

2010 Arkansas School Performance Report



THE ARKANSAS DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL ACADEMIC ACCOUNTABILITY
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Performance Report



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Office of Public School Academic Accountability 2010 School Performance Report

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Dear Parents:

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

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

We hope the information included in the 2010 Arkansas School Performance Report will encourage you to become more involved in your child's education. When parents are partners in their children's education, the results are improved student achievement, better school attendance and reduced dropout rates.

Arkansas students will soon begin transitioning to the Common Core State Standards (CCSS). These standards are a set of shared learning expectations for students in English language arts and mathematics. CCSS will promote the following: all students, no matter where they live, will be prepared for success in postsecondary education and the workforce; parents will understand exactly what students need to know and be able to do; parents will support their children and educators when expectations are clear and goals are high; there will be equal access to a high quality education; and there will be more opportunities to meaningfully engage parents. Arkansas students in grades K-2 will begin the transition in the fall, and full implementation of CCSS and related assessments will be in place for all grades in 2014-15. For more information on the CCSS, please go to <http://www.corestandards.org/>.

If you need additional information about the School Performance Report, contact your local school administrator or visit:

http://www.arkansased.org/testing/performance_report.html



Tom W. Kimbrell, Ed.D.

Commissioner of Education



HOW TO READ THIS REPORT

The Arkansas School Performance Report contains valuable information about your child's school, the district it falls within as well as within the state. Benchmark charts by grade for Arkansas for the past five years can be found on Page 6. If you would like to compare your school's information against the rest of the state, reference Pages 15-20.

The Division of Public School Academic Accountability gathers and publishes information based on legislative mandates. The core of the Arkansas School Performance Report consists of specific statistical performance information. This information is organized into seven essential accountability indicators that all parents need to know: Student Achievement, School Performance, Retention, Safe and Orderly Environment, Teacher Quality, Choice, and School Funding. Definitions for these indicators are on Pages 4 and 5.

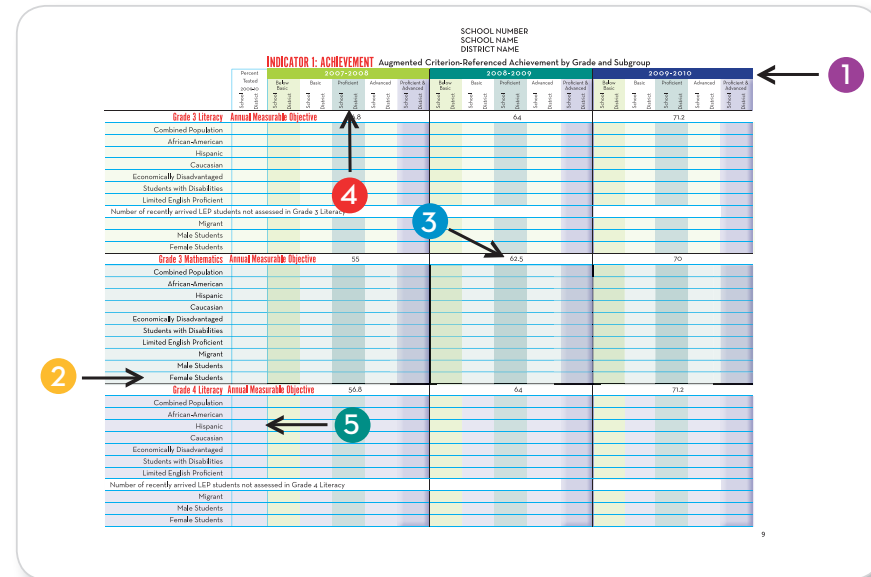
Federal mandates require the use of a uniform graduation rate in the 2010-11 Report Card. This rate is called **the four-year adjusted cohort graduation rate**, and it differs substantially from the rate used in the past. Arkansas will finalize and use the new graduation rate for Adequate Yearly Progress (AYP) calculation in **2011-2012**. For more information, contact **Dr. Charity Smith** at (501) 682-5891 or go to:

http://www.arkansased.org/testing/performance_report.html

Making the Grade: Arkansas Ranks 6th Nationally

Ranked sixth overall in the just-released 2011 issue of Quality Counts, Arkansas earned its highest placement ever in the annual ranking of states' public education policies, environment and performance. Quality Counts, now in its 15th year, is published by the national magazine *Education Week*. For the previous two years, Arkansas placed 10th. Arkansas received the grade of A (94.4) for the category Standards, Assessments, & Accountability. Arkansas also received the grade of A (96.4) for the category Transitions and Alignment. Arkansas came in first to lead the way in the category entitled Transitions and Alignment. This section tracks states' efforts to coordinate connections between public school grades and other segments of the educational pipeline.

"Because of Governor Beebe's focus on cradle-to-grave education and because of the state's ability to connect quality data about educational achievement and out-



- 1 Each chart provides information for the past three years.
- 2 Topics are subdivided by gender, race, economic standing, disability, and (when applicable) limited English proficiency.
- 3 Numbers are listed as percentages, rounded to the first decimal point.
- 4 The standard for achievement in Arkansas is Proficient.
- 5 A reference of "RV" stands for "Restricted Value." This means that fewer than 10 students fall into this category and the information has been withheld to protect identity.



comes from early childhood to college and beyond, Arkansas truly is building a system that promotes lifelong learning. This will serve our state well both educationally and economically," said Commissioner of Education Tom W. Kimbrell, adding, "It is great to have that achievement recognized by Quality Counts."

- In 2010, scores on both the Arkansas Augmented Benchmark exams again improved, with more than 60 percent of Arkansas' public school students at all grade levels scoring at grade level or higher on the benchmark exams. At some grades, more than 80 percent are scoring at grade level or higher.
- The achievement gap between majority and minority students narrowed for the fourth year in a row on the 2010 Arkansas Augmented Benchmark Exams.
- More students than ever participated in Advanced Placement classes in 2010 (21,226) as well as performed at high levels on the exams (up 13.1 percent from the previous year).
- More high school graduates – 81 percent – took the ACT college admission and placement exam in 2010 – an indication that more of our state's students are college bound.

UNDERSTANDING THIS REPORT



In January 2002, President George W. Bush signed the No Child Left Behind (NCLB) Act. The legislation mandates increased accountability for states, school districts and schools, and provided greater choice for parents and students when students were attending low-performing schools. The NCLB Act requires that at least 95 percent of a school's students be tested using the state's exams. This figure is a factor used to determine a school's performance. The NCLB Act also requires that student performance reported for all students (Combined Population), include:

- African-American
- Hispanic
- Caucasian
- Economically disadvantaged*
- Students with disabilities
- Limited English proficient
- Migrant**
- Male
- Female

*For purposes of this report, we define children as economically disadvantaged as those who qualify for free or reduced lunch.

** Migrant students are students who move with their families as many as two or three times each school year, and may or may not come back the following year.

INDICATOR 1: STUDENT ACHIEVEMENT

Student Achievement is measured by both state and national tests. Student performance on the Benchmark, End-of-Course and the Grade 11 Literacy Exams is shown by the percent of students performing at each of the four performance levels, as well as those students scoring at or above Proficient. The Achievement section also includes participation in SAT-10 Norm-Referenced Test, the American College Test (ACT), Advanced Placement (AP) classes, the School Improvement (gains) Rating, the Annual School Performance (status) Rating and the No Child Left Behind Adequate Yearly Progress (AYP).

A brief definition of the four performance levels are list-

ed below. The standard for accountability is 'Proficient,' meaning that the state's goal is to have all students at 'Proficient' or above.

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

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

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

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

STATE TESTS

The test scores on Pages 9-20 breakout the scores for the Arkansas Augmented Benchmark Exams (Grades 3-8) in the areas of reading/literacy and mathematics for your child's school. Grades 5 and 7 also include science. The End-of-Course Exams are Algebra 1, geometry and biology. The Grade 11 Literacy Exam is administered to students completing Grade 11 in March of each year.

NATIONAL TESTS

The SAT-10 Norm-Referenced Test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations. SAT-10 compares Arkansas' student performance with the performance of a sample of students from across the country. The results are reported by percentile ranging from 1 to 99. The 50th percentile represents the national average, or the point above which half of the national sample scored. This figure indicates the average performance. Students in Grades 3-8 were tested in the area of reading comprehension, and in the area of mathematics problem solving and data interpretation. Also, Grades 5 and 7 include science. Your child's school Norm-Referenced performance is on Page 21.

The American College Test (ACT) shows the average scores of high school seniors. The ACT score ranges from 1 to 36. Most public colleges and universities in Arkansas require the ACT as part of their admissions process. The average scores are for mathematics, English, reading and science, as well as an overall composite score. Read more about the ACT on Page 7 and see your child's school performance on Page 21.

ADVANCED PLACEMENT CLASSES

These figures indicate the number of students who are enrolled in Advanced Placement (AP) classes, the number of AP exams taken, and the number of AP exams with scores of three, four or five. AP exams are given at the completion of an AP class. Students must score a three or better in order to be eligible to receive college credit for the course. The number of students taking AP only counts a student once even if they are taking multiple AP classes. Your child's school performance is on Page 21.

INDICATOR 2: SCHOOL PERFORMANCE

This section indicates how well your child's school meets state and federal performance standards including Adequate Yearly Progress (AYP) requirements. The Annual School Performance Rating System which includes two categories (gains) and (status) requires that schools be rated by the degree to which they meet the state performance standards.

INDICATOR 2: SCHOOL PERFORMANCE (CONTINUED)

Next in this section is district compliance with the requirement to provide text books. **Parents should also pay close attention to district and school compliance with the Standards for Accreditation. An annual accreditation status lets you know if your child's school is fully accredited by the State Board of Education.**

The **attendance rate** indicates the average percentage of students attending school each day. The percentage of students that drop out are included. According to NCLB, students who enter a GED program are considered drop-out students. Percentages for subgroups that graduate in four years are listed next. The **grade inflation rate** reports the statistical gap between actual grades assigned for core classes at the high school level and student performance on End-of-Course Exams. The **college remediation rate** is the percentage of incoming college freshmen who would have to take a remedial course or courses at an Arkansas college or university based on their performance on the mathematics and English sections of the ACT. Enrollment as of October 1, 2010 is listed. Items included in this section are further described below. The annual school performance is on Pages 21-22.

ADEQUATE YEARLY PROGRESS (AYP)

The NCLB Act has a goal of having 100 percent of students at the proficient level by the year 2014. In order to accomplish this, each school district has a yearly goal to move them toward proficiency. Aside from the academic performance of a school's students, a school can be placed in "School Improvement" if less than 95 percent of eligible students were tested or the school did not meet the secondary indicator. For elementary and middle schools, the secondary indicator is student attendance. At the high school level, the secondary indicator is the **graduation rate**. NCLB requires states to measure AYP. Additional information on AYP is on Page 8.

ANNUAL ACCREDITATION STATUS

Accredited means that a school complies with the Standards for Accreditation set by the State Board of Education. **Accredited-Cited** status is assigned for teacher

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

INDICATOR 3: RETENTION

This section includes the numbers and percentages of students retained for Grades 1-8. These are students that, for academic reasons, are returning to the same grade rather than advancing to the next. Retention for your child's school is found on Page 22.

INDICATOR 4: SAFE AND ORDERLY ENVIRONMENT

This information indicates whether the school's discipline policy has been distributed to parents and whether the school's staff has received discipline policy training. Another notation in this section indicates whether a school has adopted a parental involvement plan. The district's Alternative Learning Environment (ALE) compliance status indicates if the ALE is conducive to learning, and provides intervention services designed to address individual needs of students. The number shown for expulsions indicates the percentage of students who have been expelled from school during the school year. The next numbers indicate the percentage of school-related weapon or assault incidents involving students that occurred at the school.

INDICATOR 5: TEACHER QUALITY

The first number indicates the percentage of teachers at the school who have a valid Arkansas teaching license and teach in the area(s) for which they hold the license. When schools employ teachers for more than 30 days who are not fully qualified (licensed), the schools are required to request a waiver from the State Board of Edu-

cation to continue to employ those teachers. The percentage of teachers teaching out of area represents the number of waivers divided by the number of certified (licensed) staff. This category also shows the percentage of teachers who have a bachelor's degree, a master's degree or an advanced degree. The percent of (Core Academic) Classes Not Taught by Highly Qualified Teachers is divided into three sections. The first section has information for high poverty schools - the top quartile of schools with students receiving free and reduced-price lunches. The second section is for low poverty schools - the lowest quartile of schools with students receiving free and reduced-price lunches. The third section is an aggregate of all economic levels. Highly Qualified Teachers have at least a bachelor's degree, are licensed, and demonstrate content knowledge in their subject area(s). The School Board Training section lists the School District Board of Directors and the hours of training and instruction they have received in school-related topics.

INDICATOR 6: CHOICE

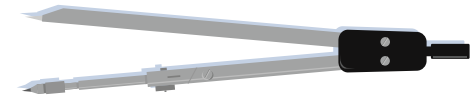
This number indicates the percentage of students who reside in another district, but are attending this school as part of the Arkansas Public School Choice Act.

INDICATOR 7: SCHOOL FUNDING

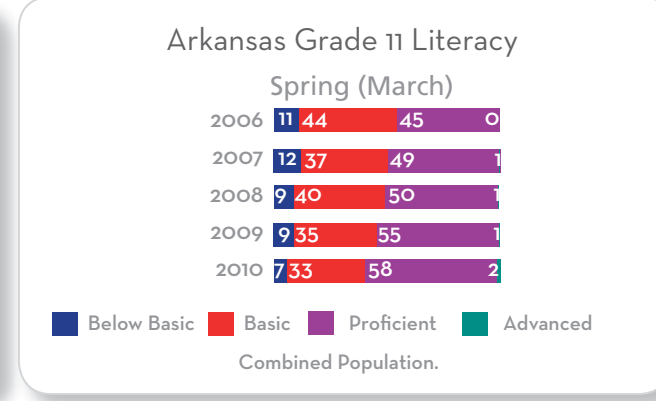
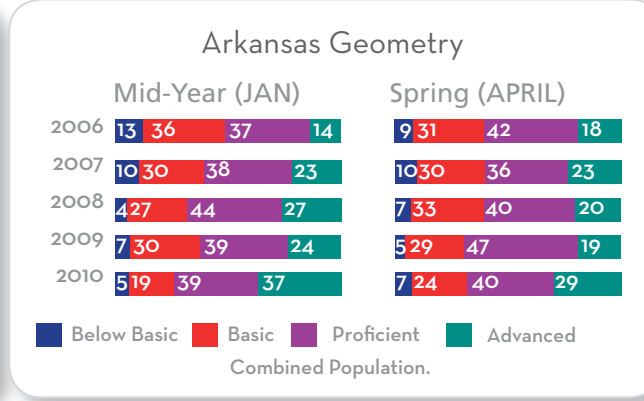
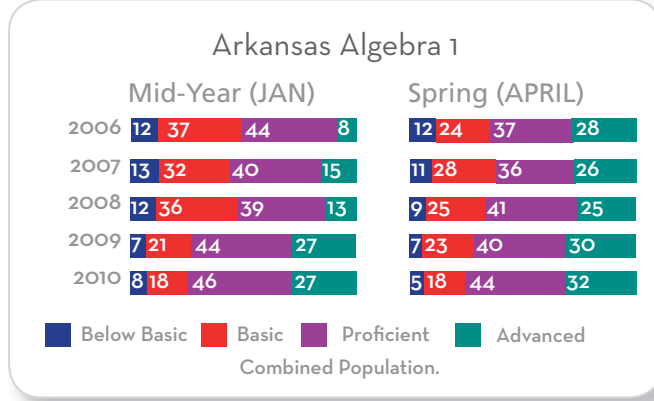
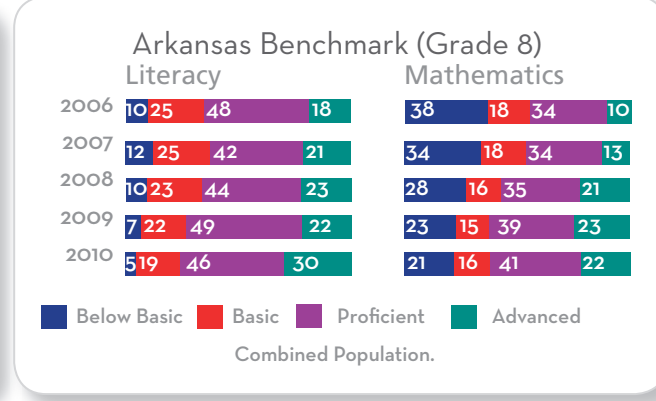
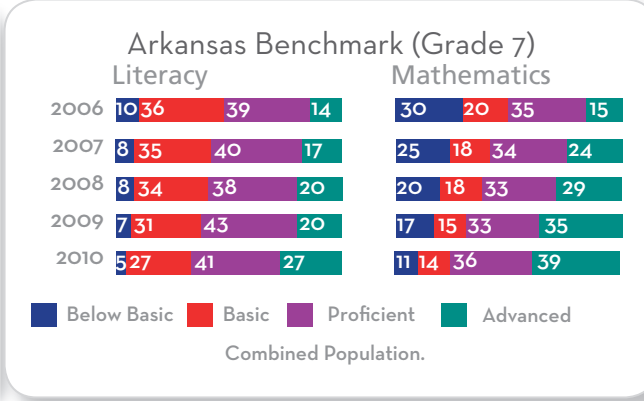
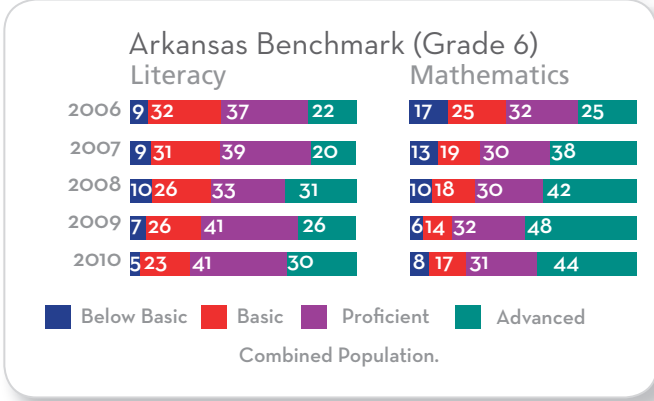
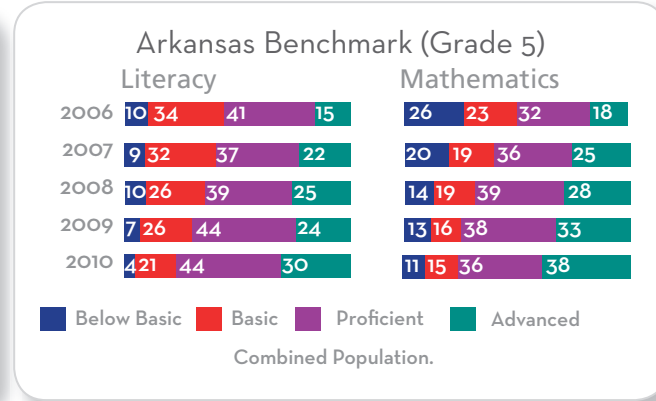
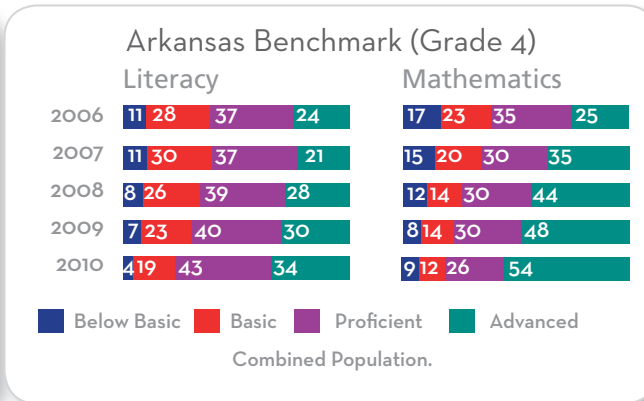
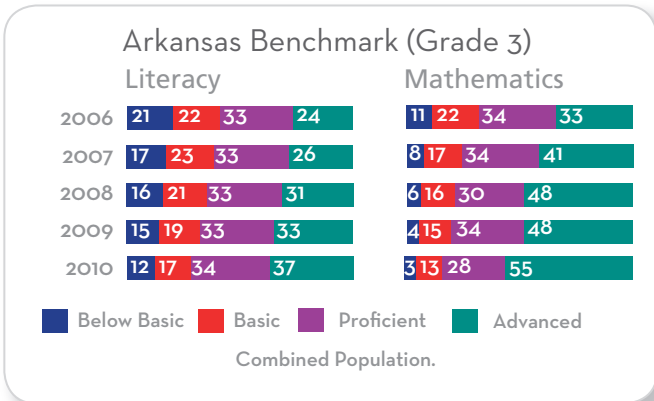
This section covers the money going into and out of your child's school, including average spent per student and average teacher salary for those holding a teaching license. The district's millage rate is the tax rate approved for the district by the voters in the last annual school election and is referred to on the chart as "Mills Voted." The total expenditures for the school and district reflect all the money that was spent for the year, including extracurricular expenses that are not part of the required curriculum. Capital expenditures are for land, buildings, vehicles and equipment that should last more than a year. Debt service expenditures are for payment of principal and interest on long-term debt.

Also included in this section is the percentage of students at the school eligible to receive free and reduced-price meals.

ARKANSAS BENCHMARK EXAMINATIONS SUMMARY



The Arkansas Benchmark Charts show continuous academic improvement in all areas for the past five years. The greatest improvement is the increase in the number of students performing at the proficient and advanced levels.



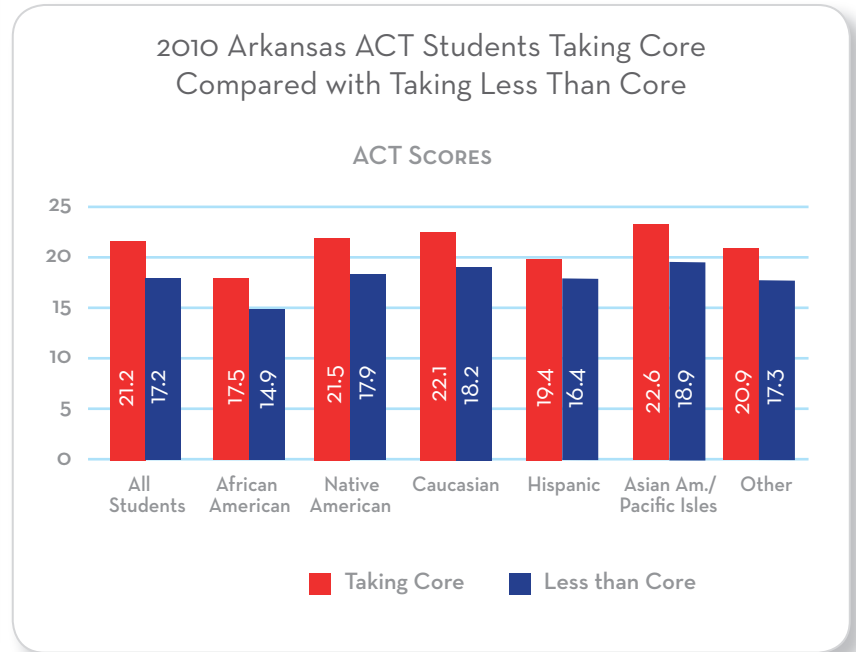
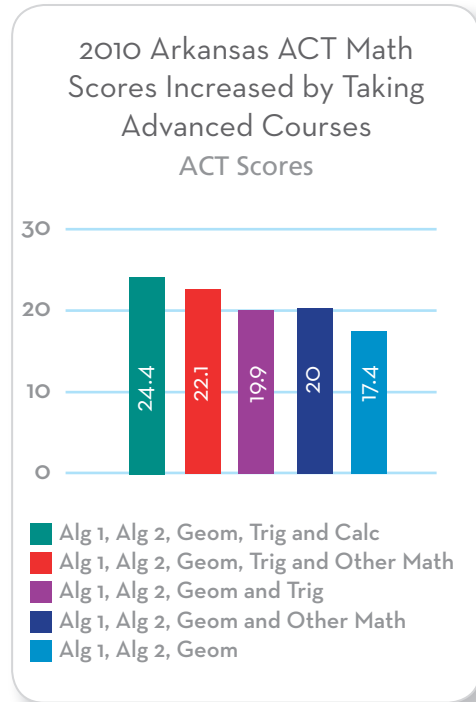
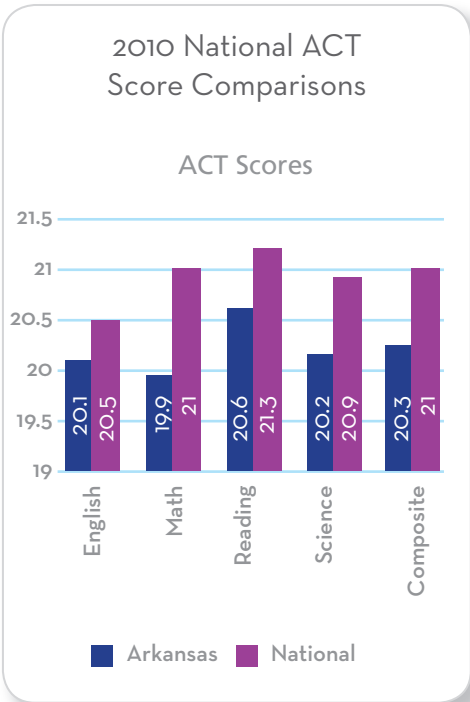
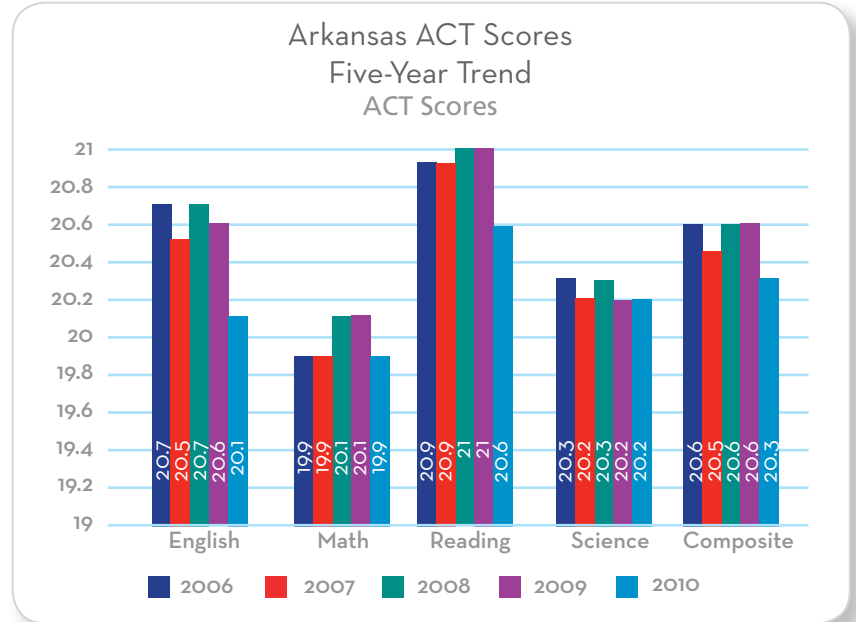
Note: In the Benchmark graphs, because of rounding, totals may not equal 100 percent.



ACT INFORMATION

The American College Test (ACT) is a standardized test used for high school achievement and college admissions in the United States. Topics covered in the test include: English, mathematics, reading and science. While the ACT is not the only factor considered when admitting a student into college, it does help to determine a student's ability to complete college-level studies. Test scores range from 1 to 36, and in Arkansas, a student must score a 19 or above to avoid having to take remedial courses in college. Students have more than one opportunity to take the exam. For students who took the ACT more than once, their highest score was used to calculate the figures.

Find additional ACT scores on Page 21.





CALCULATING THE RESULTS

Arkansas schools are rated nationally by the No Child Left Behind Act (NCLB) and rated at the state level by the Arkansas Student Assessment and Educational Accountability Act (Act 35 of 2003).

Adequate Yearly Progress (AYP) Labels

Schools that meet standards are labeled **“Achieving.”** A school that did not make Adequate Yearly Progress (AYP) can have the **“Targeted”** designation if it does not make AYP in 25 percent or fewer groups of students, but does meet the goal for combined population. If AYP is not made for combined population, the **“Whole School”** designation is used. The following terms are used to describe schools not meeting AYP for one or more years: Alert, Year 1, Year 2, Year 3, Year 4, Year 5 (Restructuring) and Year 6 or more (State Directed). For more information see Page 21 of this report and go to: http://normes.uark.edu/eguide/training/webportal_docs/SmartAcctLabels.pdf

Act 35 Annual School Rating System

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

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

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

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

How To Calculate Category One (Gains)

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

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

Cut Score	Performance Category	Rating
0.25 and above	Schools of excellence for improvement	5
0.13 to 0.24	Schools exceeding improvement standards	4
0.01 to 0.12	Schools meeting improvement standards	3
-0.12 to 0.0	Schools approaching standards (alert)	2
-0.13 and below	Schools in need of immediate improvement	1

Use the scale score for a student from 2009 and the table below to find the sub-category for 2009. If the student scored 360 in grade 4 literacy in 2009, he would be in the Basic 1 sub-category (Bas1). The same student scored 495 in grade 5 literacy in 2010 to be in the Basic 2 sub-category (Bas2). Since the student moved from sub-category Bas 1 in 2009 to Bas 2 in 2010, a .5 gain point is added.

Scale Score Performance Sub-Categories									
Grade	Subject	BB1	BB2	Bas1	Bas2	Prof1	Prof2	Adv1	Adv2
3	Lit	1-262	263	330	415	500	577	654	745
	Math	1-369	370	409	454	500	543	586	637
4	Lit	1-292	293	354	456	559	653	748	842
	Math	1-451	452	495	527	559	599	640	691
5	Lit	1-334	335	382	493	604	701	799	888
	Math	1-500	501	544	574	604	650	697	742
6	Lit	1-361	362	417	529	641	732	823	929
	Math	1-533	534	569	605	641	681	722	774
7	Lit	1-371	372	426	549	673	770	867	950
	Math	1-585	586	622	647	673	718	764	811
8	Lit	1-453	454	507	603	700	807	914	958
	Math	1-611	612	655	677	700	751	802	840
11	Lit	0-164	165	170	182	194	208	222	233
	HS Algebra 1	0-165	166	195	212	222	254	278	299
HS	Geometry	0-163	164	189	199	210	243	267	286

If a student scored 655 in grade 3 literacy in 2009 and 355 in grade 4 literacy in 2010, the student would produce negative two gain points by declining from Adv 1 to Bas 1.

To illustrate the school calculation, the table below shows the computation of the index for a school with only Grade 4 students, 21 of whom took the literacy test and 19 the mathematics test. The school index is -0.025, which reflects a very slight decline in achievement. The school rating would be Level 2 – schools, on alert.

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

Sum of all total gains = -5.5 + 4.5 = -1.0. Sum of counts = 21 + 19 = 40. School Improvement Gain Index = Sum of Total Points / Sum of Counts = -1.0/40 = -0.025.

How to Calculate Category Two (Status)

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

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

Sources & Notes

Pages 9-23: Source: National Office for Research, Measurement and Evaluation Systems, University of Arkansas at Fayetteville.

Page 22: *Source: ADE Office of Research and Technology

Page 23: **Source: FNS National databank for federal fiscal year 2010

***State Free and Reduced-Price Meal Rate includes preschool and adult education students.

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.