 include their prior scores from assessments in Grades 1-9 in ELA and in math.
Students Excluded from Calculations	1. Exclude students with scores from the DLM assessment. 2. Exclude students who do not have a current year test score. 3. Exclude students with a current year score that do not have at least one score from a prior year. 4. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 5. Exclude students who are highly mobile from school aggregations. However, highly mobile students *are* included in calculations of individual student growth scores. 6. Exclude students classified as RAELs Year 1.
Special Student Level Considerations	1. For students who were retained, their most recent score for the retained grade is used in their score history.

Content Growth Score	
Student Growth Score Calculations	1. Student score histories are compiled by subject and contain from two to five data points. 2. Scores are standardized by year, subject, grade and test group to support a growth model calculation across the different assessments. 3. Controlling for English language level: Students' English Language Proficiency (ELP) levels for the current year (ELPA21 Proficiency Levels 1, 2 or 3) are included at the student level of the model to control for students' English Learning levels. If a student is not indicated as an EL student, the student is designated "English Only" thus the student was not expected to take the ELP assessment and therefore does not have an ELPA21 score. English Only students are assigned as English Proficient (ELPA21 Level 3). 4. For each subject, standardized scores of students with more than one year of data are put into a mixed model from which a predicted score and residual (difference between actual score and predicted score) are calculated conditioned on student's individual achievement score history and student's ELP. 5. Calculate a student content growth score by averaging the math and ELA growth scores for each student. If a student only tested in ELA or math, that subject score will be the student's content growth score.
Determining Mean School ELA and Math VAS - School Mean ELA and Math VAS are calculated for reporting purposes.	Perform the following calculations for math and ELA to determine the average school value-added content scores: 1. Count the total number of full academic year students tested for all students and for each subgroup. These totals will serve as the denominators for the mean school calculations. 2. Sum the student content growth scores of full academic year students for all students and each subgroup. 3. Determine the school level mean growth scores (Math (Math VAS) and ELA (ELA VAS)). The school level mean growth score for each subject can be calculated by summing the student growth scores for full academic year students and dividing by the total number of full academic year students with growth scores. For example, the math growth score for each school's all students group is calculated using the following formula: $Math_{all}\ VAS = \left(\frac{\sum math\ growth\ scores\ \ of\ \ all\ students\ at\ the\ school}{Total\ number\ of\ \ students\ at\ the\ school\ with\ a\ math\ growth\ score}\right)$ 4. School growth scores for all students and for each subgroup are transformed to a 100-point scale where a score of 80 represents that students, on average, are meeting expected growth in the school. For example, the math transformed score is calculated using the following formula: $Math_{all}\ VAS_{Transformed} = (35 \times Math_{all}\ VAS) + 80$
Determining Mean School Combined ELA/Math Content VAS	1. The school mean Content VAS score is calculated in a multi-step process. The first step is to determine a student-level content VAS for each full academic year student (those students not highly mobile). a. For students who have only one subject score, the content VAS = subject VAS. i. If student has only a math VAS then the student's content VAS = math VAS. 1. **Example:** Student A has only a math VAS = 0.22. Therefore, content VAS for Student A = 0.22 ii. If student has only an ELA VAS then the student's content VAS = ELA VAS.

Content Growth Score	
	1. **Example:** Student B has only an ELA VAS = -1.27. Therefore, content VAS for Student B = -1.27. b. For students who have both subjects, the student's content VAS = $\frac{ELA\ VAS + Math\ VAS}{2}$ 1. **Example:** Student C has a math VAS = 1.67 and an ELA VAS = 0.86. Therefore, content VAS for Student C = $\frac{1.67 + 0.86}{2} = \frac{2.53}{2} = 1.265$ 2. The school mean Content VAS can be calculated by summing the content growth scores of the full academic year students and dividing the sum by the total number of full academic year students with content growth scores. The school-mean Content VAS is calculated using the following formula: $$School\ Content\ VAS = \left(\frac{\sum content\ growth\ scores}{Total\ number\ of\ students\ with\ a\ content\ growth\ score}\right)$$ Example: $$School\ Content\ VAS = \left(\frac{Content\ VAS\ student\ A + content\ VAS\ student\ B + content\ VAS\ student\ C}{3}\right)$$ $$School\ Content\ VAS = \left(\frac{0.22 + -1.27 + 1.265}{3}\right) = \left(\frac{0.215}{3}\right) = 0.0717$$ 3. To include school mean Content VAS in the ESSA School Index, the values must be transformed to a 100 point scale that will work within the total point scale for the rating system. A score of ~80 represents expected growth. Content VAS are transformed using the equation below. $$Content\ VAS\ Transformed = (35 \times Content\ VAS) + 80$$ Example: $$Content\ VAS\ Transformed = (35 \times 0.0717) + 80 = 2.5095 + 80 = 82.5095 = 82.51$$
Variables in Final Content Growth Table	• District LEA • District Name • School LEA • School Name • Subgroup • Test Group • Math N • Math School VAS (for reporting only) • ELA N • ELA School VAS (for reporting only) • Combined Content Growth N (the number of students with math and/or ELA; a score-single count) • School Content VAS

Content Growth Score	
	• School Content VAS Transformed

ELP Growth Score	
Description of Component or Indicator	A mean English Language Proficiency value-added growth score (ELP VAS) is obtained for each school that has one or more English learners. The ELP VAS indicates, on average, the extent to which students in the school grew in English Language Proficiency (ELP) compared to what was expected, accounting for how the student had been progressing in English language in prior years.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ELPA21 March 1, 2022
Assessments & Grade Levels Included	1. Past Test Included: • ELPA21, Grades K - 11 2. Current Test Included: • ELPA21, Grades: 1 – 12
Student Observations Included in Calculations	1. Student score histories contain from two to five data points: current year ELPA21 scores and up to four prior years of assessment scores. 2. Scores are standardized by year, grade, and test group to support a growth model calculation across the different assessments. 3. If a student has more than one ELP score for a given year, the observation with the highest score for that student will be retained. 4. Scores for students with current grade values of 1-12 are included. 5. Demographics of ELs who have assessments in math, ELA, and/or science will be assigned the demographics from the content test. If no content test exists for the student, demographics from the ELP assessment will be used. 6. Highly mobile students are included in calculations of student growth scores, but excluded from aggregations of school level ELP VAS. 7. Students are included in ELP growth regardless of Recently Arrived English Learner status.
Scores for Students Excluded from Calculations	1. Exclude students who do not have a current year test score and a previous year test score. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Student ELP Growth Score Calculations	1. Current students are matched with their prior years of ELP assessment scores to construct an ELP score history for the student. 2. Scores are standardized within grade level and test for each year. 3. Standardized scores of students with more than one year of data are put into a mixed model from which a predicted score and residual (difference between actual score and predicted score) are calculated from a student's individual ELP achievement score history.

ELP Growth Score	
	4. Students' initial English language proficiency values of 1 – 3 for ELPA21 are included in the model along with the year of their initial assessment to control for ELs entry language and test given their entry year.
Determining Mean School ELP VAS	Repeat the following steps for the all students group and all subgroups. 1. Count the total number of full academic year students with an ELP growth score tested at each level. This total will serve as the denominator for the mean ELP VAS calculation. 2. Sum ELP growth scores of full academic year students. 3. Determine the school mean ELP VAS by dividing the sum of the ELP growth for full academic year students by the total number of full academic year students with an ELP growth score. The ELP growth score is calculated using the following formula: $$ELP\ VAS = \left(\frac{\sum EL\ growth\ scores}{Total\ number\ students\ with\ EL\ growth\ Scores}\right)$$ 4. To include school mean ELP VAS in the ESSA School Index, the values must be transformed to a 100 point scale that will work within the total point scale for the rating system. A score of ~80 represents expected growth. ELP VAS are transformed using the equation below. $$\underset{Transformed}{ELP\ VAS} = (35 \times ELP\ VAS) + 80$$
Variables in Final ELP Growth Table	• District LEA • District Name • School LEA • School Name • Subgroup • ELP N • School ELP VAS

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

School Value Added Growth Score	
	7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation	1. Determine the total number of full academic year students to be counted in Growth. A student will count only once for their content growth score. If a student has a content growth score and an ELP growth score, the student will count twice in the overall school value-added growth calculation. $$\begin{matrix}\text{Number of Students} \\ \text{in Growth Calculation}\end{matrix} = \begin{matrix}\#\text{of students with a} \\ \text{content growth score}\end{matrix} + \begin{matrix}\#\text{of students with} \\ \text{an ELP Growth Score}\end{matrix}$$ 2. Calculate the School Value-added Growth Score using a weighted average of content growth and ELP growth. $$\begin{matrix}\text{School Value} \\ \text{Added Growth}\end{matrix} = \frac{\begin{matrix}\#\text{in Combined} \\ \text{Content Growth}\end{matrix} * \left(\begin{matrix}\text{Transformed School} \\ \text{Content Growth Score}\end{matrix}\right) + \begin{matrix}\#\text{in ELP} \\ \text{Growth}\end{matrix} * \left(\begin{matrix}\text{Transformed School} \\ \text{ELP Growth Score}\end{matrix}\right)}{\#\text{ in Content Growth} + \#\text{ in ELP Growth}}$$ 3. Calculate up to a three-year weighted average of the All Students group School Value-added Growth Score to be used for schools whose All Students group has fewer than 15 students in the Growth Calculation.
Variables in Final Growth Table	• District LEA • District Name • School LEA • School Name • Subgroup • Number of Students in School Value-Added Growth Score (Growth with ELP N) • School Value-Added Growth Score (Growth with ELP) • Math N • Math School VAS (for reporting only) • ELA N • ELA School VAS (for reporting only) • Combined Content Growth N (the number of students with math and/or ELA; a score-single count) • School Content VAS • School Content VAS Transformed • ELP N • School ELP VAS • Prior Year Number of Students in School Value-Added Growth Score (Growth with ELP N) • Prior Year School Value-Added Growth Score (Growth with ELP) • Two Years Prior Number of Students in School Value-Added Growth Score (Growth with ELP N) • Two Years Prior School Value-Added Growth Score (Growth with ELP)

Graduation Rate (4-year Adjusted Cohort)	
Description of Component or Indicator	The United States Department of Education (USED) graduation rate guidance is available at the following link: https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf. Students are expected to graduate within four years. A student will be identified for an adjusted cohort group by the year the student is first enrolled as a ninth grade student. Early graduates will be credited to the four-year adjusted cohort group created in which the student enrolled as a ninth grade student. Arkansas counts a student in his or her respective subgroup cohort(s) in four-year adjusted cohort

<table>
<tr><th colspan="2">Graduation Rate (4-year Adjusted Cohort)</th></tr>
<tr><td></td><td>graduation rate for each subgroup the student was a part of at any time during the cohort period in accordance with USED graduation rate guidance question A-4 on page 9.</td></tr>
<tr><td>Included Subgroups</td><td>1. All Students – All students in the school.
2. White – Student's race is identified as White and no other race or ethnicity is indicated.
3. African American – Student's race is identified as African American and no other race or ethnicity is indicated.
4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student.
5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program.
6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4).
7. Student with Disability(ies) – Student is indicated as receiving special education services.</td></tr>
<tr><td>Excluded Students</td><td>Students are removed from a school's cohort if the student meets the definition of a transfer as per USED graduation rate guidance question B-3 on page 16. A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in USED graduation rate guidance question A-16. A State may not count as a transfer a student who is retained in grade, enrolls in a general equivalency diploma program, is transferred to a prison or juvenile facility that does not provide (or from which the student is not expected to receive) a regular high school diploma or a State-defined alternate diploma that meets the requirements described in USED graduation rate guidance question A-16, or leaves high school for any other reason in the four-year or extended-year graduation rate; such students must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort). (ESEA section 8101(23)(C) and (25)(C); 34 C.F.R. § 200.34(b)(2)-(3)).
• Transfers out:
a. An on-time student enrolls in another school in Arkansas (SIS withdrawal code = 1 and student enrolls as on-time for his/her cohort in the school to which he/she transfers);
b. An on-time student enrolls in a home school (SIS withdrawal code = 17);
c. An on-time student enrolls in a private school (SIS withdrawal code = 16);
d. An on-time student attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA);
e. An on-time student enrolls in a school in another state or emigrates to another country (SIS withdrawal code = 18).
• Dies during that same period (SIS withdrawal code = 3).
• On-time students who transfer to a juvenile facility (conditions apply); or home/private school students (Resident Code 1, 2, 4, and 5) will be removed from the cohort if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.</td></tr>
<tr><td>Determining 4-year cohort graduation rate</td><td>$$\frac{\#\ actual\ graduates\ (as\ reported\ in\ Cycle\ 9\ Graduates\ table)}{\#\ initial\ cohort + \#\ ontime\ transfers\ in - \#\ of\ students\ who\ transfer\ out\ of\ cohort}$$

Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the school year four years after the year the cohort was established.

School districts submit and certify data to the State in 9 cycles. See the SIS Cycle Calendar available at https://adedata.arkansas.gov/calendar?adapter=Events&systemCode=SIS

For example, first-time ninth graders in the 2017-2018 school year will be expected to graduate in the 2020-2021 school year. If a student who is a first-time ninth grader in the 2017-2018 school year</td></tr>
</table>

graduates in the 2020-2021 school year, and is included in the Cycle 9 graduates table submitted by the school district, the student will be counted in the number of actual graduates.

Initial Cohort = Number of first-time grade 9 students in fall of cohort starting year (starting cohort). If a school is configured as a Grades 10-12 or 11-12 high school, the Initial Cohort is the first-time Grade 10 and first-time Grade 11 students, respectively.

Adjustments = The Initial cohort is adjusted by the number of students who transfer in during the four school years (three years for Grades 10-12 and two years for Grades 11-12 schools) of the cohort and the number of students who transfer out, emigrate to another country, transfer to a juvenile facility (conditions apply), or die during the four school years for the cohort.

USED guidance question B-9 on page 18 has conditions for removal from the cohort if transferring to a juvenile facility. This is available at the following link:
https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf.
A student who leaves high school to enter a prison or juvenile facility may be considered a transfer only after an adjudication of delinquency and if the student is in a prison or juvenile facility that has a school (as defined under State law) or provides an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16 during the period in which the student is assigned to the prison or juvenile facility. If the facility does not have a school or educational program, or provides an educational program that does not offer a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, and State in which the student last attended high school. Further, if a student is not expected to be in a facility for sufficient duration to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16 (i.e., if the student will leave the facility prior to his or her high school graduation and therefore is expected to return to the student's sending high school or another high school), the student may not be removed from the cohort of the sending school.

Certified data from Cycles 2 – 7 are used to adjust the cohort for transfers in and transfers out. Students' School LEAs in the adjusted cohort are the School LEAs where the students were last considered on-time based on grade level and expected progression from entry in the cohort.

- First-time Grade 9 students are expected to be in grades 10, 11, and 12 in the three successive years of their cohort. For Grades 10-12 schools, first-time Grade 10 students are expected to progress to grades 11 and 12 in the successive two years. For Grades 11-12 schools, first-time Grade 11 students are expected to progress to Grade 12 in their second year in the cohort.
- Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'. A student can fall behind and catch up within the same year or across multiple years.
- If a student transfers into a school and appears to have repeated a grade, based on grade level in initial cohort and expected grade level at transfer in, then the student is no longer on-time and is not added to the school's cohort to which the student transfers. Instead, the student is retained in the school cohort in which the student was last on-time as indicated by whether the grade level of the student meets or exceeds the expected grade-level.
- If a student repeats a grade or falls behind within the same school year and later catches up, and that student transfers into another school at the grade level expected based on the student's entry into the new school, then the student is removed from the former cohort and added to the transfer school's cohort as an on-time transfer.
- Early graduates should be properly coded as early graduates and counted in the cohort that is the students' first on-time Grade 9 (schools with Grades 9-12), first on-time Grade 10 (schools with Grades 10-12), or first on-time Grade 11 (schools with Grades 11-12). Early graduates are not counted in the year they graduate as they are not part of that particular adjusted cohort.

<table>
<tr><th colspan="2">Graduation Rate (4-year Adjusted Cohort)</th></tr>
<tr><td></td><td>

Note: for Grades 10-12 schools, the cohort is determined by first-time tenth graders. If a student repeated ninth grade and enrolls in a Grade 10-12 school as a first-time tenth grader, the student becomes part of the Grades 10-12 school's cohort. The same is true for students in Grades 11-12 schools. The student is considered an on-time student in the school's cohort if they are first-time eleventh grader, regardless of whether the student repeated Grade 9 and/or Grade 10.
Actual Graduates are those students listed as graduated in the certified Cycle 9 Graduates table for the year of expected graduation for cohort. The TRIAND transcript system is not used to pull graduation status of students in the initial calculation of the adjusted cohort graduation rate. Only certified Cycle 9 data are used.

</td></tr>
<tr><td>Determining a three-year 4-year cohort graduation rate for schools who did not have at least 15 students expected to graduate in 2021.</td><td>
If a school has fewer than 15 expected graduates in the All Students group of the 4-year adjusted cohort then a three-year weighted average of the 4-Year Adjusted Cohort Graduation Rates is calculated for the All Students group using the following formula.

$$3Yr.Weighted\ Ave.\ ACGR\ for\ 2021 = \frac{\#\ in\ 2019\ Cohort * (ACGR19) + \#\ in\ 2020\ Cohort * (ACGR20) + \#\ in\ 2021\ Cohort * (ACGR21)}{\#\ in\ 2019\ Cohort + \#\ in\ 2020\ Cohort + \#\ in\ 2021\ Cohort}$$

EXAMPLE

$$3Yr.Weighted\ Average\ ACGR\ for\ 2021 = \frac{15\ in\ 2019\ Cohort * (89.00) + 11\ in\ 2020\ Cohort * (95.00) + 7\ in\ 2021\ Cohort * (100.00)}{15\ in\ 2019\ Cohort + 11\ in\ 2020\ Cohort + 7\ in\ 2021\ Cohort}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2021 = \frac{1335 + 1045 + 700}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2021 = \frac{3080}{33}$$

$$3Yr.Weighted\ Average\ ACGR\ for\ 2021 = 93.33$$

If a school has fewer than 15 expected graduates in the 4-year cohort graduation rate for the All Students group using three-year weighted average, their index will be calculated using 35% weighted achievement, 50% growth and 15% SQSS. If three-year weighted average has at least 15 expected in the 4-year cohort graduation rate, but the school has not been in existence long enough to have a 5-year cohort graduation rate, the 4-year graduation rate will have a weight of 15%.
</td></tr>
<tr><td>Variables in Final 4-Year Graduation Table</td><td>

District LEA
District Name
School LEA
School Name
Subgroup
N Actual Graduates 2021
N Expected Graduates 2021
Graduation Rate 2021
N Actual Graduates 2020
N Expected Graduates 2020
Graduation Rate 2020
N Actual Graduates 2019

</td></tr>
</table>

Graduation Rate (4-year Adjusted Cohort)	
	• N Expected Graduates 2019 • Graduation Rate 2019 • 3 Yr N Actual Graduates • 3 Yr N Expected Graduates • 3 Yr Graduation Rate

Graduation Rate (5-year Adjusted Cohort)	
Description of Component or Indicator	Students will be identified for an adjusted cohort group by the year the student is first enrolled as a Grade 9 student. Students that graduate in five years, one year following the expected graduation date, will be counted in the five-year adjusted cohort graduation rate as graduates. For students attending a school with grades 10-12 the student will be identified for the cohort based on the year the student is first enrolled as a first-time Grade 10 student. Students attending a school with grades 11-12 will be identified for the cohort based on the year they are first enrolled as first-time Grade 11 students. For these school configurations, students graduating one year following the expected graduation year will be counted in the five-year adjusted cohort graduation rate as a graduate. This graduation rate that includes the students who complete one year after their expected cohort year is considered the 5-year graduation rate. Arkansas counts a student in his or her respective subgroup cohort(s) in five-year adjusted cohort graduation rate for each subgroup the student was a part of at any time during the cohort period in accordance with USED graduation rate guidance question A-4 on page 9. https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Excluded Students	The student-level data from the post corrections process for the prior year 4-year adjusted cohort graduation rates are used for the student-level source data for the fifth-year cohort and it is to this source data that adjustments based on cycle data are made for the fifth-year of student data. These data contain the various corrections requested for the 2020 4-year adjusted cohort and approved by Public School Accountability. Starting with the final post corrections student data of the prior year 4-year adjusted cohort graduation rate and processing these data for the fifth year, the following rules are applied to the fifth year (or one year after the expected graduation year based on cohort for Grades 10-12 and 11-12 schools). Students are removed from a school's cohort if the student meets the definition of a transfer as per USED graduation rate guidance question B-3 on page 16. A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in USED graduation rate guidance question A-16. (ESEA section 8101(23)(C) and (25)(C); 34 C.F.R. § 200.34(b)(2)-(3)). 1. Transfers out:

<table>
<tr><th colspan="2">Graduation Rate (5-year Adjusted Cohort)</th></tr>
<tr><td></td><td>
a. An on-time student enrolls in another school in Arkansas (SIS withdrawal code = 1 and student enrolls as on-time for his/her cohort in the school to which he/she transfers);
b. An on-time student enrolls in a home school (SIS withdrawal code = 17);
c. An on-time student enrolls in a private school (SIS withdrawal code = 16);
d. An on-time student attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA);
e. An on-time student enrolls in a school in another state or emigrates to another country (SIS withdrawal code = 18).
2. Dies during that same period (SIS withdrawal code = 3).
3. On-time students who transfer to a juvenile facility (conditions apply); or home/private school students (Resident Code 1, 2, 4, and 5) will be removed from the cohort if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
</td></tr>
<tr><td>Determining 5-year cohort graduation rate</td><td>
$$\frac{\#\ actual\ graduates\ in\ 4\ years + \#\ actual\ graduates\ in\ 5th\ year}{\#\ initial\ cohort + \#\ transfers\ in - \#\ of\ students\ who\ transfer\ out\ of\ cohort}$$

The five-year adjusted cohort graduation rate used in the ESSA School Index is a different cohort of students than the cohort of students in the four-year adjusted cohort graduation rate used in the same ESSA School Index calculation.
For example, the 2022 ESSA School Index uses the 2021 four-year adjusted cohort graduation rate. Students in this four-year rate were first-time Grade 9 students in the 2017-2018 school year. Students in the five-year rate were first-time Grade 9 students in the 2016-2017 school year. If a student who was a first-time ninth grader in the 2016-2017 school year graduated in the 2019-2020 school year, and was included in the Cycle 9 graduates table submitted by the school district, the student was counted in the number of actual graduates for the 2019-2020 four-year adjusted cohort graduation rate. These students will also be counted in the 2020-2021 five-year adjusted cohort graduation rate. In addition, students who did not graduate in the expected four years and instead graduated in five years (the 2020-2021 school year), will be included in the five-year adjusted cohort graduation rate for 2020-2021.

Actual Graduates = Number of cohort members who earned a regular high school diploma by the end of the expected four years plus number of cohort members who earned a regular high school diploma in the fifth year (one year beyond the expected graduation year).

Initial Cohort = Number of first-time grade 9 students in fall of cohort starting year (starting cohort). If a school has Grades 10-12 or 11-12, the Initial Cohort is first-time Grade 10 and first-time Grade 11 students, respectively.

For the five-year adjusted cohort graduation rate, the same procedures are applied using certified data from Cycles 2-7 for the four years of the cohort as described in the adjustments below.

NOTE: For the five-year adjusted cohort rate, students who failed to graduate in their expected four years are treated as expected to be in grade 12 in their fifth year for the purposes of adjusting the five-year cohort.

Adjustments = The post corrections student prior year cohort is adjusted by the number of students who transfer in during the fifth year (fourth year for Grades 10-12 and third year for Grades 11-12 schools) of the cohort and the number of students who transfer out, emigrate to another country, transfer to a juvenile facility (conditions apply), or die during the four school years for the cohort. USED guidance question B-9 on page 18 has conditions for removal from the cohort if transferring to a juvenile facility.
</td></tr>
</table>

Graduation Rate (5-year Adjusted Cohort)	
	This is available at the following link: https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf. A student who leaves high school to enter a prison or juvenile facility may be considered a transfer only after an adjudication of delinquency and if the student is in a prison or juvenile facility that has a school (as defined under State law) or provides an educational program from which the student is expected to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16 during the period in which the student is assigned to the prison or juvenile facility. If the facility does not have a school or educational program, or provides an educational program that does not offer a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, and State in which the student last attended high school. Further, if a student is not expected to be in a facility for sufficient duration to receive a regular high school diploma or State-defined alternate diploma that meets the requirements described in question A-16 (i.e., if the student will leave the facility prior to his or her high school graduation and therefore is expected to return to the student's sending high school or another high school), the student may not be removed from the cohort of the sending school. Certified data from Cycles 2 – 7 are used to adjust the cohort for transfers in and transfers out. Students' School LEA in the adjusted cohort is the School LEA where the students were last considered on-time based on grade level and expected progression from entry in the cohort. • If the student failed to graduate in four years and is enrolled in, or transfers into, a school in the fifth year for their cohort the student is counted in the five-year adjusted cohort of students expected to graduate in five years. • Grade level of the student in each cycle is used to determine if a student transfers in 'on-time'. A student can fall behind and catch up within the same year or across multiple years. For the five-year adjusted cohort rate, students who failed to graduate in their expected four years are treated as expected to be in grade 12 in their fifth year for the purposes of adjusting the five-year cohort. • For students who fail to graduate in four years, the student is treated as expected to be in Grade 12 in their fifth year. Therefore, if a student transfers into a school in their fifth year as a Grade 12 student the student is added to the school's five-year adjusted cohort. If the student graduates at the end of that year, the student is added as a five year actual graduate. • Note: For Grades 10-12 schools, the student is considered in their fifth year if the student did not graduate with their original cohort (3 year cohort for this grade configuration) and for 11-12 schools the student is considered in their fifth year if the student did not graduate with their original 2 year cohort. • Actual Graduates are those students listed as graduated in the certified Cycle 9 Graduates table for the four year adjusted cohort plus students who graduate one year after their expected graduation year for their cohort. The TRIAND transcript system *is not used* to pull graduation status of students in the initial calculation of the adjusted cohort graduation rate. Only certified Cycle 9 data are used.
Determining a three-year 5-year cohort graduation rate for schools who did not have at least 15 expected graduates by 2021	$3Yr.Weighted\ Ave.\ ACGR\ for\ 2021 = \frac{\#\ in\ 2019\ Cohort * (ACGR19) + \#\ in\ 2020\ Cohort * (ACGR20) + \#\ in\ 2021\ Cohort * (ACGR21)}{\#\ in\ 2019\ Cohort + \#\ in\ 2020\ Cohort + \#\ in\ 2021\ Cohort}$ EXAMPLE $3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2021 =$ $\frac{12\ in\ 2019\ 5yr\ Cohort * (84.00) + 11\ in\ 2020\ 5yr\ Cohort * (93.00) + 12\ in\ 2021\ 5yr\ Cohort * (100.00)}{12\ in\ 5yr\ 2019\ Cohort + 11\ in\ 5yr\ 2020\ Cohort + 12\ in\ 2021\ 5yr\ \ Cohort}$

Graduation Rate (5-year Adjusted Cohort)	
	$$3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2021 = \frac{1008 + 1023 + 1200}{35}$$ $$3Yr.Weighted\ Average\ of\ the\ five-year\ ACGR\ for\ 2021 = \frac{3231}{35}$$ $$3Yr.Weighted\ Average\ for\ the\ five-year\ ACGR\ for\ 2021 = 92.31$$ If a school has fewer than 15 expected graduates in the 4-year cohort graduation rate for the All Students group using three-year weighted average, their index will be calculated using 35% weighted achievement, 50% growth and 15% SQSS. If three-year weighted average has at least 15 expected in the 4-year cohort graduation rate, but the school has not been in existence long enough to have a 5-year cohort graduation rate, the 4-year graduation rate will have a weight of 15%.
Variables in Final Five-Year Graduation Table	• District LEA • District Name • School LEA • School Name • Subgroup • N Actual Graduates 2021 (5 yr) • N Expected Graduates 2021 (5 yr) • Graduation Rate 2021 (5 yr) • N Actual Graduates 2020 (5 yr) • N Expected Graduates 2020 (5 yr) • Graduation Rate 2020 (5 yr) • N Actual Graduates 2019 (5 yr) • N Expected Graduates 2019 (5 yr) • Graduation Rate 2019 (5 yr) • 3 Yr N Actual Graduates (5 yr) • 3 Yr N Expected Graduates (5 yr) • 3 Yr Graduation Rate (5 yr)

School Quality and Student Success Indicator

The School Quality and Student Success (SQSS) Indicator is composed of a number of different components. The components are calculated as the percentage of points earned out of points possible per student. Dividing by points possible provides comparability among schools statewide. Points per student are earned by schools for each component that applies to the grades served by the school. The points earned and points possible are summed across all indicators and the percentage of points earned is calculated for SQSS for the school.

- **Schools that have students in any of the grades K-11 will have student engagement component scores based on all students attending the school for at least 10 days at any time during the school year.**
- **Schools that have non-mobile students with reading scores in any of the grades 3-10 will have reading achievement component scores.**
- **Schools that have non-mobile students with science scores in any of the grades 3-10 will have science achievement component scores.**
- **Schools that have non-mobile students with science scores in any of the grades 4-10 will have science growth scores (a prior score received in the state of Arkansas must be included to calculate growth).**

- **Schools that have non-mobile students in any of the grades 9 – 11 (middle or high school grade span) will have the on-time credit component.**
- **Schools that have non-mobile students enrolled in grade 12 certified in Cycle 7 (data is collected on June 15) will have ACT Composite, ACT College Readiness Benchmark, state cumulative Grade Point Average (GPA), Advanced Placement (AP), International Baccalaureate (IB), Concurrent Credit (CC), Computer science, and Community Service Learning Components. Students who graduate early will be included along with the students in grade 12 Cycle 7.**

The following sections describe the calculation for each component of SQSS.

Student Engagement Component	
Description of Component or Indicator	Uses student-level attendance and student absenteeism risk level as proxy for student engagement. The Arkansas DESE defines a state-reported absence as a student who is not: 1. present for onsite instruction provided by the district, 2. participating in a planned district-approved activity, or 3. engaged in scheduled instruction at an off-site location, including remote learning. Commissioner's Memo COM-20-128
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grades K - 11 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the student engagement component and is comparable for schools across the state. The following conditions are applied to the students included in the calculation. • Mobile students are included. • Students who were enrolled for a minimum of 10 days. • If a student was enrolled in multiple schools during the school year, the student would be included in each school. • For juvenile justice schools (DYS) and department of health services schools, students must have been enrolled for a minimum of 60 days.
Excluded Students	1. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.

Student Engagement Component	
Student Level Chronic Absence Calculations	1. Calculate attendance rate for each student at each school, which is (total present days) / (total present days + total absent days). 2. Determine risk level for chronic absence for each student at each school. a. Students absent 0 to less than 5% of days enrolled considered low risk and assigned 1 point (students with attendance rate > 95%). b. Students absent 5% to less than 10% of days enrolled considered moderate risk and assigned 0.5 points (90 < attendance rate <= 95). c. Students absent 10% or more of days enrolled considered high risk for chronic absence and assigned 0 points. d. Example: Student calendar was 178 days and student was enrolled the whole time. Student was present 170 days. Student was absent 8 days. Attendance rate = 170 / (170 + 8) which is 170 / 178 = 95.5%. Since the attendance rate for the student was greater than 95 percent, the school is awarded one point.
Calculate percent of points earned per student for risk level related to Chronic Absence	Determine the school-level points earned per student for student engagement. School-level points earned for student engagement = Sum of points earned per student for absence risk level / number of students enrolled $$School\ Engagement\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$$
Variables related to Chronic Absence	• Number of Students Enrolled in School (Cycle 7 Certified Submission) • Days Absent and Days Present for Enrolled Students (Cycles 3, 5, 6, 7) • Student Absence Risk Level: Low, Moderate, High • Number of Points Possible for Student Engagement (Number of student enrolled) • Number of Points Earned Per Student for Engagement (sum of points for risk level of students)

Reading Achievement Component	
Description of Component or Indicator	Uses student-attained achievement level on ACT Aspire Reading as a proxy for describing students as Reading at Grade Level. Students completing the DLM assessment are not included in the Reading at Grade Level component because DLM does not provide a reading achievement level for students.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 18, or May 16, 2022.

Reading Achievement Component	
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in reading (ACT Aspire). This is the denominator of the reading achievement component and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculations. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Exclude students classified as RAELs Year 1 and Year 2. 4. Students who do not have a test score are excluded from Reading Achievement calculations.
Reading at Grade Level Determination	Students are considered to be reading at grade level if the student attains an achievement level of Ready or Exceeding on the ACT Aspire. a. If student scores at Ready or Exceeding achievement level on ACT Aspire Reading then the student receives 1 point. b. If the student scores at In Need of Support or Close achievement level on ACT Aspire Reading then student receives 0 points.
Determining Mean School Percent Reading at Grade Level	Determine the school-level points earned per student for reading at grade level. • School-level points earned for Reading at Grade Level = Sum of points earned per student at Ready/Exceeding / number of students tested Reading $$Reading\ at\ Grade\ Level\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Reading}{Number\ of\ Students\ Tested\ Reading}$$
Variables related to Reading at Grade Level	• Students Tested in Reading on required statewide ACT Aspire • Student full academic year status (mobility) • Number of Points Possible for Reading at Grade Level (number of students tested in reading) • Number of Points Earned Per Student for Reading at Grade Level (sum of points for students scoring at Ready or Exceeding achievement levels)

Science Achievement Component	
Description of Component or Indicator	Uses student-attained achievement level in Science as a proxy for describing students as Science Ready.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: DLM Alternate Assessment and ACT Aspire will be downloaded on April 18, or May 16, 2022.

Science Achievement Component	
Assessments & Grade Levels Included	• Grade 3 – 10 full academic year students enrolled at each school and completing state required assessment in science (ACT Aspire). • Grade 3 - 10 full academic year students completing assessment in science (DLM), and flagged for alternate assessment.
Included Subject	Science
Included Students	Grades 3 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire or DLM). This is the denominator of the Science achievement points and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Exclude students classified as RAELs Year 1 and Year 2. 4. Students who do not have a test score are excluded from Science Achievement calculations.
Science Readiness Determination	Students are considered to be at Readiness level if the student scores at an achievement level of Ready or Exceeding on ACT Aspire. a. If student scores at the "Ready" or "Exceeding" achievement level on ACT Aspire Science, then the student receives 1 point. If the student scores "At Target" or "Advanced" on the DLM, the student receives 1 point. b. If the student scores at the "In Need of Support" or "Close" achievement level on ACT Aspire, or the student scores at the "Emerging" or "Approaching the Target" on the DLM, then student receives 0 points.
Determining Mean School Percent Science Ready	Determine the school-level points earned per student for Science Readiness • School-level points earned for Science Readiness = Sum of points earned per student for Science Readiness / number of students tested in science $Science\ Readiness\ Points = \frac{\sum Points\ Earned\ Per\ Student\ Tested\ Science}{Number\ of\ Students\ Tested\ Science}$
Variables related to Science Readiness	• Students Tested in Science on required statewide ACT Aspire or DLM • Student full academic year status (mobility) • Number of Points Possible for Science Readiness (number of students tested in Science) • Number of Points Earned Per Student for Science Readiness (sum of points for students scoring at Ready, Exceeding, At Target or Advanced achievement levels)

Science Value-Added Growth Component	
Description of Component or Indicator	Science Value-Added Growth is calculated at the student level using the same growth model procedures described for ELA and math. Once students' science value-added scores are obtained, students' scores from all schools having science growth in a grade level are ordered within grade level from lowest to highest science value-added score. Each score is assigned a rank of 1 to 99 within grade level. This is called the percentile rank of the residual. The residual is the value-added score for the student.
Included Subgroups	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program.

Science Value-Added Growth Component	
	6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services. Data pulled from TRIAND: ACT Aspire –April 18, or May 16, 2022
Student Scores Included in Calculations.	Score histories are constructed for students using their current year score and up to four prior years of assessment scores. Grades 3 – 10 ACT Aspire science scores for 2018, 2019, 2021 and 2022 are used for science growth in 2021-2022. Science growth is available for Grades 4 – 10 in 2021-2022.
Included Students	Grades 4 - 10 full academic year students enrolled at each school and completing state required assessment in Science (ACT Aspire). This is the denominator of the Science Value-added growth points and is comparable for schools across the state. For a student to be included, the student must have a prior ACT Aspire science test score in the Arkansas data warehouse.
Excluded Students	1. Exclude students who are highly mobile from school aggregations. However, highly mobile students *are* included in calculations of individual student growth scores. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Exclude students classified as RAELs Year 1. 4. Exclude students with scores from the DLM assessment. 5. Exclude students who do not have a current year test score. 6. Exclude students with a current year score that do not have at least one score from a prior year.
Science Growth - Student Level	1. Value-added Growth scores for science achievement are classified into three levels for assigning points. 2. The percentile rank of the science value-added growth score is obtained for each student within each grade level. a. If a student's value-added growth score is at or above the 75th percentile for his/her grade level then the student receives 1 point. b. If a student's valued-added growth score is at or above the 25th percentile rank and below the 75th for his/her grade level then the student receives 0.5 points. c. If the student's value-added growth score is below the 25th percentile rank for his/her grade level then the student receives 0 points.
Science Value-Added Growth - School Level	Determine the school-level points earned per student for Science Value-Added Growth. • School-level points earned for Science Value-Added Growth = Sum of points earned per student for Science Growth / number of students with growth scores $$Science\ Value-Added\ Grow\ Points = \frac{\sum Points\ Earned\ Per\ Student\ w\ Science\ Growth}{Number\ of\ Students\ with\ Science\ Growth}$$
Variables related to Science Growth	• Students Tested in Science on required statewide ACT Aspire • Student full academic year status (mobility) • Number of Points Possible for Science Growth (number of students with science growth scores) • Number of Points Earned Per Student for Science Growth (sum of points for students' value-added science growth scores)

On-time Credits Component	
Description of Component or Indicator	Uses On-Time Credits for grades 9 – 11 for secondary success component.
Included Subgroups	1. All Students – All students in the school. (Cycle 7)

On-time Credits Component	
	2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grades 9 - 11 active students enrolled at each school--certified in cycle 7 (remove students with drop/withdrawal date) of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the on-time credits component and is comparable for schools across the state.
Excluded Students	1. Highly mobile students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
On-Time Credits Calculations-Student Level	1. Calculate number of credits earned by each student at each of grades 9, 10, and 11 for any school with any of these grade levels. 2. Determine points based on on-time credits for grade level. a. If grade 9 student completes 5.5 or more credits by end of grade 9 student receives 1 point. Otherwise, the student receives 0 points. b. If grade 10 student completes 11 or more credits by end of grade 10 student receives 1 point. Otherwise, the student receives 0 points. c. If grade 11 student completes 16.5 or more credits by end of grade 11 student receives 1 point. Otherwise, the student receives 0 points. 3. For students who transfer in from out of state/country, private school, or home school (Entry Codes E2, PS, or HS) in grade 10 or grade 11, the number of credits in the statewide information system may be limited to the credits accumulated after transfer. For these students the expected number of credits is adjusted to account for the lack of prior year(s)' data in the statewide information system (SIS). a. If student transfers in (E2, PS, HS) as grade 10 student (no credits in SIS data for grade 9), then 5.5 or more credits is considered on-time and the grade 10 student earns 1 point. b. If grade 11 student transfers in (E2, PS, HS) as grade 10 student and continues through grade 11, then 11 or more credits is considered on-time and the grade 11 student earns 1 point. c. If grade 11 student transfers in (E2, PS, HS) as grade 11 student and no SIS data for grades 9 or 10, then 5.5 or more credits is considered on-time and the grade 11 student earns 1 point.
On-Time Credits - School Level	Determine the school-level points earned per student for on-time credits. For schools with any of grades 9, 10, and/or 11: a. School-level points earned for on-time credits= Sum of points earned per student for on-time credits/ number of students enrolled in qualifying grade levels $$On-Time\ Credits\ Points = \frac{\sum Points\ Earned\ for\ On-Time\ Credits\ Per\ Student\ Enrolled}{Number\ of\ Students\ Enrolled}$$

On-time Credits Component	
Variables related to On-Time Credits	• Number of active students enrolled in School (Cycle 7 Certified Submission) • Student Course Completion (Cycle 7 Certified Submission) • Grade Level • Student Full Academic Year status • Number of Points Possible for On-Time Credits (Number of student enrolled in grades 9, 10, and/or 11 at school) • Number of Points Earned Per Student On-Time Credits (sum of points for students enrolled in grades 9, 10, and/or 11 at school)

High School GPA Component	
Description of Component or Indicator	Uses cumulative state GPA as high school success and postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students enrolled at each school--certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the High School GPA component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
High School GPA Calculations-Student Level	1. Final High School GPAs are submitted to the statewide information system in Cycle 7 certified submission. These final high school GPAs are used for this component. 2. Determine points for high school GPA. a. Students with a high school GPA greater than or equal to 2.8 receive 1 point. b. Students with a high school GPA less than 2.8 receive 0 points.
High School GPA —School Level	Determine the school-level points earned per student for high school GPA. • School-level points earned for high school GPA = Sum of points earned per student / number of Grade 12 students enrolled: $High\ School\ GPA\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to High School GPA	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Final High School GPA submitted for Grade 12 students in Cycle 7 Certified Submission • Full Academic Year Status • Number of Points Possible for High School GPA (Number of Grade 12 students enrolled) • Number of Points Earned for High School GPA (sum of points Grade 12 students)

ACT Scores Component	
Description of Component or Indicator	Uses ACT Composite and Subject Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Exclude students attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA).
ACT Composite-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Determine students' highest ACT Composite score. Look back at all ACT scores received in prior 3 years to obtain highest ACT Composite score. Cumulative data files received from vendor in August. Last test score included is June assessment. 3. Determine points for ACT Composite. a. Students with an ACT Composite greater than or equal to 19 receive 1 point. b. Students with an ACT Composite less than 19 receive 0 points.
ACT Composite - School Level	Determine the school-level points earned per Grade 12 students for ACT Composite. • School-level points earned for ACT Composite = Sum of points earned per student / number of Grade 12 students enrolled: $ACT\ Composite\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to ACT Composite	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • ACT Scores for 3 years from national and state administrations • Full Academic Year Status • Number of Points Possible for ACT Composite (Number of Grade 12 students enrolled) • Number of Points Earned for ACT Composite (Sum of points Grade 12 students with ACTs)

ACT Readiness Benchmark Component	
Description of Component or Indicator	Uses ACT Readiness Benchmark Scores for postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the ACT component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND. 3. Exclude students attending the Arkansas School for Mathematics, Sciences and the Arts (ASMSA).
ACT Readiness Benchmarks-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Determine students' highest ACT Reading, Math, and Science score. Look back at all ACT scores received in prior 3 years to find the highest composite ACT scores earned for each Grade 12 student. Cumulative data files are received from the vendor in August. Last test score included is June assessment. Use the reading, science, and math ACT score associated with the highest composite for the ACT benchmark component. 3. Determine points for ACT Readiness Benchmark. a. Students with an ACT Math score greater than or equal to 22 receive 0.5 points. b. Students with an ACT Reading score greater than or equal to 22 receive 0.5 points. c. Students with an ACT Science score greater than or equal to 23 receive 0.5 points.
ACT Readiness Benchmarks - School Level	Determine the school-level points earned per Grade 12 students for ACT Readiness Benchmarks. • School-level points earned for ACT Readiness Benchmarks = Sum of points earned per student: $$ACT\ Readiness\ Benchmark\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$$
Variables related to ACT Readiness Benchmarks	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • ACT Scores for 3 years from national and state administrations • Full Academic Year Status • Number of Points Possible for ACT Readiness Benchmarks (Number of Grade 12 students enrolled)

ACT Readiness Benchmark Component	
	• Number of Points Earned for ACT Readiness Benchmarks (sum of points Grade 12 students with ACTs)

AP/IB/Concurrent Credit Component	
Description of Component or Indicator	Uses credit-earning in Advanced Placement, International Baccalaureate, and Concurrent Credit courses as access and postsecondary readiness indicator.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Active Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the AP/IB/Concurrent Credit component and is comparable for schools across the state. Concurrent Credit includes Arkansas Career Education (ACE) concurrent credit courses.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
AP/IB/Concurrent Credit -Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. 3. Determine points for AP/IB/Concurrent Credit. a. Students with one or more AP/IB/Concurrent Credit course credits earn 1.0 point. Otherwise students earn 0 points. b. Course Codes for this component are listed in Appendix A.
AP/IB/Concurrent Credit -School Level	Determine the school-level points earned per Grade 12 students for AP/IB/Concurrent Credit. • School-level points earned for AP/IB/Concurrent Credit = Sum of points earned per student $\text{AP/IB/Concurrent Credit } Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to AP/IB/Concurrent Credit	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for AP/IB/Concurrent Credit (Number of Grade 12 students enrolled) • Number of Points Earned for AP/IB/Concurrent Credit (sum of points Grade 12 students)

Computer Science Component	
Description of Component or Indicator	Uses credit-earning in computer science as access and postsecondary readiness indicator. The course codes used are listed in Appendix A-Computer Science Course Codes.
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the computer science component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Computer Science-Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. Grade 12 students can get credit for a computer science course they took in 5th -12th grade if they received a high school credit for the course. 3. Determine points for computer science. a. Students with one or more computer science course credits earn 1.0 point. Otherwise students earn 0 points.
Computer Science -School Level	Determine the school-level points earned per Grade 12 students for computer science. • School-level points earned for computer science = Sum of points earned per student $Computer\ Science\ Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to Computer Science	• Number of Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for Computer Science (Number of Grade 12 students enrolled) • Number of Points Earned for Computer Science (sum of points Grade 12 students)

Community Service/Service Learning Component	
Description of Component or Indicator	Uses credit-earning in community service/service learning as access and postsecondary readiness indicator.

Community Service/Service Learning Component	
Included Subgroups	1. All Students – All students in the school. (Cycle 7) 2. White – Student's race is identified as White and no other race or ethnicity is indicated. (Cycle 7) 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. (Cycle 7) 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. (Cycle 7) 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. (Cycle 7) 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). (Cycle 7) 7. Student with Disability(ies) – Student is indicated as receiving special education services. (Cycle 6)
Included Students	Grade 12 students who are enrolled at each school—certified in cycle 7 of the statewide information system data collection schedule (June 15) each school year. This is the denominator of the community service component and is comparable for schools across the state.
Excluded Students	1. Highly mobile Grade 12 students are excluded from the school calculation. 2. Exclude home/private school students (Resident Code 1, 2, 4, and 5) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND.
Community Service -Student Level	1. Grade 12 students enrolled at each school are submitted to the statewide information system in Cycle 7 certified submission. The active students in Grade 12 are used for this component. 2. Course completion and credit data from cycle 7 certified submission for each of four years of high school for the current grade 12 class. Community Service or Service-Learning School Program Course Code 496010 is used. LS-18-082 3. Determine points for Community Service. a. Students with one or more Community Service course credits earn 1.0 point. Otherwise students earn 0 points.
Community Service -School Level	Determine the school-level points earned per Grade 12 student for Community Service. • School-level points earned for Community Service = Sum of points earned per student. $\text{Community Service } Points = \frac{\sum Points\ Earned\ Per\ Grade\ 12\ Student\ Enrolled}{Number\ of\ Grade\ 12\ Students\ Enrolled}$
Variables related to Community Service	• Number of active Grade 12 Students Enrolled in School (Cycle 7 Certified Submission) • Course Credits Earned for each high school year for Grade 12 class • Number of Points Possible for Community Service (Number of Grade 12 students enrolled) • Number of Points Earned for Community Service (sum of points Grade 12 students)

Compiling Total SQSS Score	
	The SQSS Score is compiled by summing points earned across all components in the numerator and points possible in the denominator.
Groups Calculated	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student.

Compiling Total SQSS Score	
	5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation	1. Calculate possible points and earned points for each component of each student. Students may have different components due to different grade levels so the points possible provides a way to make the denominator comparable statewide within grade spans. 2. Calculate SQSS points for each student: the total possible points of SQSS is the summation of the possible points of all components, and the total earned points of SQSS is the summation of the earned points of all components. 3. Calculate SQSS points at the school level: the total possible points of the school is the summation of the possible points of its students, and the total earned points of the school is the summation of the earned points of its students. 4. Calculate percentage SQSS score at the school level: the percentage score equals to (total earned points / total possible points)*100.
	• Student Engagement N • Student Engagement Points Possible • Student Engagement Points Earned • Student Engagement Percent of Points Earned • Reading on Grade Level N • Reading on Grade Level Points Possible • Reading on Grade Level Points Earned • Reading on Grade Level Percent of Points Earned • Science Achievement N • Science Achievement Points Possible • Science Achievement Points Earned • Science Achievement Percent of Points Earned • Science Growth N • Science Growth Points Possible • Science Growth Points Earned • Science Growth Percent of Points Earned • On-Time Credits N • On-Time Credits Points Possible • On-Time Credits Points Earned • On-Time Credits Percent of Points Earned • HSGPA N • HSGPA Points Possible • HSGPA Points Earned • HSGPA Percent of Points Earned • ACT Composite N • ACT Composite Points Possible • ACT Composite Points Earned • ACT Composite Percent of Points Earned • ACT College Readiness Benchmarks N • ACT College Readiness Benchmarks Points Possible • ACT College Readiness Benchmarks Points Earned • ACT College Readiness Benchmarks Percent of Points Earned • AP/IB/Concurrent Credit N

Compiling Total SQSS Score	
	• AP/IB/Concurrent Credit Points Possible • AP/IB/Concurrent Credit Points Earned • AP/IB/Concurrent Credit Percent of Points Earned • Computer Science Credit N • Computer Science Credit Points Possible • Computer Science Credit Points Earned • Computer Science Credit Percent of Points Earned • Community Service Learning Credit N • Community Service Learning Credit Points Possible • Community Service Learning Credit Points Earned • Community Service Learning Credit Percent of Points Earned • SQSS Total N • SQSS Total Points Possible • SQSS Total Points Earned • SQSS Total Percent of Points Earned

Compiling Final ESSA Index Score	
	The final ESSA Index Score is calculated using all indicators. Weights differ by grade span assigned to the school and weights may differ for special grade ranges within a grade span. For more information on special grade ranges within grade spans go to the Special Schools Section that follows.
Groups Calculated	1. All Students – All students in the school. 2. White – Student's race is identified as White and no other race or ethnicity is indicated. 3. African American – Student's race is identified as African American and no other race or ethnicity is indicated. 4. Hispanic/Latino(a) – Student's ethnicity is identified as Hispanic/Latino(a). A student is designated as Hispanic/Latino(a) regardless of whether any other races are identified for the student. 5. Economically Disadvantaged – Student is indicated as participating in the Federal Free and Reduced Price Lunch Program. 6. English Learner – Student is indicated as an English Learner (EL) or student is indicated as a Former EL (Monitored Year 1, Monitored Year 2, Monitored Year 3, and Monitored Year 4). 7. Student with Disability(ies) – Student is indicated as receiving special education services.
Calculation by Grade Span and Special Conditions	
Grade Spans 1 & 2 (And Grade Span 3 with no graduation data)	ESSA School Index Score = (0.35*(weighted achievement score) + 0.50*(Growth with ELP) + 0.15*(SQSS))
Grade Span 3 (Only four year graduation rate)	ESSA School Index Score = (0.35*(weighted achievement score) + 0.35*(Growth with ELP) + 0.15*(Four-year Graduation Rate 2019) + 0.15*(SQSS))
Grade Span 3 (Four and five year graduation rates)	ESSA School Index Score = (0.35*(weighted achievement score) + 0.35*(Growth with ELP)+ 0.10*(Four-year Graduation Rate 2019) + .05*(Five-Year Graduation Rate 2019) + 0.15*(SQSS))

Special Schools: Feeder Schools and Special Grade Configurations

Feeder Schools

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

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

Special Grade Configurations

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

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

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

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

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

If a school has fewer than 15 expected graduates in the 4-year cohort graduation rate for the All Students group using three-year weighted average, their index will be calculated using 35% weighted achievement, 50% growth and 15% SQSS. If three-year weighted average has at least 15 expected in the 4-year cohort graduation rate, but the school has not been in existence long enough to have a 5-year cohort graduation rate, the 4-year graduation rate will have a weight of 15%.

Appendix A

The ELA score for ACT Aspire is computed as the average of English, reading and writing scale scores. In fall 2017, the Aspire ELA and STEM benchmarks were updated to align with the corresponding ACT benchmarks. The Arkansas ELA cut scores for the four achievement levels are provided in the table below.

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

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

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

Advanced Placement/International Baccalaureate/Concurrent Credit Course Codes

Advanced Placement Courses

Course Code	Course Name
517030	AP English Language and Composition
517040	AP English Literature and Composition
517060	AP Seminar
517070	AP Research
520030	AP Biology
521030	AP Chemistry
522030	AP Physics B
522040	AP Physics C: Electricity and Magnetism
522050	AP Physics C: Mechanics
522080	AP Physics 1
522090	AP Physics 2
523030	AP Environmental Science
534040	AP Calculus AB
534050	AP Calculus BC
539030	AP Statistics
540070	AP Spanish Language and Culture
540080	AP Spanish Literature and Culture
541060	AP French Language and Culture
542060	AP German Language and Culture

Course Code	Course Name
543060	AP Italian Language and Culture
545070	AP Latin
546060	AP Japanese Language and Culture
547060	AP Chinese Language and Culture
559010	AP Music Theory
559030	AP Art History
559040	AP Studio Art Drawing Portfolio
559050	AP Studio Art 2-D Design Portfolio
559060	AP Studio Art 3-D Design Portfolio
565030	College Board Advanced Placement (AP) Computer Science Principles - Year 1
565130	College Board Advanced Placement (AP) Computer Science A - Advanced Year 3 (Weighted Credit)
570020	AP United States History
571020	AP World History
572010	AP United States Government and Politics
572040	AP United States Government & Politics (for Civics credit)
579080	AP Human Geography
579120	AP Psychology
579130	ADE Approved AP Macroeconomics & Personal Finance (.5 credit)
579140	ADE Approved AP Microeconomics with Personal Finance (.5 credit)
579150	AP Macroeconomics
579160	AP Microeconomics
579170	AP European History
579180	AP Comparative Government & Politics

International Baccalaureate Courses

Course Code	Course Name
517100	IB English 11
517200	IB English 12
521040	IB Chemistry
522060	IB Physics
529030	IB Biology
529040	IB Sports, Exercise, and Health Science
529050	IB Environmental Systems and Societies
539160	IB Math: Applications and Interpretation SL Year 1
539170	IB Math: Applications and Interpretation SL Year 2
540020	IB Spanish
540130	IB Spanish III
540140	IB Spanish IV
540150	IB Spanish Ab Initio
541070	IB French III
541080	IB French Ab Initio SL
542080	IB German Ab Initio SL
547070	IB Chinese IV
559120	IB Theatre HL
559810	IB Fine Arts
559820	IB Visual Arts
565230	International Baccalaureate (IB) Computer Science SL - Advanced Year 3 - Weighted Credit
565330	International Baccalaureate (IB) Computer Science HL - Advanced Year 3 - Weighted Credit
569210	IB Philosophy

570040	IB Contemporary American History
570050	IB History of the Americas
572030	IB American Government
579020	IB World Religions
579030	IB Psychology
579190	IB Geography
592100	IB Intro to Technology in Global Society
592200	IB Business and Management
596200	IB Theory of Knowledge
596210	IBCP Core I
596220	IBCP Core II

Concurrent Credit Courses

Course Code	Course Name
497100	Teacher Cadet (Concurrent Credit)
514000	Concurrent Credit Oral Communication
519900	Other Concurrent Credit Language Arts
519910	Concurrent Credit English 9
519920	Concurrent Credit English 10
519930	Concurrent Credit English 11
519940	Concurrent Credit English 12
524030	Concurrent Credit Anatomy & Physiology
524040	Concurrent Credit Environmental Science
525030	Concurrent Credit Earth Science
525050	Concurrent Credit Astronomy
529900	Other Concurrent Credit Science
529910	Concurrent Credit Biology
529920	Concurrent Credit Physical Science
529930	Concurrent Credit Chemistry
529940	Concurrent Credit Physics
539900	Concurrent Credit College Algebra
539910	Concurrent Credit Algebra I
539920	Concurrent Credit Geometry
539930	Concurrent Credit Algebra II
539940	Concurrent Credit Pre Calculus/Trigonometry
539950	Concurrent Credit Statistics
539960	Other Concurrent Credit Math
539970	Concurrent Credit College-Site Technical Math
539980	Concurrent Credit Math Beyond Algebra II
549900	Other Concurrent Credit Foreign Language
559000	Concurrent Credit Fine Arts
559080	Other Concurrent Credit Fine Arts
565810	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565820	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565830	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565840	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565850	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565860	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565870	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565880	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565890	Concurrent Credit Computer Science (Weighted – requires ADE approval)
565910	Concurrent Credit Computer Science

Course Code	Course Name
565920	Concurrent Credit Computer Science
565930	Concurrent Credit Computer Science
565940	Concurrent Credit Computer Science
565950	Concurrent Credit Computer Science
565960	Concurrent Credit Computer Science
565970	Concurrent Credit Computer Science
565980	Concurrent Credit Computer Science
565990	Concurrent Credit Computer Science
574000	Concurrent Credit Economics with Personal Finance
579900	Other Concurrent Credit Social Studies
579910	Concurrent Credit World History
579920	Concurrent Credit American History
579930	Concurrent Credit Civics
580900	Other Concurrent Credit Health Ed.
585900	Concurrent Credit Physical Ed.
590140	Razorback AgCademy Foundation of Ag Education
590150	Razorback AgCademy Intro to Animal Science
590160	Concurrent Credit Forestry and Wildlife Ecosystems
590170	Concurrent Credit Advanced Plant Science
590180	Razorback AgCademy Fundamentals of Ag Systems
590190	Concurrent Credit Construction Fundamentals
590200	Concurrent Credit Fundamentals of Audio/Video Tech & Film
590210	Concurrent Credit Management
590220	ADE Approved Concurrent Credit FACS - Hospitality & Tourism (Requires ADE Approval)
590230	Concurrent Credit Foundations of Teaching I
590240	Concurrent Credit Accounting I
590260	Concurrent Credit Foundations of Health Care
590270	Concurrent Credit Tourism Industry Management
590280	Concurrent Credit Food Production, Mgmt & Services
590290	Concurrent Credit Family & Consumer Sciences-
590300	ADE Approved Miscellaneous CTE Concurrent Credit (Requires ADE Approval)
590310	Concurrent Credit Introduction to Criminal Justice
590320	Concurrent Credit Introduction to Manufacturing
590330	Concurrent Credit Drafting & Design
590340	Concurrent Credit Architecture/CAD I
590350	Concurrent Credit Aviation I
590360	ADE Approved Concurrent Credit Culinary Lab
590370	Concurrent Credit Non-Structural Analysis/Repair
590380	Concurrent Credit Painting/Refinishing
590390	Concurrent Credit Damage Analysis, Estimating and Customer Service
590400	Concurrent Credit Structural Analysis/Repair
590410	Concurrent Credit Power Equipment Technology I
590420	Concurrent Credit Power Equipment Technology II
590430	Concurrent Credit Power Equipment Technology Lab
590440	Concurrent Credit Brakes/Manual Drive Train
590450	Concurrent Credit Medium/Heavy Brake/Drive Train
590460	Concurrent Credit Medium/Heavy Electrical Systems/HVAC
590470	Concurrent Credit Medium/Heavy Steering & Suspension/Hydraulics
590480	Concurrent Credit Medium/Heavy Diesel Engines/CAB
590490	Concurrent Credit Intermediate Audio/Video Tech & Film

Course Code	Course Name
590500	Concurrent Credit Advanced Audio/Video Tech & Film
590510	Concurrent Credit Audio/Video Tech and Film Lab
590520	Concurrent Credit Methods of Teacher Instruction
590550	ADE Concurrent Credit Hospitality Administration (0.5 credit)
590560	ADE Concurrent Credit Arkansas Hospitality and Tourism (0.5 credit)
590580	ADE Concurrent Credit Food Safety and Nutrition
590590	ADE Concurrent Credit Life and Fitness Nutrition
590600	ADE Concurrent Credit Advanced Nutrition & Dietetics
590610	ADE Concurrent Credit Carpentry
590620	ADE Concurrent Credit Construction Lab
590630	ADE Concurrent Credit Cabinetry
590640	ADE Concurrent Credit HVACR I
590650	ADE Concurrent Credit HVACR II
590660	ADE Concurrent Credit T & I - Architecture & Construcion II (Requires ADE Approval)
590670	ADE Concurrent Credit Mechanical, Plumbing, and Electrical Systems
590680	ADE: CTE Concurrent Credit Anatomy/Physiology
590690	ADE Concurrent Credit Abnormal Psychology (0.5 credit)
590700	ADE Concurrent Credit First Responder
590710	ADE Concurrent Credit Certified Nursing Assistant (CNA) (0.5 credit)
590720	ADE Concurrent Credit Certified Nursing Assistant (CNA) (1.0)
590730	ADE Concurrent Credit Foundations of Law Enforcement
590740	ADE Concurrent Credit Crime Scene Investigation
590750	ADE Concurrent Credit Criminal Law
590770	ADE Concurrent Credit Automation and Robotics Technology I
590780	ADE Concurrent Credit Automation and Robotics Technology II
590790	ADE Concurrent Credit Design for Manufacturing
590800	ADE Concurrent Credit Manufacturing Production Processes
590810	ADE Concurrent Credit Fundamentals of Advertising and Graphic Design
590820	ADE Concurrent Credit Industrial Technologies I
590830	ADE Concurrent Credit Industrial Technologies II
590840	ADE Concurrent Credit Industrial Technologies Lab
590850	ADE Concurrent Credit Manufacturing V
590860	ADE Concurrent Credit Metal Fabrication
590870	ADE Concurrent Credit Shielded Metal Arc Welding
590880	ADE Concurrent Credit Gas Metal Arc Welding
590890	ADE Concurrent Credit Gas Tungsten Arc Welding
590900	ADE Concurrent Credit Architecture/CAD II (1 credit)
590910	ADE Concurrent Credit Engineering/CAD I
590920	ADE Concurrent Credit Human Behavior and Disorders (0.5 credit)
590930	ADE Concurrent Credit Introduction to Medical Professions Expanded (0.5 Credit)
590940	ADE Concurrent Credit Emergency Preparedness I
590950	ADE Concurrent Credit Emergency Preparedness II
590960	ADE Concurrent Credit Agribusiness Management
590970	ADE Concurrent Credit Advanced Ag Leadership & Communications
590980	ADE Concurrent Credit Natural Resources Management
591000	ADE Concurrent Credit Emergency Preparedness Lab (0.5 credit)
591050	ADE Concurrent Credit Plant Science
591060	ADE Concurrent Credit Agricultural Mechanics
591070	ADE Concurrent Credit Survey of Agriculture Systems
591080	ADE Concurrent Credit Advanced Animal Science
591090	ADE Concurrent Credit Veterinary Science

Course Code	Course Name
591100	ADE Concurrent Credit Poultry Science
591110	ADE Concurrent Credit Food Products and Processing I
591120	ADE Concurrent Credit Food Products and Processing II
591200	ADE Approved Other CTE Concurrent Credit/Local Credit Only (Requires ADE Approval)
591220	ADE Concurrent Credit Greenhouse Management
591240	ADE Concurrent Credit STEM - Architecture & Construction I (Requires ADE Approval)
591250	ADE Concurrent Credit STEM - Architecture & Construction II
591290	ADE Concurrent Credit Agricultural Metals
591300	ADE Concurrent Credit Agricultural Structures
591310	ADE Concurrent Credit Forestry Equipment Operations
591320	ADE Concurrent Credit Advanced Agricultural Mechanics
591360	ADE Concurrent Credit Retail Business
591370	ADE Concurrent Credit Transportation and Distribution
591380	ADE Concurrent Credit Introduction to Supply Chain and Logistics
591390	ADE Concurrent Credit Business - Transportation, Distribution, & Logistics (Requires ADE Approval)
591430	ADE Concurrent Credit Business Law I (0.5 credit)
591440	ADE Concurrent Credit Business Law II (0.5 credit)
591450	ADE Concurrent Credit Business Procedures
591460	ADE Concurrent Credit Medical Office Administration
591470	ADE Concurrent Credit Medical Coding and Billing
591480	ADE Concurrent Credit Business Management & Administration
591580	ADE Concurrent Credit Accounting II
591590	ADE Concurrent Credit Survey of Business
591650	ADE Concurrent Credit Principles of Banking
591660	ADE Concurrent Credit Advanced Banking
591670	ADE Concurrent Credit Financial Planning
591680	ADE Concurrent Credit Securities, Investments, Risk, and Insurance
591690	ADE Concurrent Credit Finance (Requires ADE Approval)
591810	ADE Concurrent Credit Fundamentals of Advertising & Graphic Design
591820	ADE Concurrent Credit Intermediate Advertising and Graphic Design
591830	ADE Concurrent Credit Advanced Advertising and Graphic Design
591840	ADE Concurrent Credit Advertising and Graphic Design Lab
591850	ADE Concurrent Credit Digital Photography I
591860	ADE Concurrent Credit Digital Photography II
591870	ADE Concurrent Credit Digital Photography III
591880	ADE Concurrent Credit Digital Photography Lab
591890	ADE Concurrent Credit Marketing Business Enterprise
591900	ADE Concurrent Credit Marketing Management
591910	ADE Concurrent Credit Small Business Operations
591920	ADE Concurrent Credit Digital Marketing
591930	ADE Concurrent Credit Markets and Analytics
591940	ADE Concurrent Credit Marketing (Requires ADE Approval)
591950	ADE Concurrent Credit Survey of Business
592000	ADE Concurrent Credit Fashion and Interior Design
592010	ADE Concurrent Credit Advanced Fashion and Interior Design
592020	ADE Concurrent Credit Life Span Development
592030	ADE Concurrent Credit Dynamics of Human Relationships
592040	ADE Concurrent Credit Child Care Guidance, Management, & Services
592060	ADE Concurrent Credit Advanced Consumer Services

Course Code	Course Name
592070	ADE Concurrent Credit Arts, A/V Technology & Communications I (Requires ADE Approval)
592080	ADE Concurrent Credit Arts, A/V Technology & Communications II (Requires ADE Approval)
592090	ADE Concurrent Credit Arts, A/V Technology & Communications III (Requires ADE Approval)
592110	ADE Concurrent Credit Arts, A/V Technology & Communications IV (Requires ADE Approval)
592120	ADE Concurrent Credit Arts, A/V Technology & Communications V (Requires ADE Approval)
592130	ADE Concurrent Credit Consumer Science - Arts, A/V Technology & Communications (Requires ADE Approval)
592150	ADE Concurrent Credit Culinary I
592160	ADE Concurrent Credit Culinary II
592170	ADE Concurrent Credit Business - Hospitality & Tourism (Requires ADE Approval)
592230	ADE Concurrent Credit Chemistry of Foods
592310	ADE Concurrent Credit Automotive Collision Lab
592320	ADE Concurrent Credit Transportation, Distribution and Logistics I (Requires ADE Approval)
592330	ADE Concurrent Credit Transportation, Distribution and Logistics II (Requires ADE Approval)
592350	ADE Concurrent Credit Automotive Electrical Systems / HVAC
592360	ADE Concurrent Credit Engine Performance/Engine Repair
592370	ADE Concurrent Credit Suspension & Steering/Automatic Transmissions
592380	ADE Concurrent Credit Automotive Service Lab
592390	ADE Concurrent Credit Medium/Heavy Truck Lab
592430	ADE Concurrent Credit Electrical
592440	ADE Concurrent Credit Plumbing
592450	ADE Concurrent Credit Furniture Manufacturing I (Requires ADE Approval)
592460	ADE Concurrent Credit Furniture Manufacturing II (Requires ADE Approval)
592470	ADE Concurrent Credit HVACR Lab
592480	ADE Concurrent Credit Computer Hardware 1
592490	ADE Concurrent Credit Computer Hardware 2
592510	ADE Concurrent Credit Health Science I (Requires ADE Approval)
592520	ADE Concurrent Credit Health Science II (Requires ADE Approval)
592530	ADE Concurrent Credit Health Science III (Requires ADE Approval)
592550	ADE Concurrent Credit Automation and Robotics Technology II
592560	ADE Concurrent Credit STEM (Requires ADE Approval)
592590	ADE Concurrent Credit Machine Tool I
592600	ADE Concurrent Credit Machine Tool II
592610	ADE Concurrent Credit Machine Tool Lab
592630	ADE Concurrent Credit Approved Manufacturing VI
592650	ADE Concurrent Credit Electronics I
592660	ADE Concurrent Credit Electronics II
592670	ADE Concurrent Credit Advanced Shielded Metal Arc Welding
592680	ADE Concurrent Credit Electronics Lab
592700	ADE Concurrent Credit Welding Lab
592710	ADE Concurrent Credit Engineering/CAD II (1 credit)
592720	ADE Concurrent Credit Education and Training
592730	ADE Concurrent Credit Human Services (Requires ADE Approval)
592770	ADE Concurrent Credit Medical Lab (0.5 credit)
592780	ADE Concurrent Credit Medical Lab (1.0)

Course Code	Course Name
592790	ADE Concurrent Credit Fundamentals of Radio
592800	ADE Concurrent Credit Intermediate Radio
592810	ADE Concurrent Credit Advanced Radio
592820	ADE Concurrent Credit Radio Lab
592830	ADE Concurrent Credit Aviation II
592840	ADE Concurrent Credit Aviation Lab
592850	ADE Concurrent Credit UAS Flex
592860	ADE Concurrent Credit UAS Level I
592870	ADE Concurrent Credit UAS Level II
592880	ADE Concurrent Credit UAS Level III
592910	ADE Concurrent Credit Medical Math
592920	ADE Concurrent Credit Medical Procedures Expanded (0.5 credit)
592930	ADE Concurrent Credit Agribusiness, Food, & Natural Resources (Requires ADE Approval)
593140	ADE Concurrent Credit Fundamentals of Television
593150	ADE Concurrent Credit Intermediate Television
593160	ADE Concurrent Credit Advanced Television
593170	ADE Concurrent Credit Television Lab
593180	ADE Concurrent Credit Manufacturing I
593190	ADE Concurrent Credit Manufacturing II
593200	ADE Concurrent Credit Manufacturing III
593210	ADE Concurrent Credit Manufacturing IV
593220	ADE Concurrent Credit Pharmacy Technology Fundamentals
593230	ADE Concurrent Credit Foundations of Sports Medicine
593240	ADE Concurrent Credit Sports Medicine Injury Assessment
593250	ADE Concurrent Credit Emergency Preparedness Lab (1.0)
593260	ADE Concurrent Credit Medical Terminology
593270	ADE Concurrent Credit Pathology (0.5 credit)
593340	ADE Concurrent Credit Transportation, Distribution and Logistics III (Requires ADE Approval)
593470	ADE Concurrent Credit Furniture Manufacturing Lab
593480	ADE Concurrent Credit T& I - Architecture & Construction I (Requires ADE Approval)
593500	ADE Concurrent Credit Transportation, Distribution and Logistics IV (Requires ADE Approval)
593510	ADE Concurrent Credit Transportation, Distribution and Logistics V (Requires ADE Approval)
593520	ADE Concurrent Credit Consumer Services (Requires ADE Approval)
593530	ADE Concurrent Credit Law, Public Safety, Corrections & Security (Requires ADE Approval)
596500	Miscellaneous Concurrent Credit
696200	Other Concurrent Credit/Local Credit Only

High School Computer Science Courses, Course Standards, and Course Codes Grid - Valid beginning July 2021

	Year 1 (Note 1)	Year 2	Year 3 Advanced
Artificial Intelligence & Machine Learning (PDF / DOCX / GDOC)	465410	465420	465430
Computer Engineering (PDF / DOCX / GDOC)	465470	465480	465490
Cybersecurity (PDF / DOCX / GDOC)	465270	465280	465290
Data Science (PDF / DOCX / GDOC)	465710	465720	465730
Game Development and Design (PDF / DOCX / GDOC)	465670	465680	465690
Mobile Application Development (PDF / DOCX / GDOC)	465370	465380	465390
Networking (PDF / DOCX / GDOC)	465170	465180	465190
Programming (PDF / DOCX / GDOC)	465070	465080	465090
Robotics (PDF / DOCX / GDOC)	465570	465580	465590
College Board Advanced Placement (AP) Computer Science Principles	565030	N/A	N/A
College Board Advanced Placement (AP) Computer Science A	N/A	N/A	565130
International Baccalaureate (IB) Computer Science SL	N/A	N/A	565230

International Baccalaureate (IB) Computer Science HL	N/A	N/A	565330
Computer Science Independent Study (PDF / DOCX / GDOC)	N/A	N/A	465930
Computer Science Internship (PDF / DOCX / GDOC)	N/A	N/A	465940
Concurrent Credit Computer Science	N/A	N/A	565910, 565920,565930, 565940, 565950, 565960, 565970, 565980, 565990
Weighted Concurrent Credit Computer Science (only to be used by ADE approval)	N/A	N/A	565810, 565820,565830, 565840, 565850, 565860, 565870, 565880, 565890
Career Practicum - Computer Science (only to be used by DCTE approval)	N/A	N/A	465780, 465790, 465880, 465890

Notes:

Note 1: All Arkansas Public High Schools must make available a one-year combination of courses with course codes listed in this column (under Year 1 - Level 1 / Level 2) to meet the requirements of the ADE Required 38 and A.C.A. § 6-16-146 Computer science — Required course offering. (a) Beginning in the 2015-2016 school year, a public high school or public charter high school shall offer at least one (1) computer science course at the high school level. (b) A computer science course offered by a public high school or public charter high school shall: (1) Be of high quality; (2) Meet or exceed the curriculum standards and requirements established by the State Board of Education; and (3) Be made available in a traditional classroom setting, blended learning environment, online-based, or other technology-based format that is tailored to meet the needs of each participating student.

Note 2: ADE / ARCareerED Joint Statement on the 2017-2018 Computer Science Initiative Implementation **https://adecm.ade.arkansas.gov/ViewApprovedMemo.aspx?Id=2157.** To implement an approved Career and Technical Education Computer Science Program of Study, schools shall apply with the Arkansas Department of Career Education using the State Start-Up Grant portal. The application period begins September 1 and closes November 1 each year.

Note 3: The **Computer Science Fact Sheet** continues to be updated with ongoing school year implementation guidance

Appendix B

Assessment Correction Engine

The Assessment Correction Engine (ACE) interface will be available to all districts for review at a date to be announced in the summer of 2022 at the following link: https://adedata.arkansas.gov/. Scroll down to the "ADE Systems of Support" tiles, then toward the bottom right of the page click on "Assessment Correction Engine", which is on the "Systems of Accountability: ESSA" tile.

Districts will be directed to the ADE Data Center to log in. District or School Level users should use their TRIAND login credentials to log in.

Districts are strongly encouraged to review all of the data available for review. In particular, schools need to review the percent tested information and enter reason not tested codes and documentation where needed as early as possible. When using ACE in 2022, changes will only be made to data for the 2021-2022 school year.

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