

STUDENT ACHIEVEMENT

January 9, 2024



2024 ADEQUACY STUDY ★



Introduction

- National Assessment for Educational Progress (NAEP)
- Advanced Placement (AP)
- ACT
- ACT Aspire
- Additional Achievement Measures for Special Populations
- High School Graduation Rates

Intro	NAEP	AP	$\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{\mathbf{$	ACT	ACT Aspire	Special Pop Assessments	Graduation Rates	\mathbf{i}
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INTRODUCTION

Ark. Code Ann. § 10-3-2102 –

- House and Senate Committees on Education shall:
 - Conduct biennial study to "[a]ssess, evaluate and monitor the entire spectrum of public education" as well as to "[e]valuate the effectiveness of any program implemented by a school, a school district, an education service cooperative, the ADE, or the State Board of Education."
 - Review of the Arkansas Educational Support and Accountability Act (AESAA) and the state's standing under the Every Student Succeeds Act (ESSA).



The state's ESSA plan includes the long-term (12 year) goal of having 80% of Arkansas students demonstrate grade-level proficiency.

The current definition of adequacy also includes, "The goal is to have all, or all but the most severely disabled, students perform at or above proficiency on these tests," referring to the state tests.

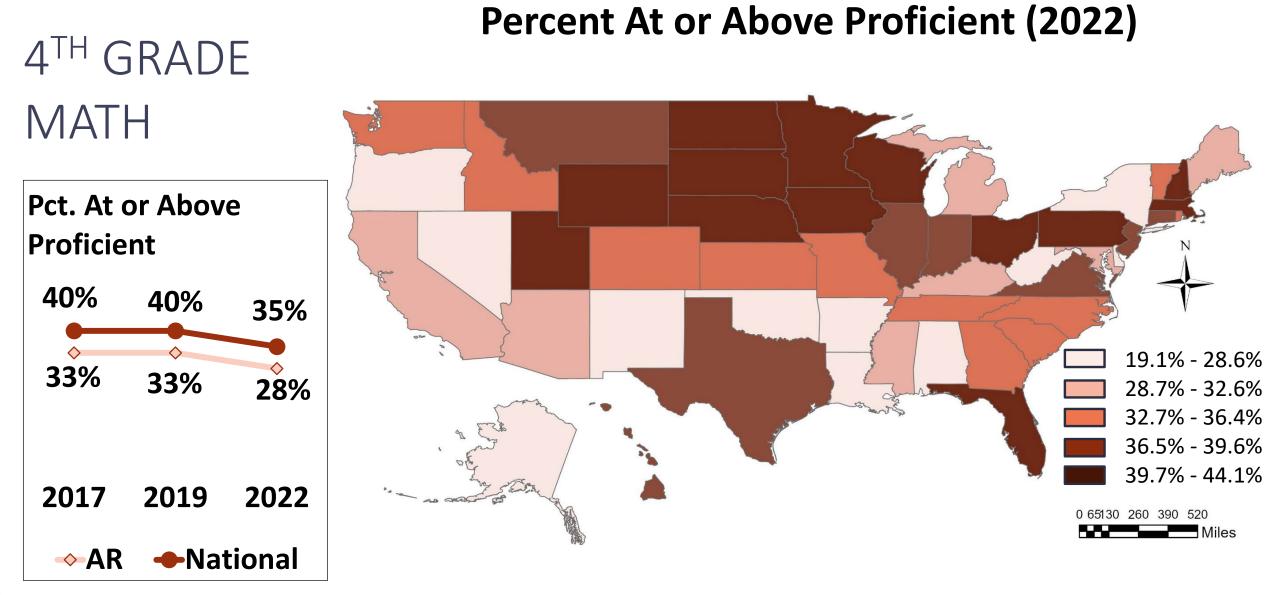
Intro NAEP	AP		АСТ	ACT Aspire	Special Pop Assessments	Graduation Rates	\mathbf{i}
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NATIONAL ASSESSMENT FOR EDUCATIONAL PROGRESS (NAEP)



- Administered every two years to a sample of students in 4th and 8th grades across multiple subjects
- Achievement Levels:

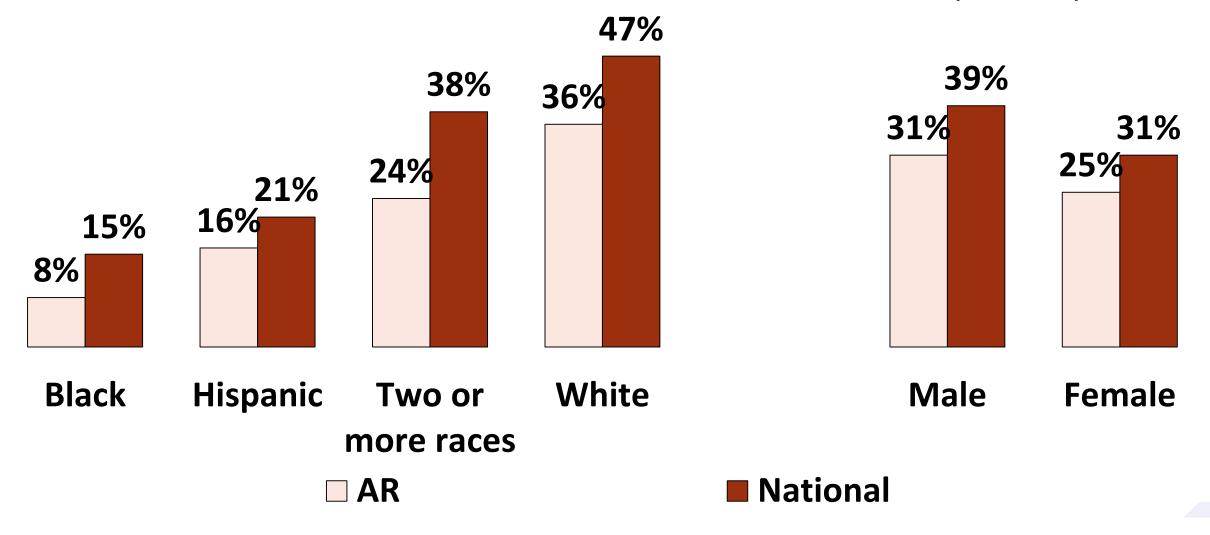
Basic	 Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	 Represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
Advanced	 Represents superior performance



Data Source: https://www.nationsreportcard.gov/ndecore/landing



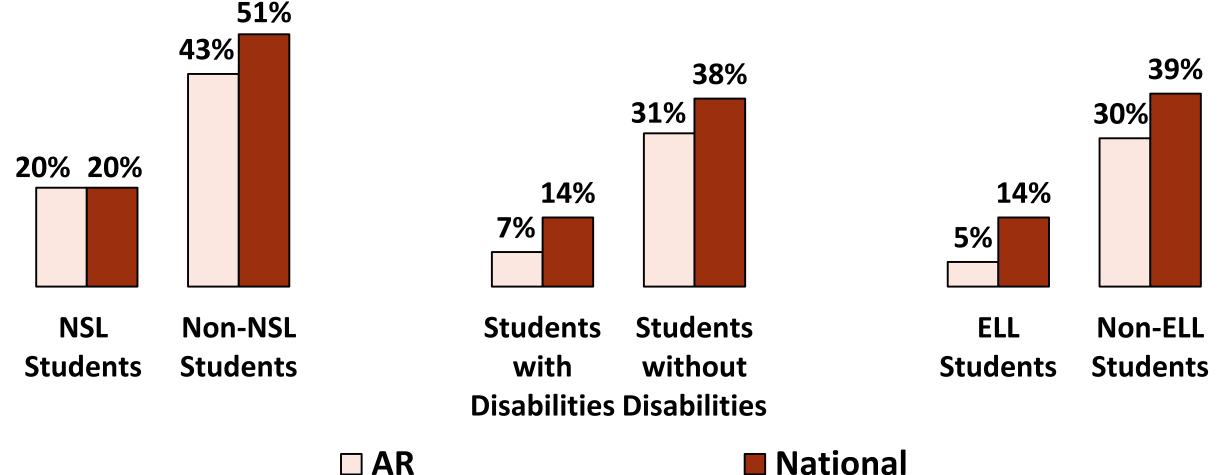
4th Grade Math – Pct. At or Above Proficient (2022)

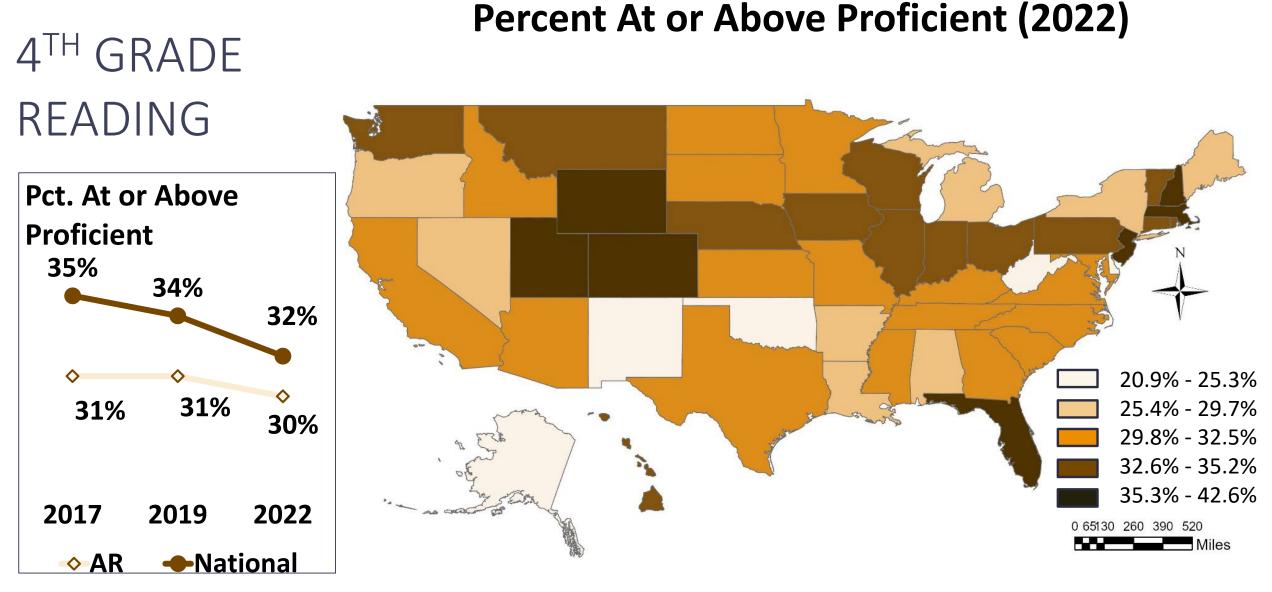


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4th Grade Math – Pct. At or Above Proficient (2022)

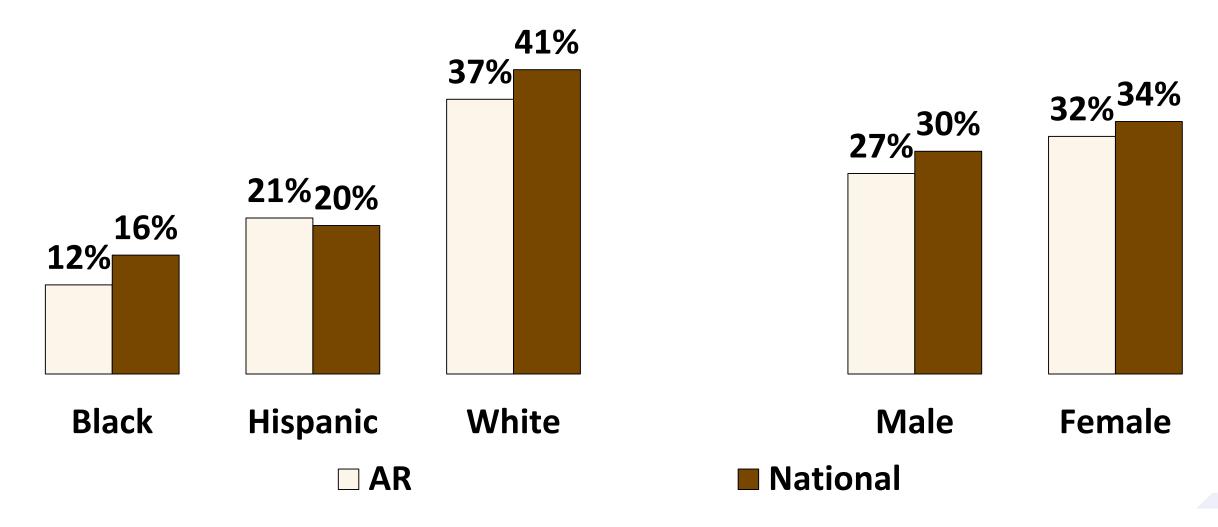




Data Source: https://www.nationsreportcard.gov/ndecore/landing

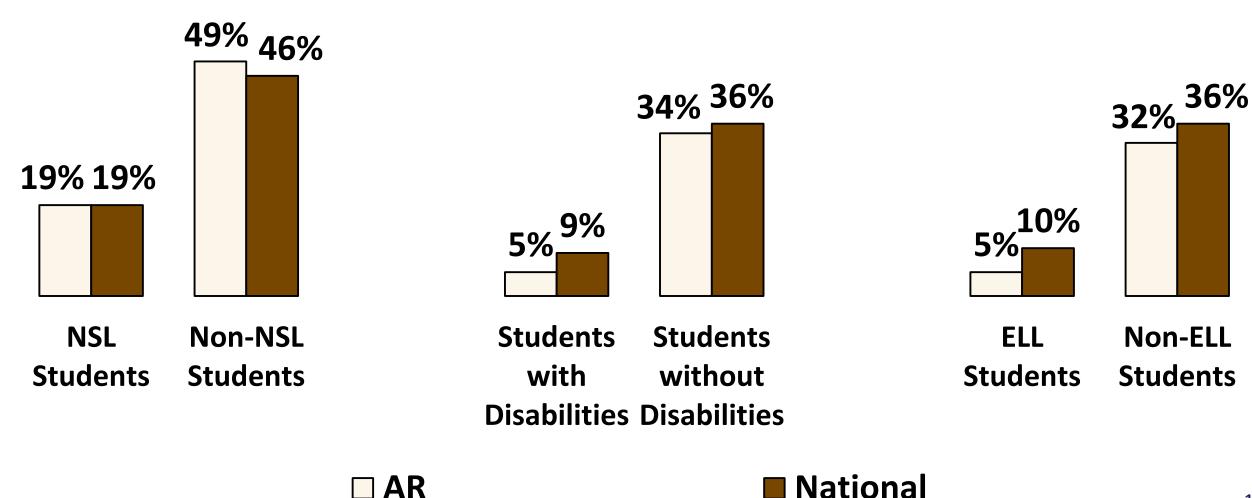


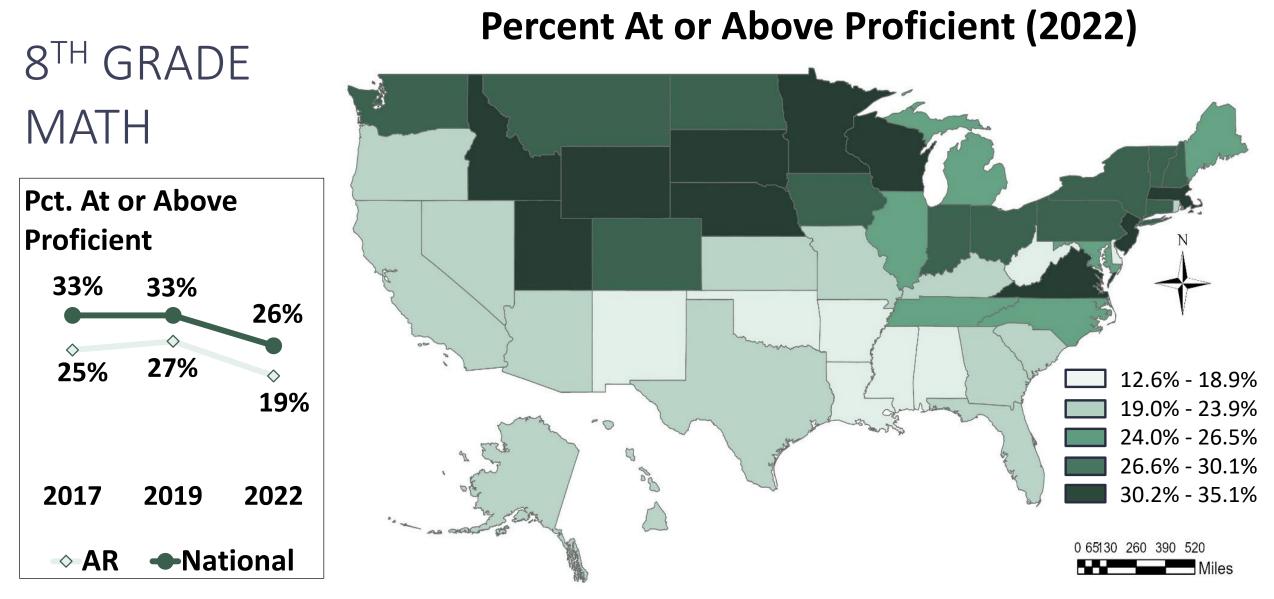
4th Grade Reading – Pct. At or Above Proficient (2022)





4th Grade Reading – Pct. At or Above Proficient (2022)

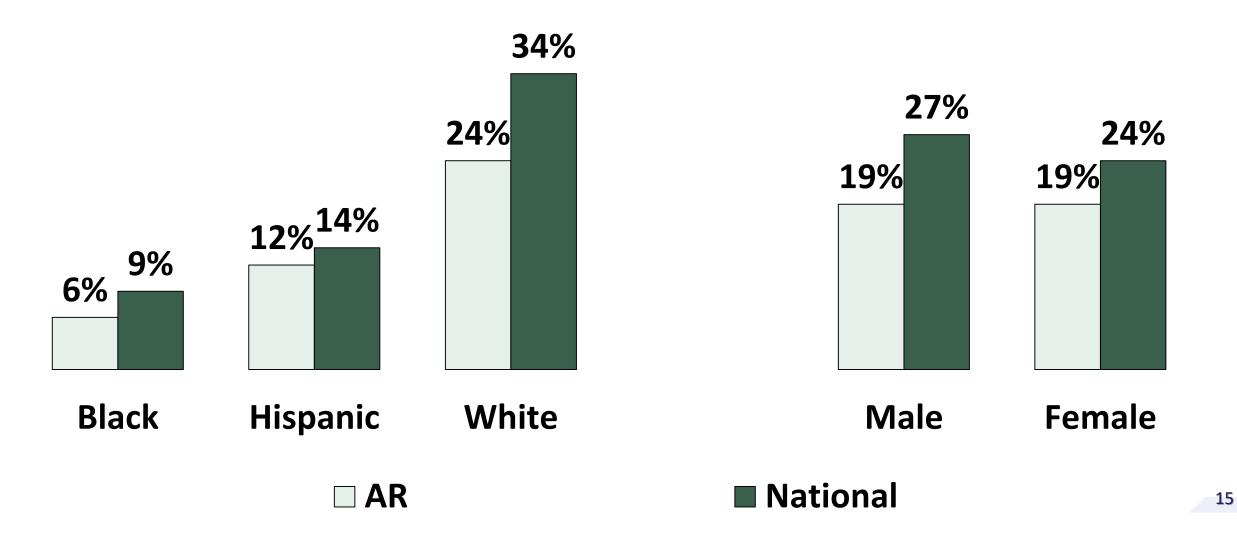




Data Source: https://www.nationsreportcard.gov/ndecore/landing

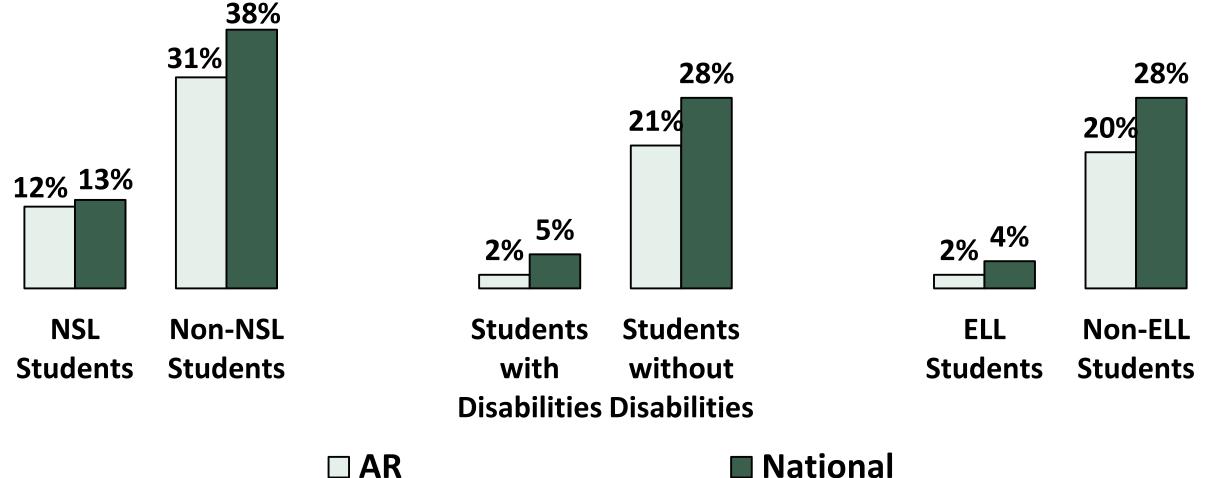


8th Grade Math – Pct. At or Above Proficient (2022)



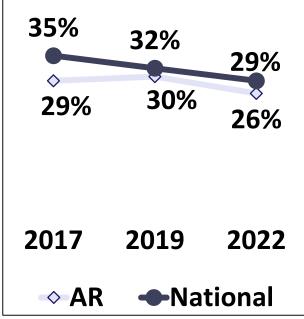


8th Grade Math – Pct. At or Above Proficient (2022)

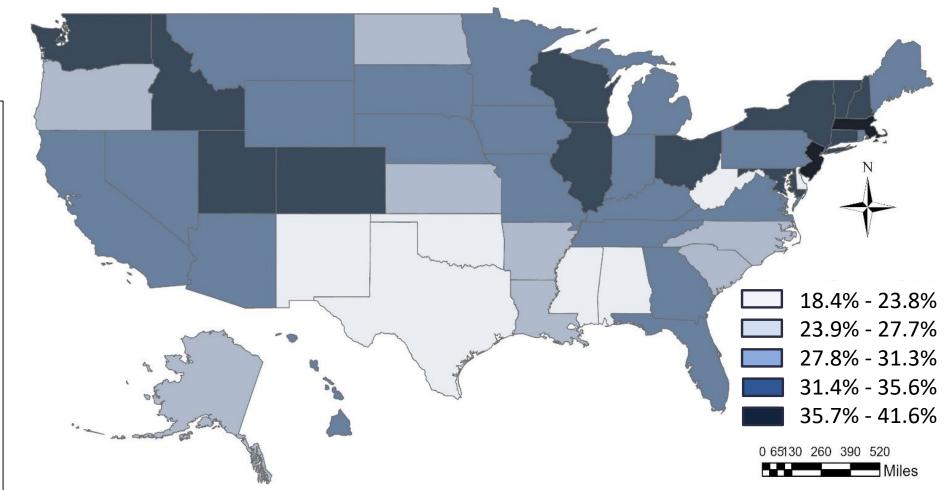




Pct. At or Above Proficient



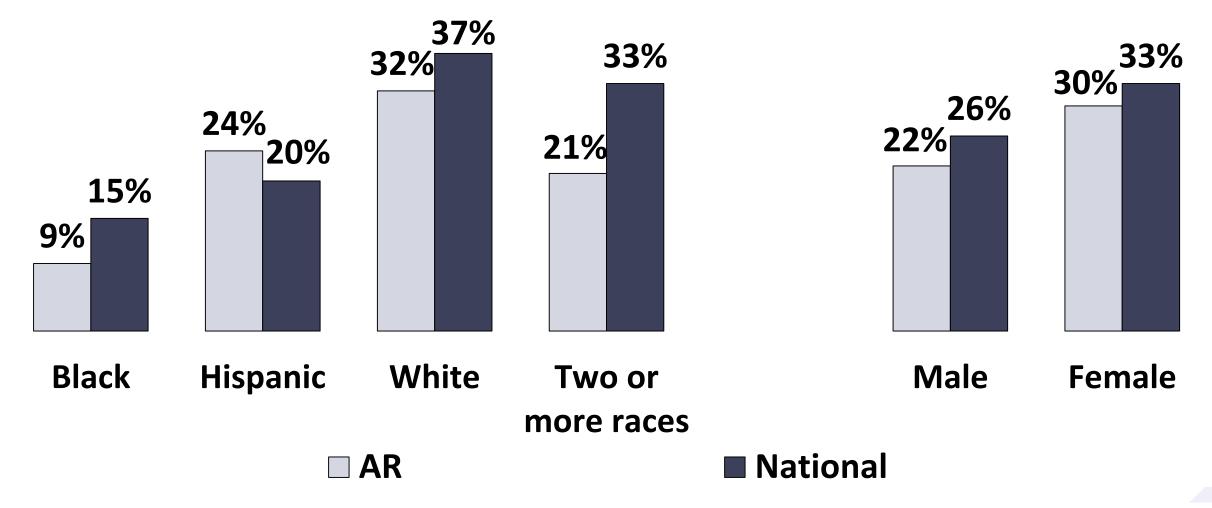
Percent At or Above Proficient (2022)



Data Source: https://www.nationsreportcard.gov/ndecore/landing

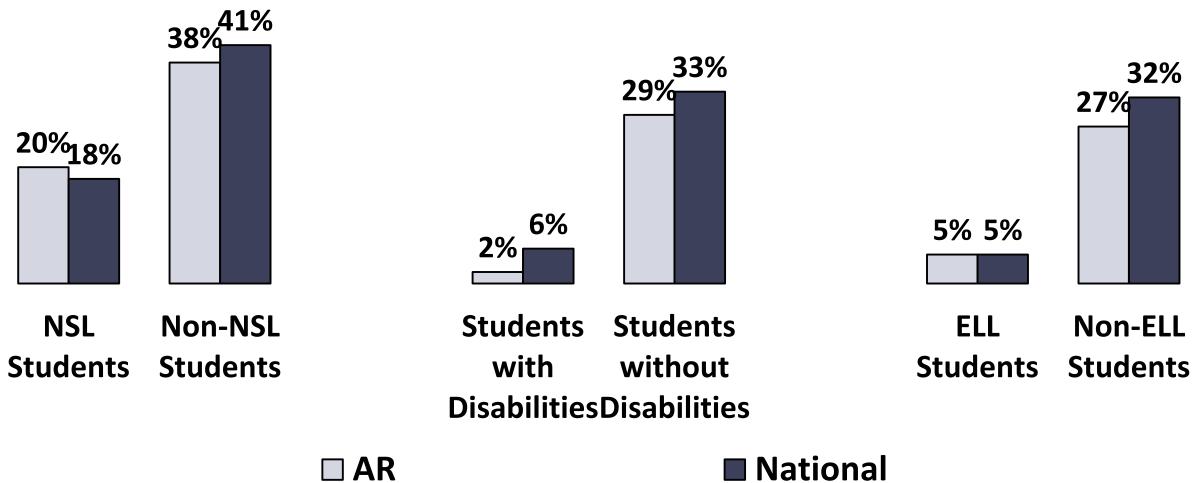


8th Grade Reading – Pct. At or Above Proficient (2022)





8th Grade Reading – Pct. At or Above Proficient (2022)



Intro NAEP AP	ACT	ACT Aspire	Special Pop Assessments	Graduation Rates	>
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ADVANCED PLACEMENT (AP)

ADVANCED PLACEMENT (AP)

AP Program

 Students can pursue college-level studies while in high school to prepare students for admission to and success in a postsecondary educational environment.

AP Course

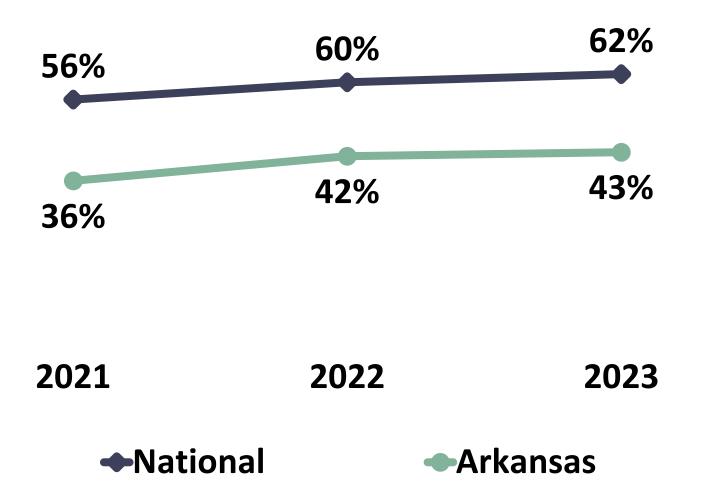
• High school preparatory course offered by each district in four core areas (English, math, science, and social studies).

AP Exams/Scoring

• Scored on a scale of 1 to 5. Many U.S. colleges grant credit and/or advanced placement for scores 3 or above.

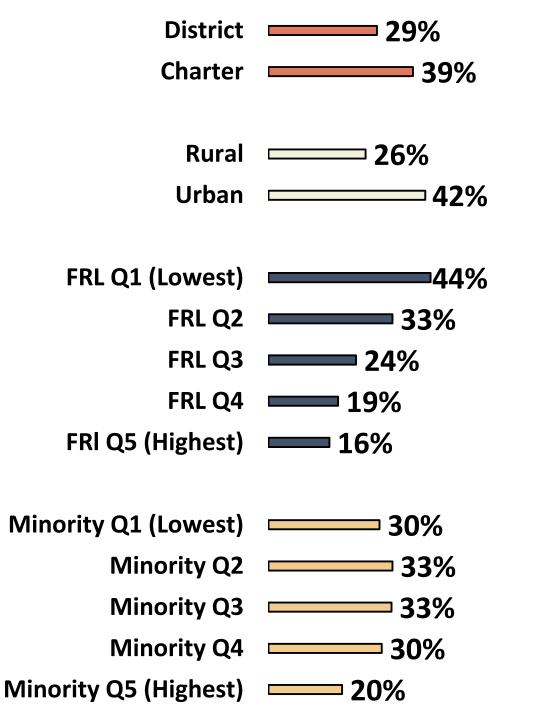


Percent of AP Exams Scoring 3, 4, or 5



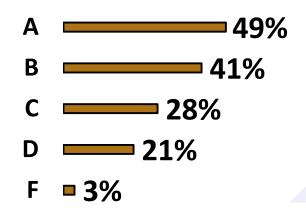
Data Sources: https://apcentral.collegeboard.org/media/pdf/ap-score-distributions-all-subjects-2002-2022.pdf https://apcentral.collegeboard.org/media/pdf/ap-score-distributions-by-subject-2022.pdf

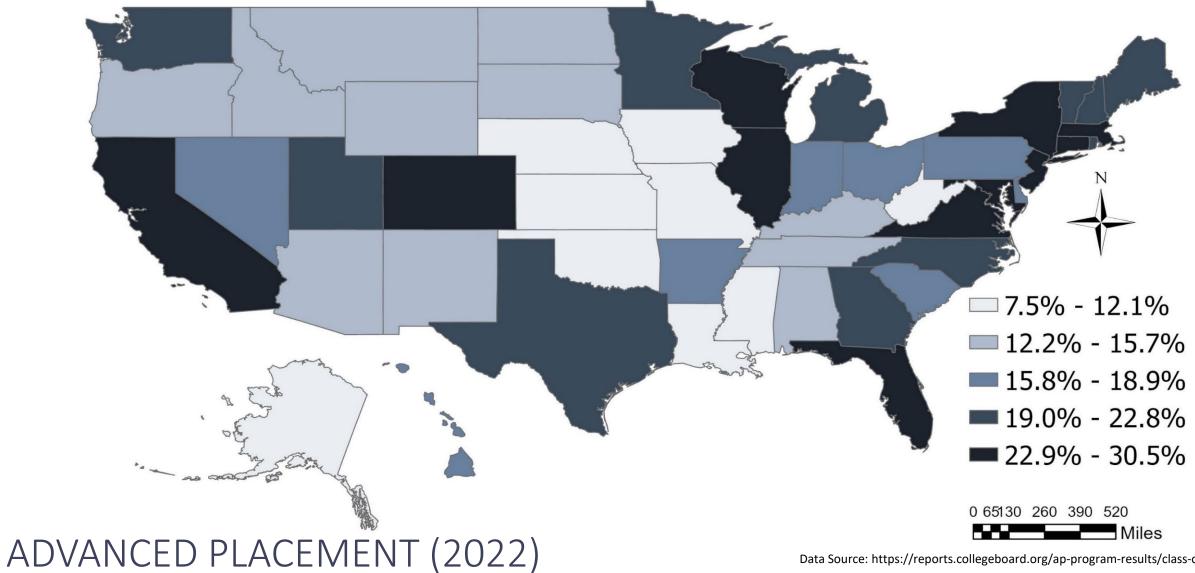
Arkansas FY23 **Students Taking AP** Courses: 27,457 **AP Exams Taken:** 43,142 **United States FY23 Students Taking AP** Courses: 2,869,418 **AP Exams Taken:** 5,197,601



1-350	 29%
351-500	—— 20%
501-750	—— 22%
751-1,000	——— 25%
1,001-1,500	 28%
1,501-2,500	 28%
2,501-5,000	—————————————————————————————————————
5,001-25,000	——— 43%

BLR Cohort	——— 47%
Other	——— 28%





Data Source: https://reports.collegeboard.org/ap-program-results/class-of-2022

Percent Class of 2022 Scoring a 3 or Higher on AP Exam

Intro NAEP	AP ACT	ACT Aspire Special Pop Graduation Assessments Rates



ACT

ACT Assessment

 National college admissions examination designed to measure skills important for success in postsecondary education and are acquired in secondary education.

ACT Scores

• Scores for each of the four multiple-choice tests (English, math, reading, and science) that range from 1-36.

ACT College Readiness Benchmarks

 Empirically derived descriptions of the essential skills and knowledge students need to become ready for college and career.



Average A	ACT Scores:
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Arkansas 11th Grade Students

	Students		2021	2022	2023
2021	Tested	English	17.6	17.7	17.7
2021 2022	,	Math	17.8	17.7	17.6
2023	28,732	Reading	18.4	18.6	18.5
		Science	18.6	18.7	18.6
		Composite	18.2	18.3	18.2

Data Sources: DESE. Average Composite Scores (2023), Percent Meeting College Career Readiness (CCR) Benchmarks (2023), Arkansas ACT State Profile Report – Grade 11 (2022). https://dese.ade.arkansas.gov/Offices/public-school-accountability/assessment-test-scores

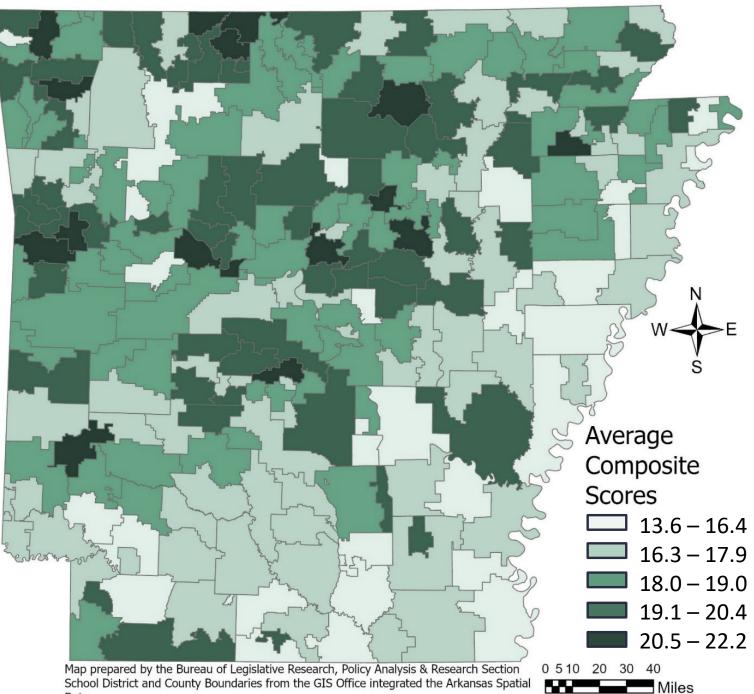
Race/Ethnicity	Average Composite Score (2023)
Asian	22.2
American Indian/ Alaska Native	16.7
Black/African American	15.2
Hispanic/Latino	17.1
Native Hawaiian Other Pacific Islander	15.9
White	19.4
Two or More Races	18.7
Ethnicity – Preferred Not to Respond	18.3
No Ethnicity Information Provided	15.2

Data Sources: DESE. Average Composite Scores by Race/Ethnicity (2023). https://dese.ade.arkansas.gov/Offices/public-school-accountability/assessment-test-scores/2023

ACT – AVERAGE COMPOSITE SCORES (2023)

Charters:

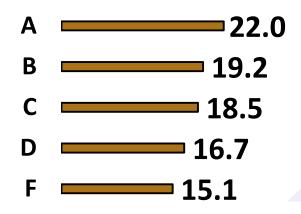
Minimum: 12.6 Maximum: 26.7



18.2 18.6
18.1
——— 18.6
19.7 18.5 18.1 17.4 16.3
18.6 18.9 19.0 19.0 18.1 16.0

1-350	——— 15.8
351-500	——— 17.9
501-750	 18.0
751-1,000	18.0
1,001-1,500	19.2
1,501-2,500	——— 18.4
2,501-5,000	——— 18.5
5,001-25,000	 18.9

BLR Cohort	20.0
Other	18.1



ACT

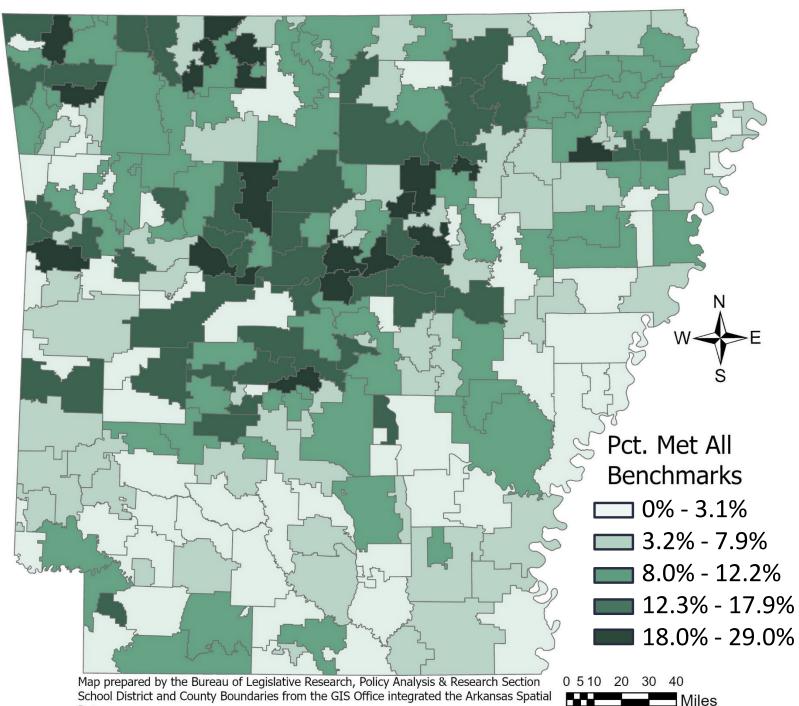
			Pct. Met College Readiness Benchmarks: Arkansas Graduating Class				
	Students		2021	2022	2023		
2021	Tested 27,577	English	46%	48%	46%		
2022	28,721	Math	19%	19%	19%		
2023	28,732	Reading	29%	31%	30%		
		Science	22%	24%	23%		
		All Subjects	12%	13%	12%		

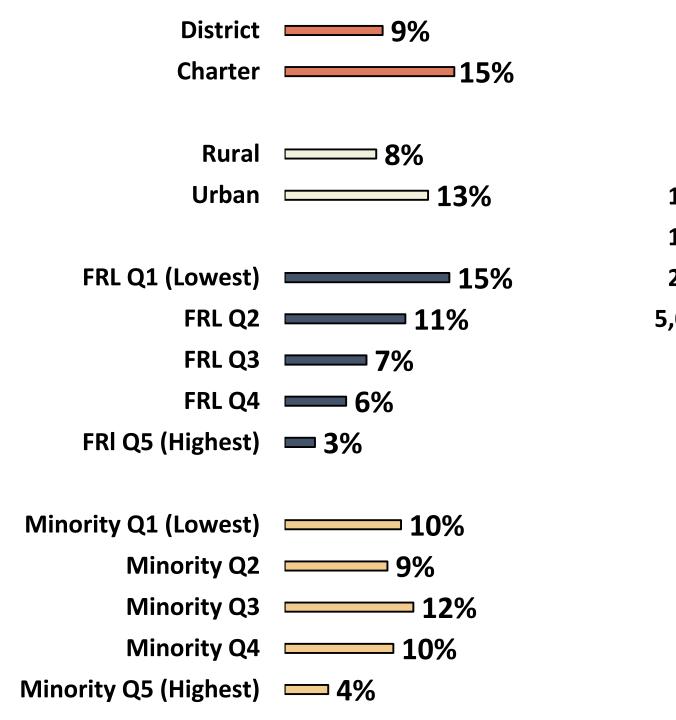
ACT – PCT. MEETING ALL BENCHMARKS

Charters:

Minimum: 0%

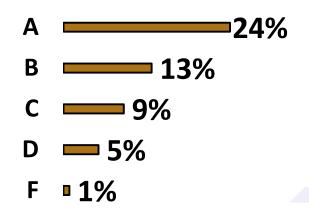
Maximum: 45.7%





1-350	— 3%
351-500	8%
501-750	— 7 %
751-1,000	— 6%
1,001-1,500	—————————————————————————————————————
1,501-2,500	——— 11%
2,501-5,000	——— 11%
,001-25,000	——— 12%
_	

BLR Cohort	—— — 15%
Other	—— 9%



States with 90% - 100% Students Tested (2023)

- Alabama
- Kentucky •
- Louisiana •
- •
- Nevada •
- Oklahoma •
- Tennessee •
- Wyoming ٠

- Arizona
- Montana
- Arkansas
- Mississippi Nebraska
 - Wisconsin
 - North
 - Carolina
 - Utah

	Arkansas	States with 90%- 100% Students Tested
Pct. Tested	96%	98%
English	48%	45%
Math	33%	34%
Reading	21%	23%
Science	25%	24%
Composite	18.6	18.5

Data Source: https://www.act.org/content/dam/act/unsecured/documents/2023-Average-ACT-Scores-by-State.pdf

Intro NAEP	AP ACT	ACT Aspire	Special Pop Assessments Rates

ACT ASPIRE

ACT ASPIRE

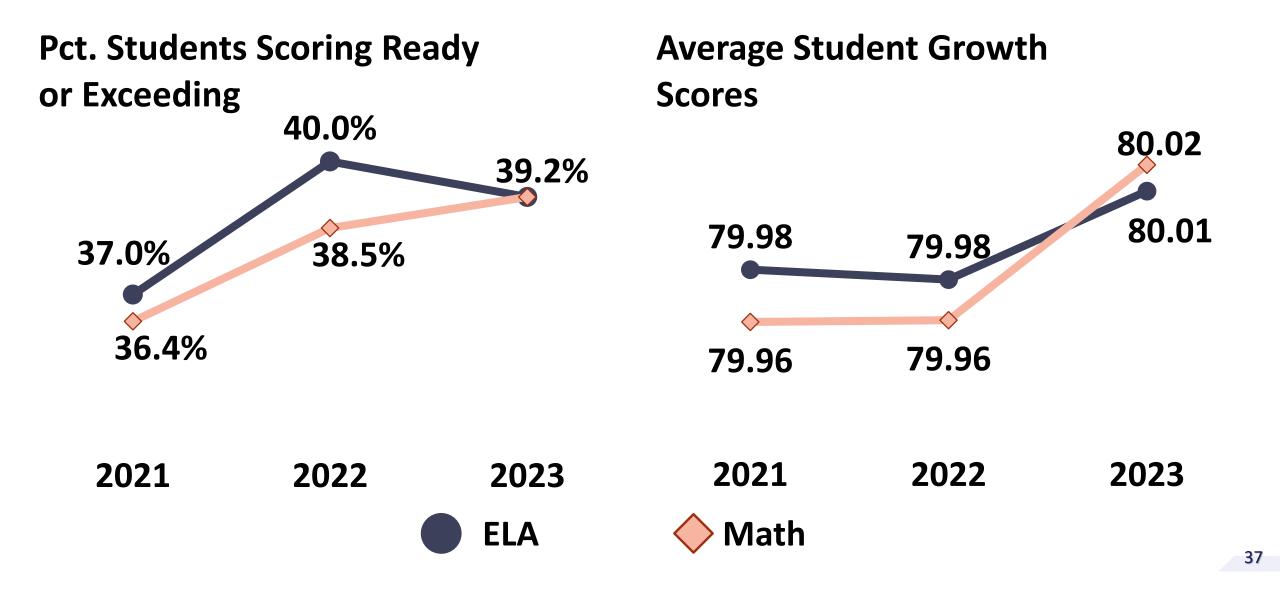
Background

- State Summative Assessment
- Grades 3-10
- Will be replaced with ATLAS in 2023-24

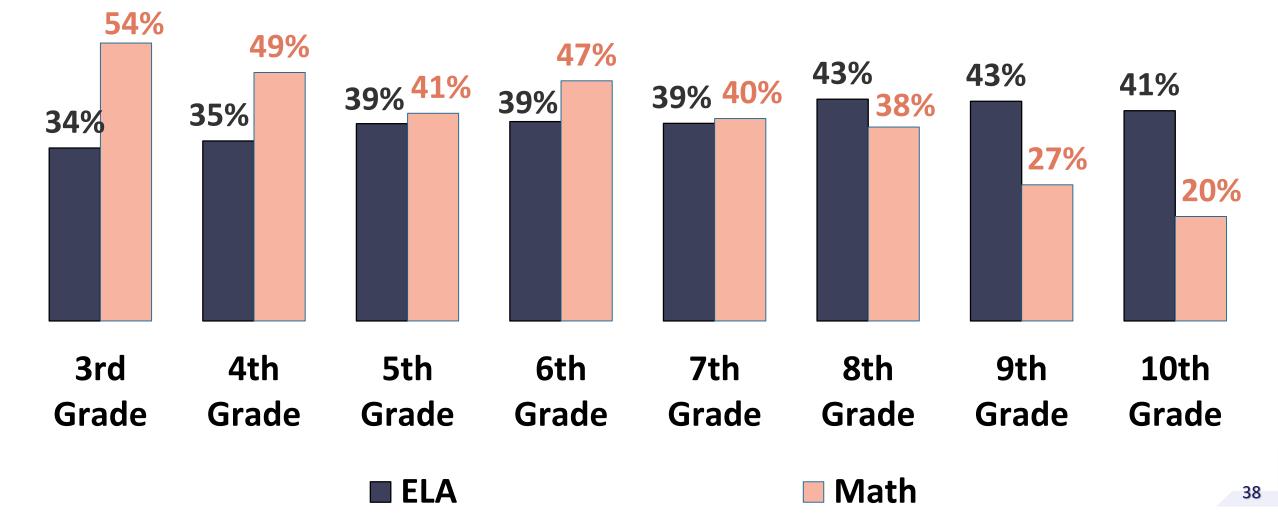
Score Types

- <u>Pct. Students Ready or Exceeding</u>
 <u>Average Student Growth Scores</u>
 - In Need of Improvement
 - Close
 - Ready
 - Exceeding

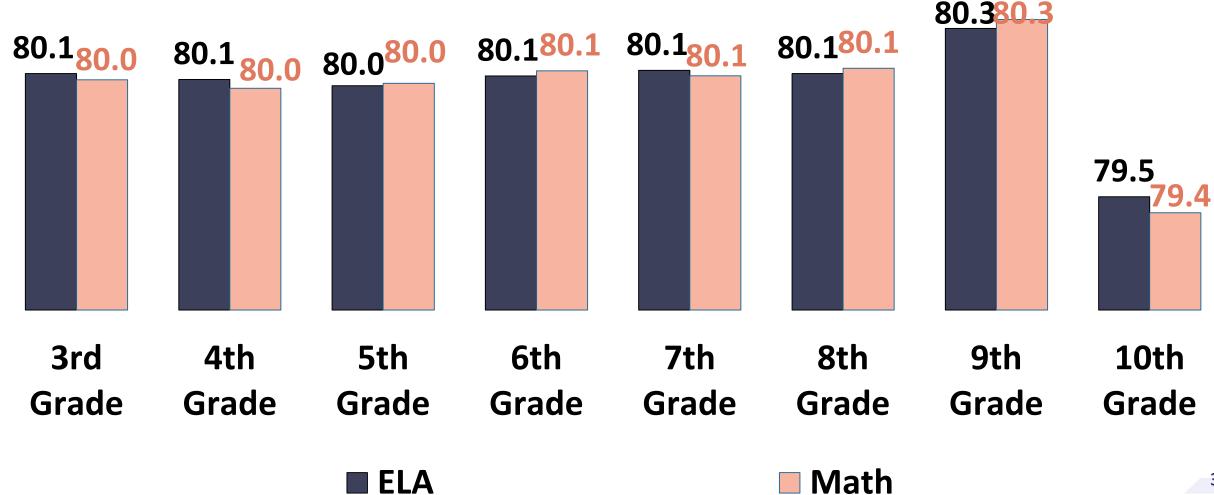
- < 80 = Lower Than Expected
- Score of 80 = Right on Track
- > 80 = Higher Than Expected



Pct. Students Scoring Ready or Exceeding by Grade (2023)



Average Growth Scores by Grade (2023)



	20	23
Pct. Ready or Exceeding	ELA	<u>Math</u>
Male Students	34%	40%
Female Students	45%	39%
American Indian/Alaskan Native Students	38%	37%
Asian Students	65%	67%
Black Students	20%	18%
Hispanic Students	31%	32%
Pacific Islander / Native Hawaiian Students	17%	21%
Two or more races Students	41%	40%
White Students	47%	47%

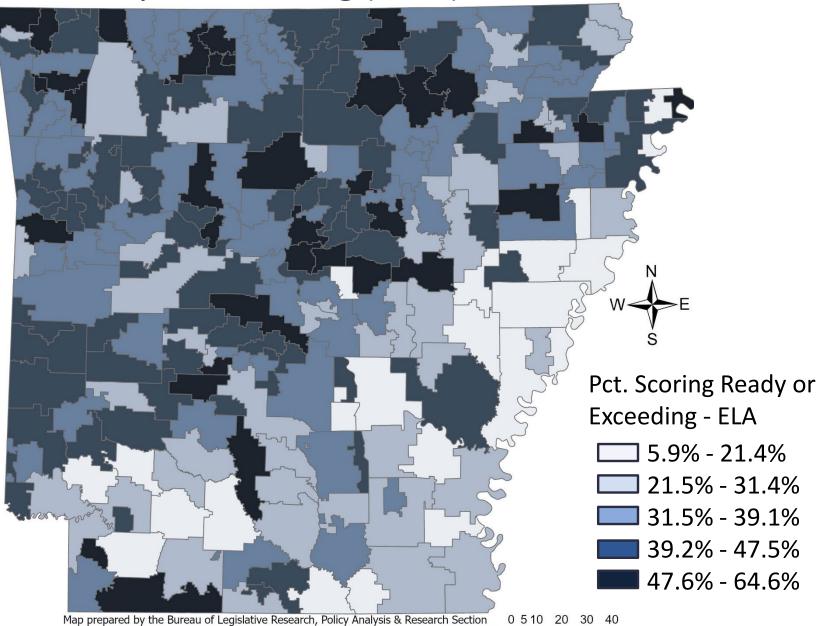
	20	23
Average Growth Scores	ELA	<u>Math</u>
Male Students	79.4	80.0
Female Students	80.7	80.1
American Indian/Alaskan Native Students	80.0	79.8
Asian Students	82.7	85.1
Black Students	79.3	78.6
Hispanic Students	80.3	80.3
Pacific Islander / Native Hawaiian Students	81.3	81.5
Two or more races Students	80.0	79.9
White Students	80.1	80.3

Percent Ready or Exceeding (2023)

ACT ASPIRE – ENGLISH LANGUAGE ARTS

Charters:

Minimum: 3% Maximum: 87%

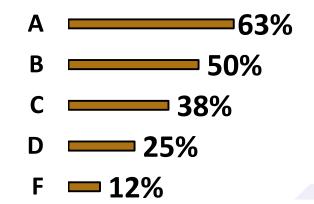


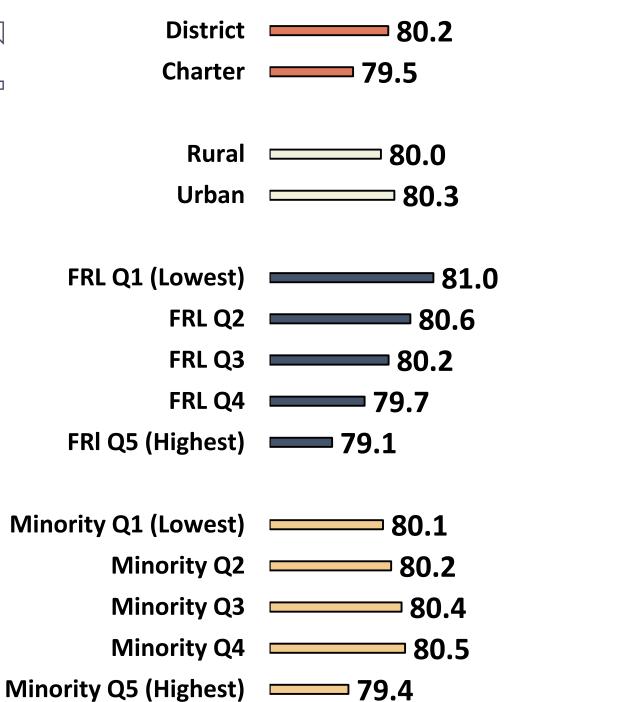
Miles

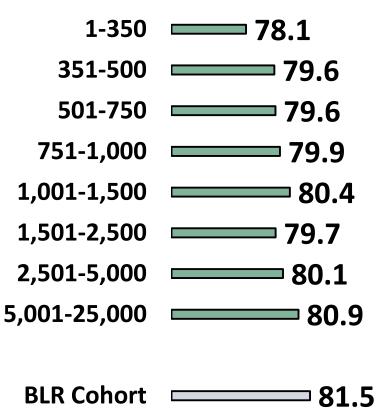
Map prepared by the Bureau of Legislative Research, Policy Analysis & Research Section School District and County Boundaries from the GIS Office integrated the Arkansas Spatial Data

District Charter	 37% 33%
Rural Urban	□────────────────────────────────────
FRL Q1 (Lowest) FRL Q2 FRL Q3 FRL Q4 FRI Q5 (Highest)	
Minority Q1 (Lowest) Minority Q2 Minority Q3 Minority Q4 Minority Q5 (Highest)	<pre>41% 44% 44% 42% 37% 21%</pre>

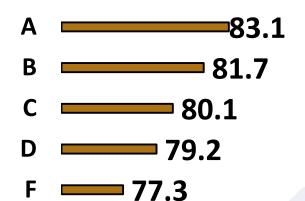
1-350	— 21%
351-500	——— 33%
501-750	——— 35%
751-1,000	——— 36%
1,001-1,500	———— 40%
1,501-2,500	——— 36%
2,501-5,000	 38%
5,001-25,000	—————————————————————————————————————
BLR Cohort	—————————————————————————————————————
Other	 36%











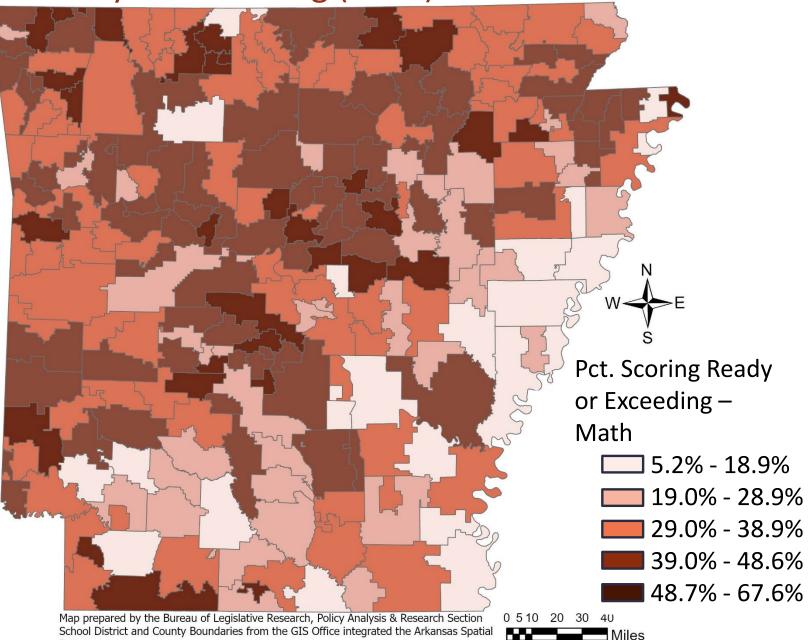
Percent Ready or Exceeding (2023)

Data

ACT ASPIRE – MATH

Charters:

Minimum: 0% Maximum: 82%



District	 39%	1-350	—— 14%
Charter	——— 31%	351-500	 32%
		501-750	 35%
Rural	 38%	751-1,000	 36%
Urban	 39%	1,001-1,500	——— 40%
		1,501-2,500	 37%
FRL Q1 (Lowest)	 51%	2,501-5,000	 39%
FRL Q2	——— 42%	5,001-25,000	———— 44%
FRL Q3	——— 38%		
FRL Q4	——— 36%	BLR Cohort	51%
FRI Q5 (Highest)	——— 24%	Other	 37%
Minority Q1 (Lowest)	——— 42%	Α	———— 66%
Minority Q2	——— 46%	В	——— 53%
Minority Q3	———— 44%	C	——— 39%
Minority Q4	 39%	D	—— 26%
Minority Q5 (Highest)	—— 21%	F	— 14%

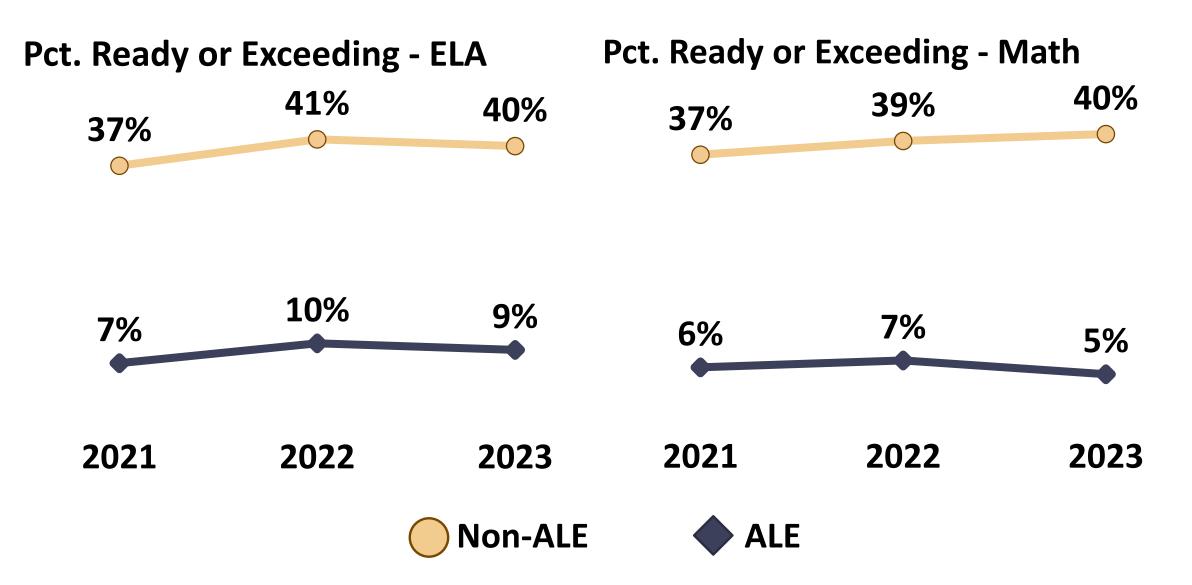
District	79.9	1-350	—— 77.5
Charter	—— 78.9	351-500	—— 78.9
1		501-750	—— 79.2
Rural	—— 79.7	751-1,000	—— 79.2
Urban	——— 80.1	1,001-1,500	80.4
		1,501-2,500	—— 79.9
FRL Q1 (Lowest)	81.1	2,501-5,000	—— 79.5
FRL Q2	80.5	5,001-25,000	80.8
FRL Q3	79.8		
FRL Q4	—— 79.4	BLR Cohort	—————————————————————————————————————
FRI Q5 (Highest)	—— 78.6	Other	—— 79.8
Minority Q1 (Lowest)	—— 79.7	Α	8
Minority Q2	——— 80.2	В	——— 81.
Minority Q3	80.4	С	—— 79.9
Minority Q4	80.1	D	—— 78.3
Minority Q5 (Highest)	—— 78.9	F	—— 75.9

= 81.1 **— 79.8 84.1** 81.9 79.9 **—** 78.3 75.9

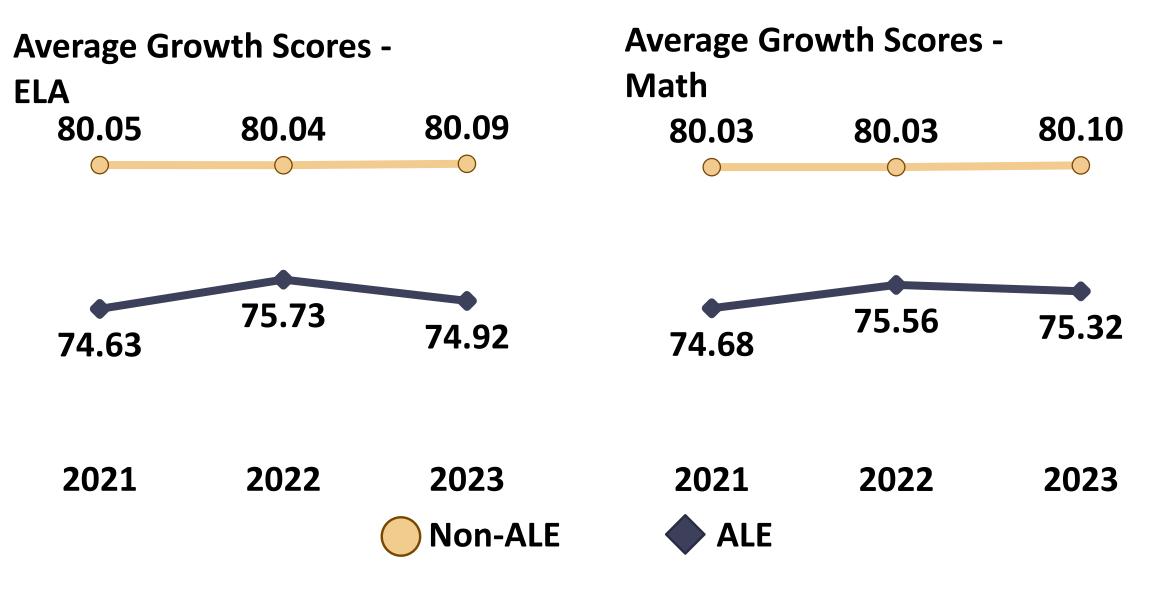
80.4

= 80.8

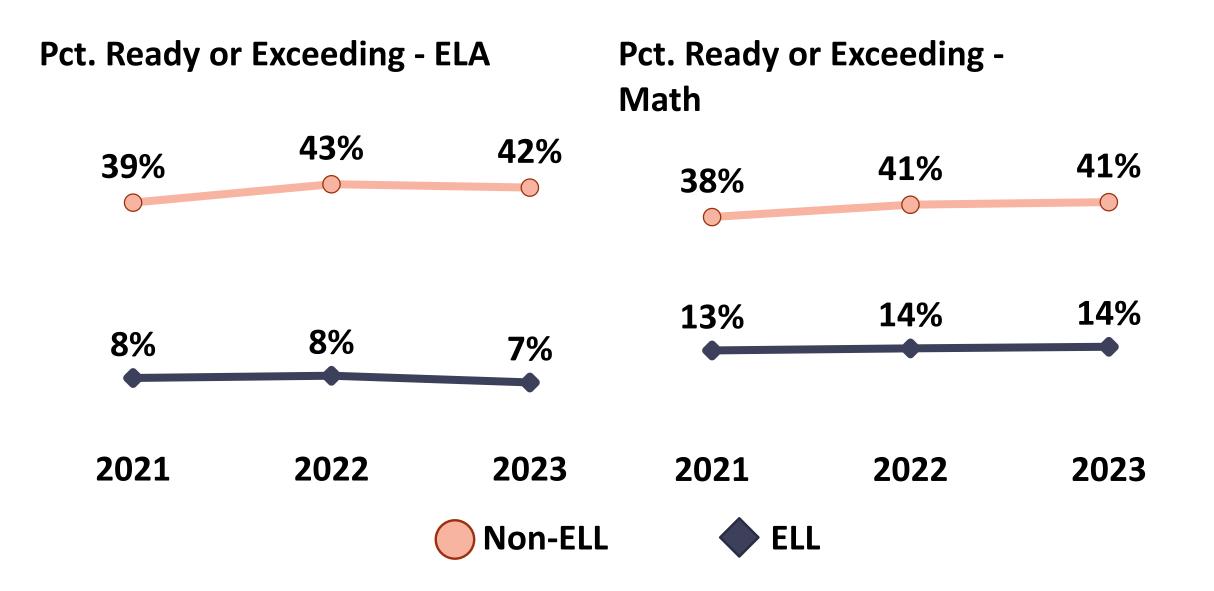
ALTERNATIVE LEARNING ENVIRONMENT (ALE) STUDENTS

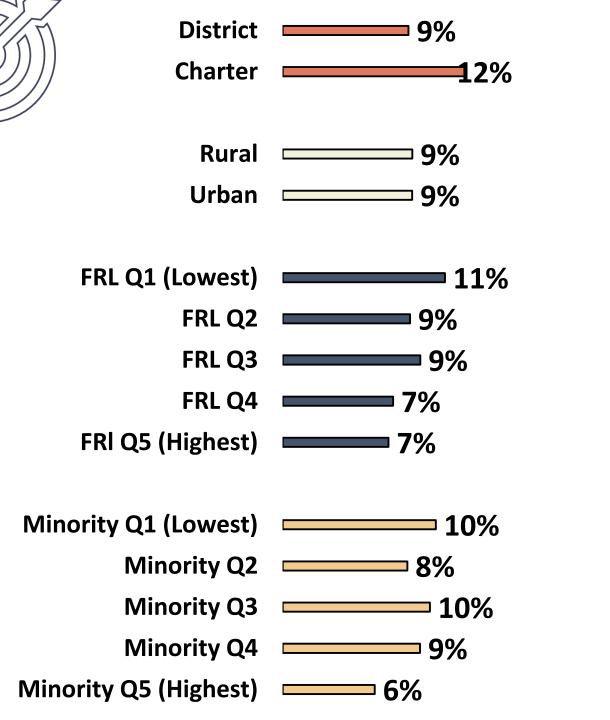


ALTERNATIVE LEARNING ENVIRONMENT (ALE) STUDENTS



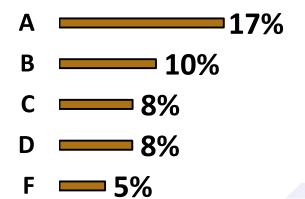
ENGLISH LANGUAGE LEARNER (ELL) STUDENTS





1-350	— 6%
351-500	— 3%
501-750	—————————————————————————————————————
751-1,000	 9%
1,001-1,500	——— 11%
1,501-2,500	 9%
2,501-5,000	—————————————————————————————————————
5,001-25,000	—————————————————————————————————————

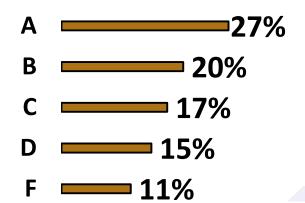
BLR Cohort	 12%
Other	—————————————————————————————————————



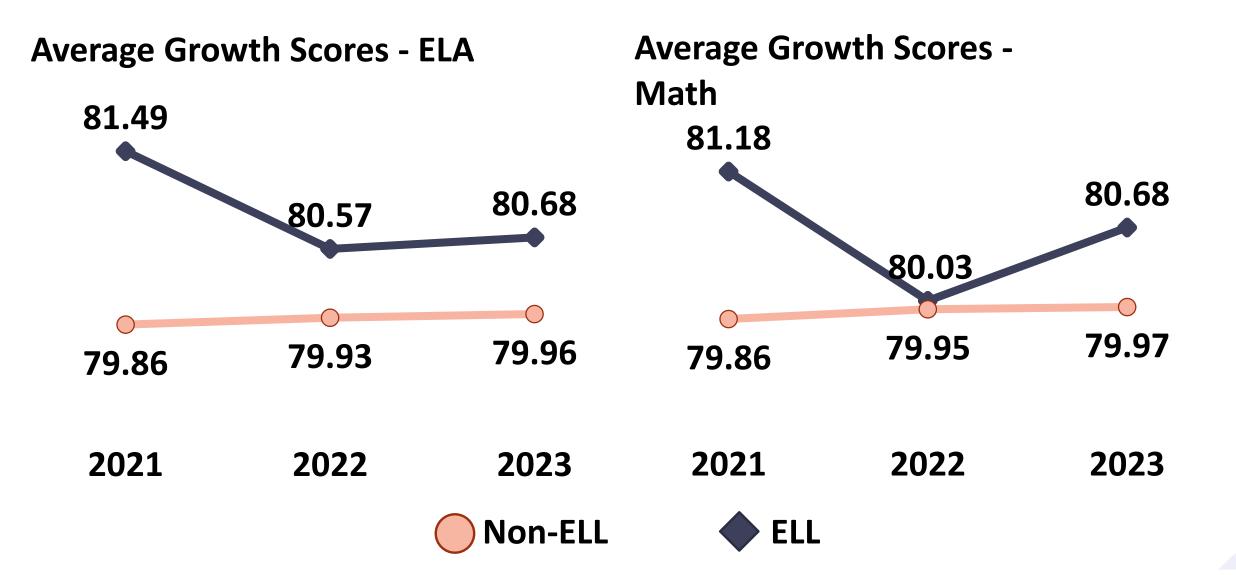
District Charter	18% 16%
Rural	——— 18%
Urban	——— 17%
FRL Q1 (Lowest) FRL Q2 FRL Q3 FRL Q4 FRI Q5 (Highest)	<pre> 17% 20% 17% 17% 17% 17% 17% 17%</pre>
Minority Q1 (Lowest)	——— 18%
Minority Q2	——— 17%
Minority Q3	 20%
Minority Q4	——— 19%
Minority Q5 (Highest)	—— — 13%

1-350	¤ 2%
351-500	 20%
501-750	——— 14%
751-1,000	——— 15%
1,001-1,500	 20%
1,501-2,500	—————————————————————————————————————
2,501-5,000	——— 17%
5,001-25,000	—————————————————————————————————————

BLR Cohort	 23%
Other	——— 17%



ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

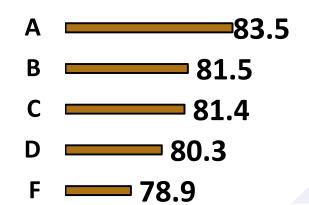


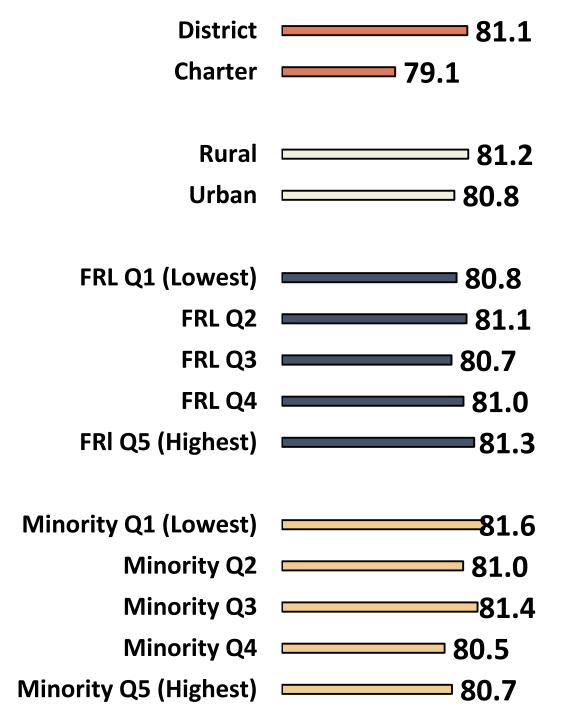


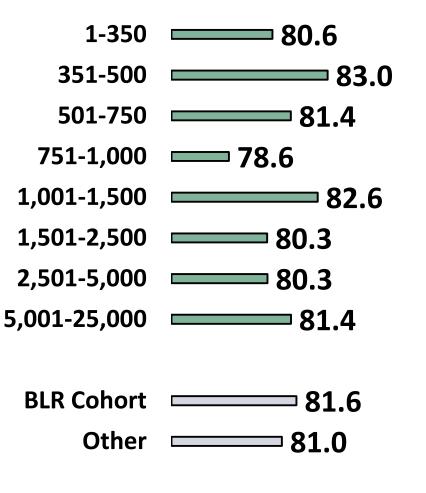
District Charter	02.2
Rural Urban	81.3 80.7
-	81.5
Minority Q1 (Lowest) Minority Q2 Minority Q3 Minority Q4 Minority Q5 (Highest)	

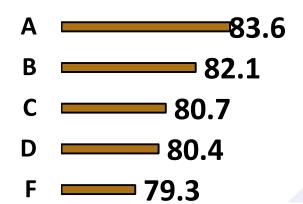
1-350	—— 79.9
351-500	———— 80.9
501-750	———— 81.1
751-1,000	———— 81.0
1,001-1,500	——— 81.4
1,501-2,500	———— 81.3
2,501-5,000	80.6
5,001-25,000	81.2
BLR Cohort	——— 81.7

LR Cohort	——— 81.7
Other	—————————————————————————————————————





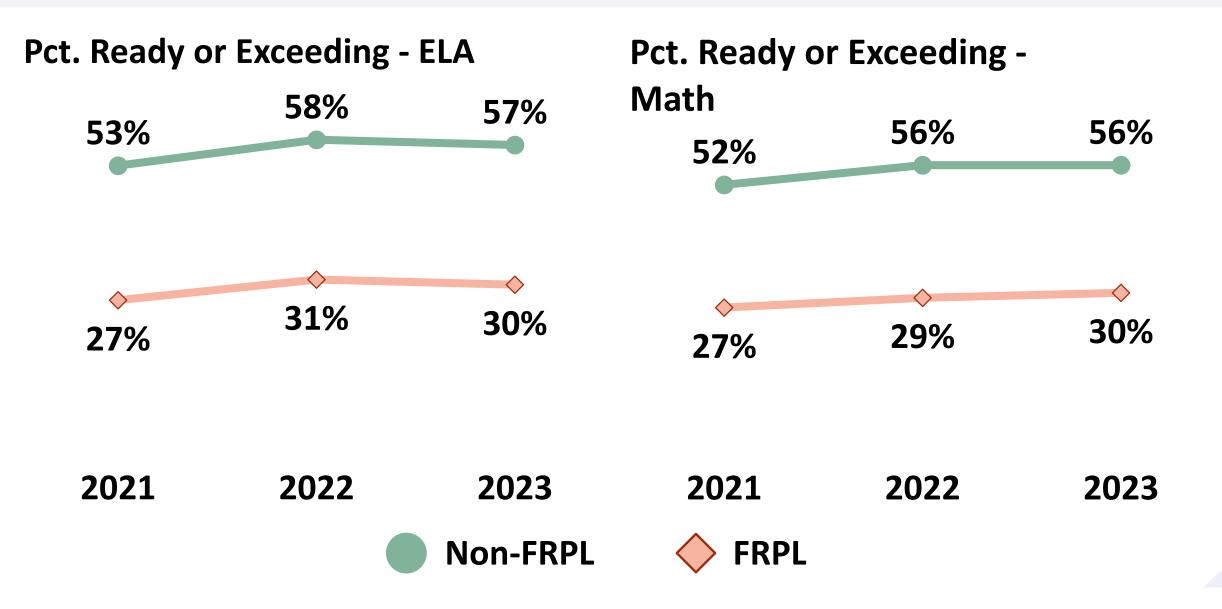


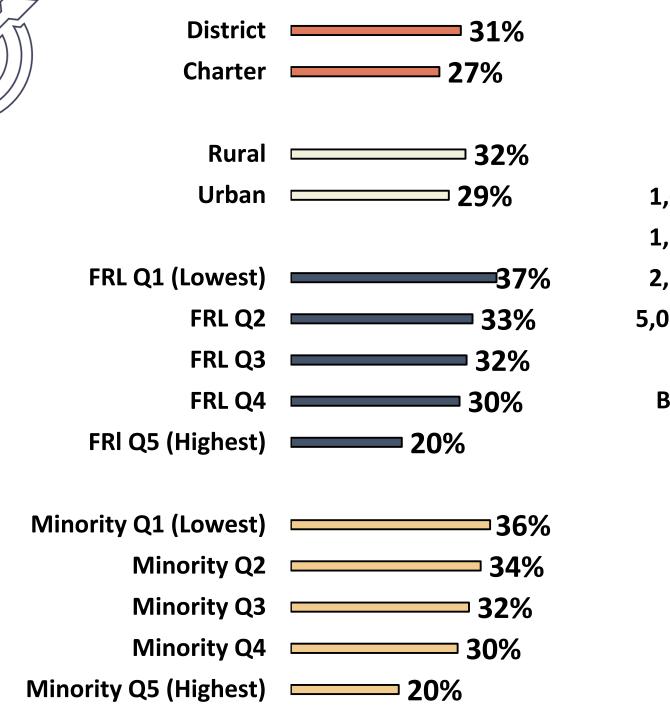


ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

	Pct. Students So or Excee	• •	Average Stude Score	
FY23	Monitored Former ELL Students	All Other Students	Monitored Former ELL Students	All Other Students
ELA	54.5%	38.6%	81.3	79.9
Math	57.8%	38.4%	81.8	80.0

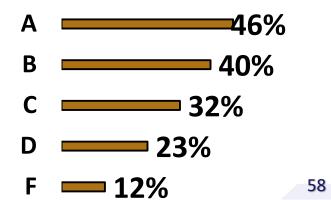
FREE OR REDUCED-PRICE LUNCH (FRPL) STUDENTS





1-350	—— 18%
351-500	 30%
501-750	———— 31%
751-1,000	 32%
,001-1,500	 35%
,501-2,500	 30%
,501-5,000	 30%
001-25,000	 30%
BLR Cohort	——— 41%

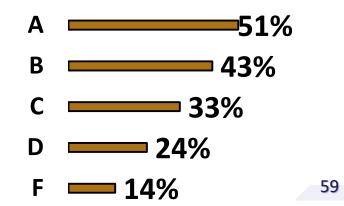
Other	 29%



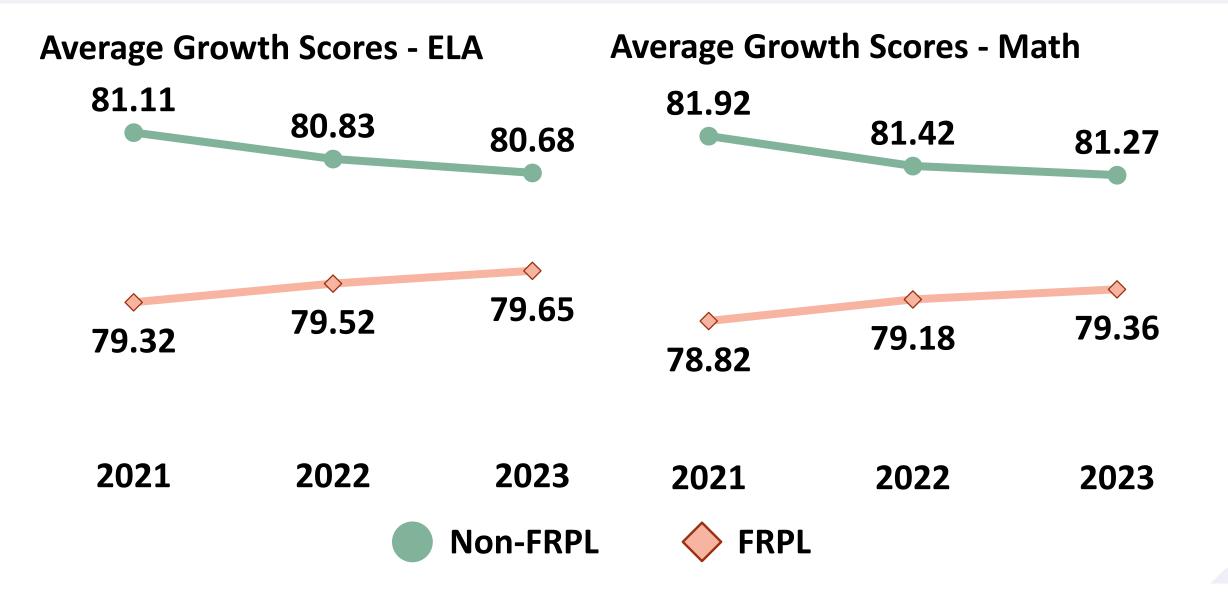
District Charter	33% 25%
Rural Urban	33% 31%
FRL Q1 (Lowest)	38%
FRL Q2	 34%
FRL Q3	33%
FRL Q4	33%
FRI Q5 (Highest)	——— 24%
Minority Q1 (Lowest) Minority Q2	37% 37%
Minority Q3	 35%
Minority Q4	33%
Minority Q5 (Highest)	 20%

1-350	— 13%
351-500	——— 29%
501-750	———— 32%
751-1,000	 32%
1,001-1,500	 35%
1,501-2,500	 31%
2,501-5,000	 32%
5,001-25,000	 35%

BLR Cohort	——— 44%
Other	———— 31%



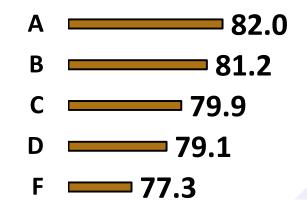
FREE OR REDUCED-PRICE LUNCH (FRPL) STUDENTS



	79.9 79.3
Rural Urban	79.8 79.9
FRL Q1 (Lowest)	80.4
FRL Q2	80.2
FRL Q3	——— 80.0
FRL Q4	—— 79.6
FRI Q5 (Highest)	—— 79.1
	79.9 79.8
Minority Q3	—— 79.9
Minority Q4	80.3
Minority Q5 (Highest)	—— 79.4

1-350	—— 78.0
351-500	——— 79.5
501-750	—— 79.6
751-1,000	—— 79.7
1,001-1,500	80.2
1,501-2,500	—— 79.4
2,501-5,000	—— 79.8
5,001-25,000	80.4

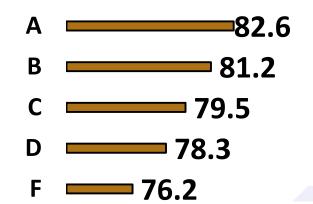
BLR Cohort	81.3
Other	—— 79.7



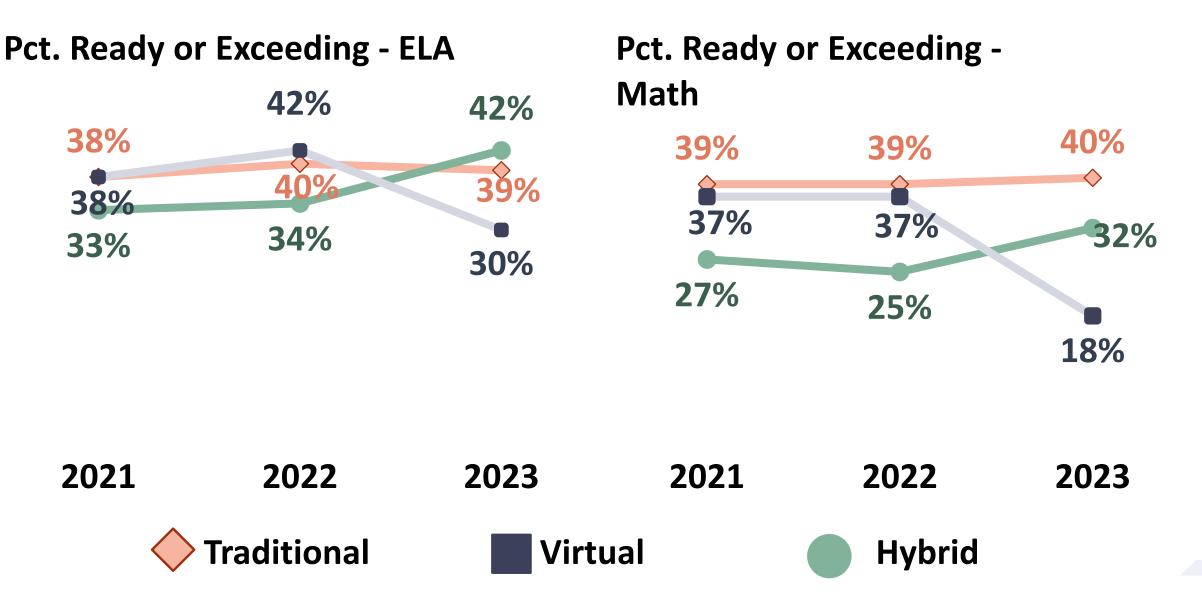
District	79.5
Charter	78.8
Rural	79.5
Urban	79.5
FRL Q3 FRL Q4	—— 79.2
FRI Q5 (Highest) Minority Q1 (Lowest) Minority Q2 Minority Q3 Minority Q4 Minority Q5 (Highest)	79.5

1-350	—— 77.7
351-500	—— 78.8
501-750	—— 79.0
751-1,000	—— 79.1
1,001-1,500	——— 80.1
1,501-2,500	—— 79.9
2,501-5,000	—— 79.1
5,001-25,000	—————————————————————————————————————

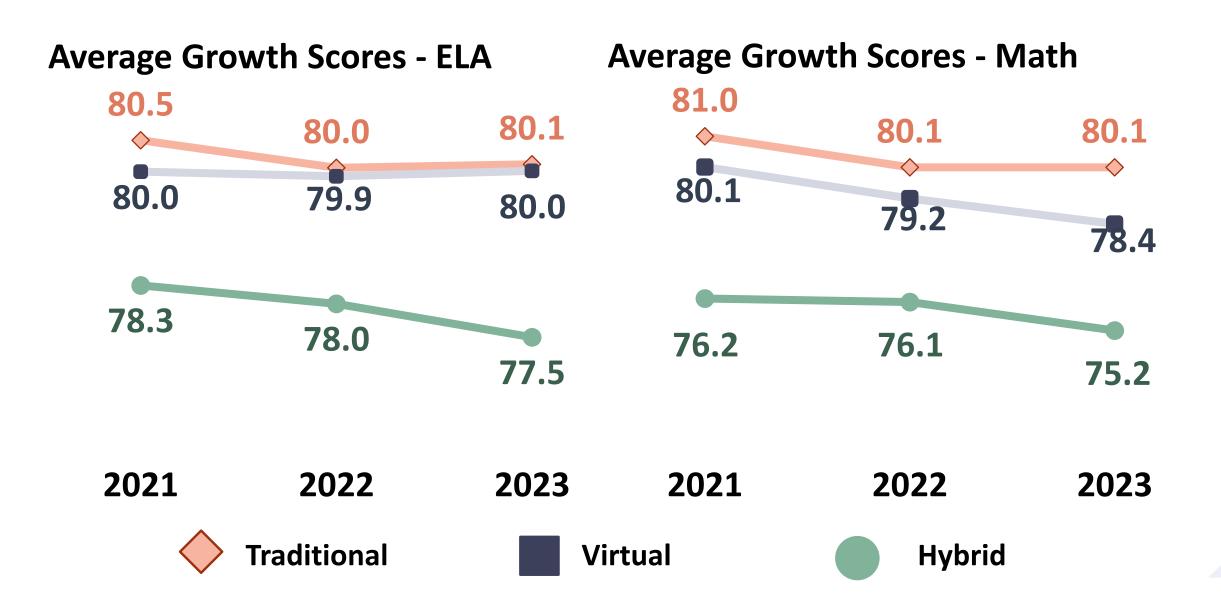
BLR Cohort	——— 80.6
Other	——— 79.4



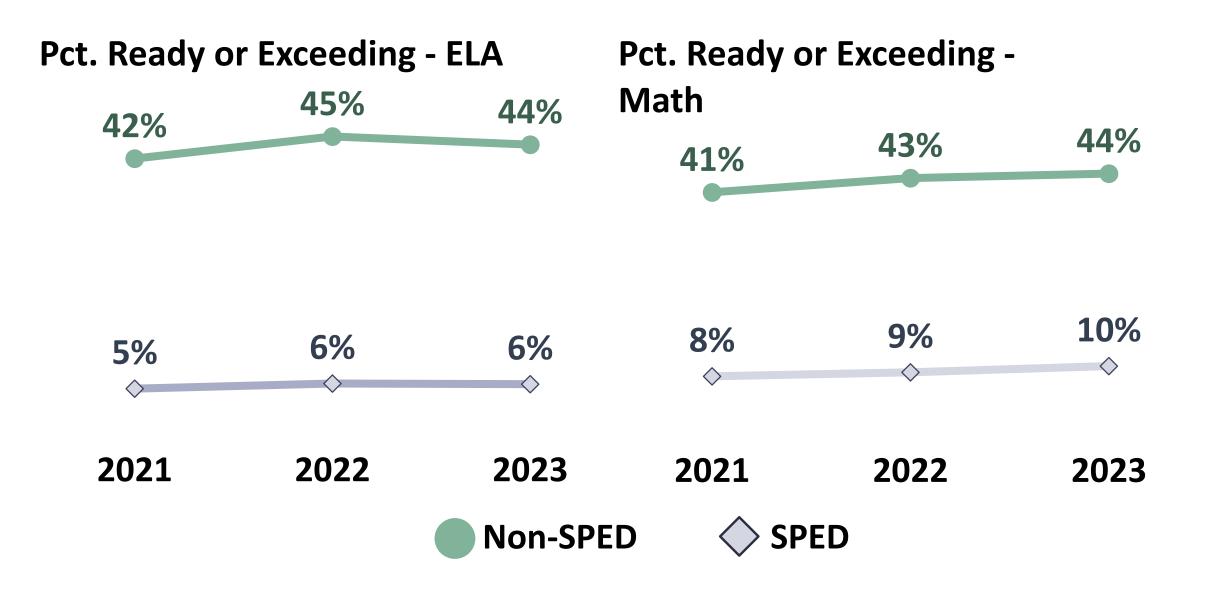
INSTRUCTIONAL METHODS



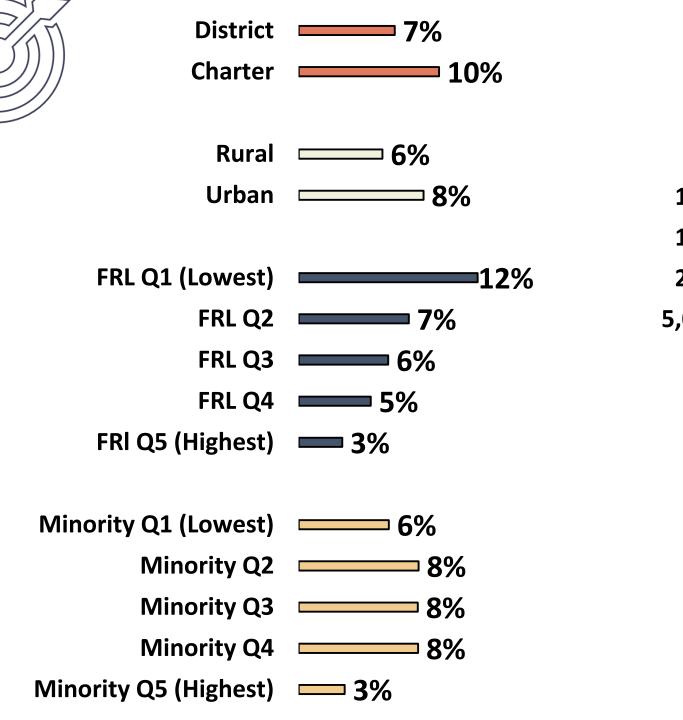
INSTRUCTIONAL METHODS



STUDENTS WITH DISABILITIES

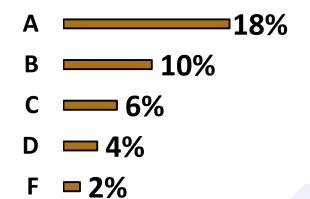


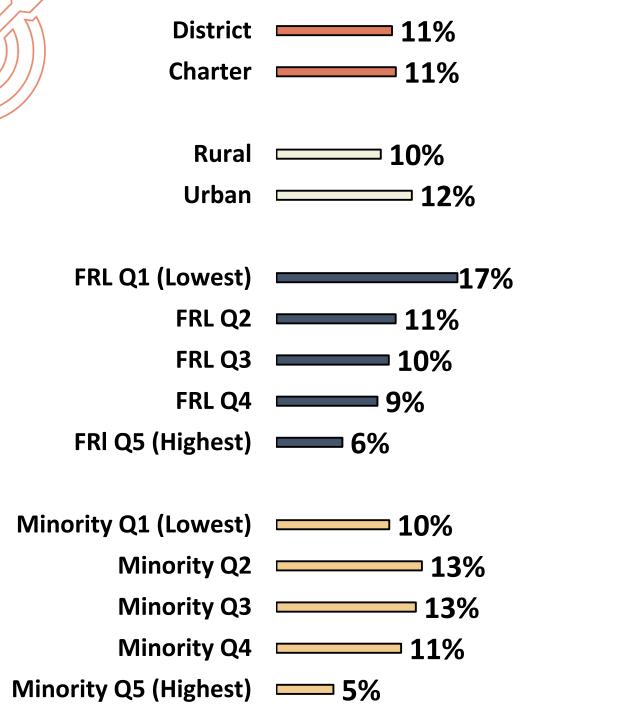
(Students with 4 Ц Ш Exceeding Disabilities 0 Ready Pct.



1-350	— 3%
351-500	— 5%
501-750	— 5%
751-1,000	— 6%
1,001-1,500	— 7 %
1,501-2,500	— 6%
2,501-5,000	— 7 %
,001-25,000	 9%

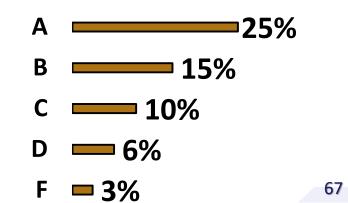
BLR Cohort	 11%
Other	— 6%



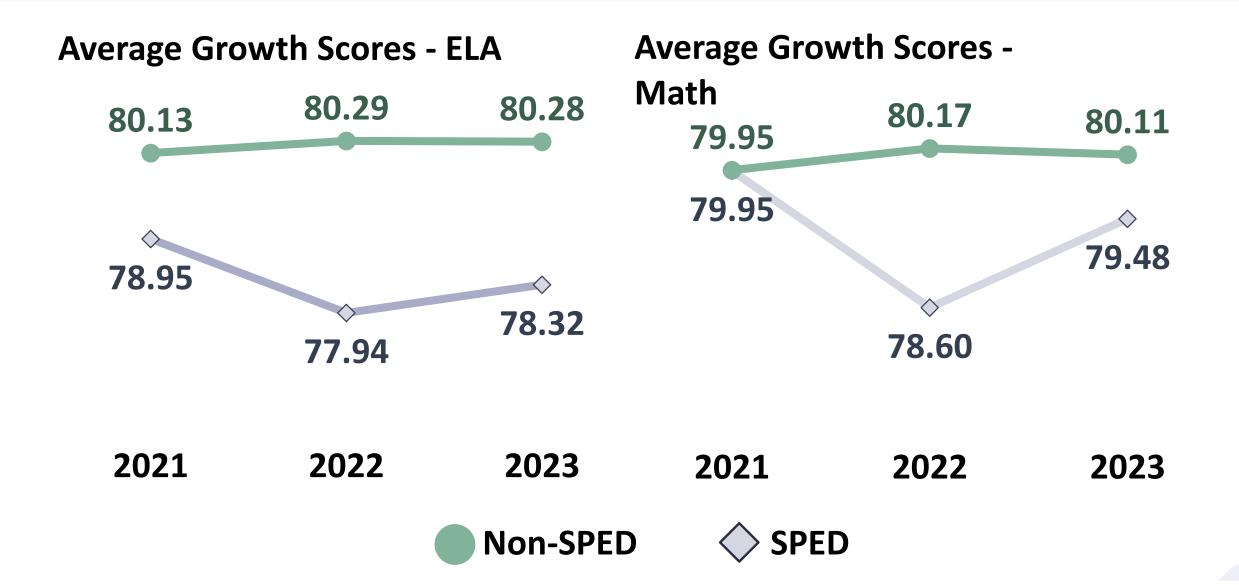


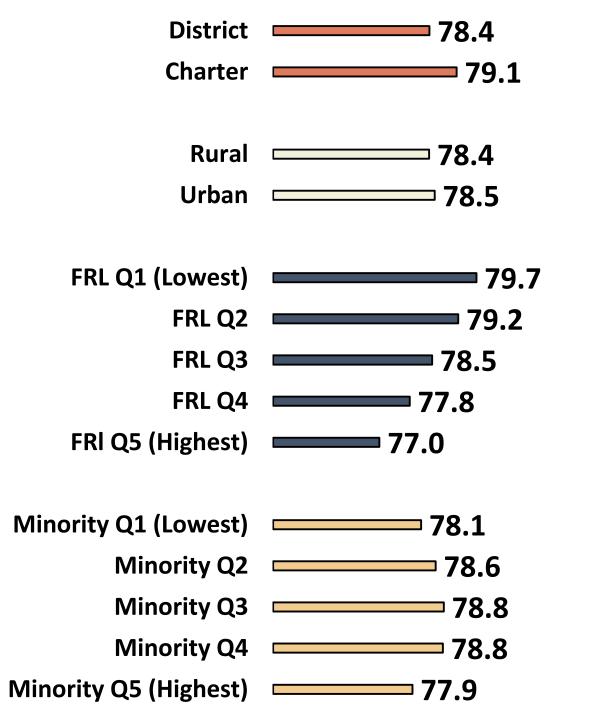
1-350	□ 2%
351-500	—— 8%
501-750	—— 8%
751-1,000	—— 9%
1,001-1,500	—— 10%
1,501-2,500	—— 9%
2,501-5,000	—— 11%
5,001-25,000	——— 15%
BLR Cohort	 16%

Other 10%

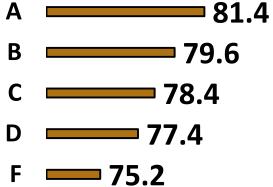


STUDENTS WITH DISABILITIES



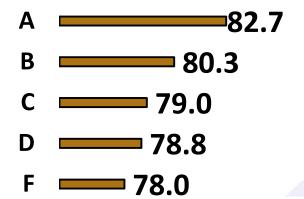


1-350	—— 78.7
351-500	—— 77.9
501-750	—— 77.8
751-1,000	——— 78.5
1,001-1,500	—— 79.2
1,501-2,500	—— 78.3
2,501-5,000	—— 77.9
5,001-25,000	—— 78.8
BLR Cohort	—— 79.8
Other	—— 78.3
Α	——— 81.
В	79.6



District Charter	79.4 80.2
Rural Urban	79.2 79.8
FRL Q1 (Lowest)	80.3
FRL Q2	—— 79.6
FRL Q3	—— 79.2
FRL Q4	—— 78.5
FRI Q5 (Highest)	79.5
Minority Q1 (Lowest)	—— 78.8
Minority Q2	—— 79.1
Minority Q3	——— 79.8
Minority Q4	—— 79.4
Minority Q5 (Highest)	80.0

1-350	—— 77.9
351-500	—— 78.3
501-750	—— 78.6
751-1,000	—— 78.9
1,001-1,500	—— 79.8
1,501-2,500	—— 79.9
2,501-5,000	—— 79.2
5,001-25,000	———— 80.1
BLR Cohort	—— 79.7
Other	—— 79.4





ADDITIONAL ACHIEVEMENT MEASURES FOR SPECIAL POPULATIONS

ADDITIONAL ACHIEVEMENT MEASURES

English Language Learners

- A. ELP Growth Score
- B. ELPA 21
- C. Alt ELPA

Students with Disabilities

A. Dynamic Learning Maps

English Language Learners

Achievement Measure	Statewide	_ \	
ELP Growth Score	83.		
Assessment	Pct. Proficient	Students Tested	
ELPA 21	9%	39,609	
Alt ELPA	12.7%	536	

- < 80 = Lower Than Expected
- 80 = Right on Track
- > 80 = Higher Than Expected

English Language Learners								
Achievement Measure Statewide Average								
ELP Growth Score	83.	.08						
Assessment	Pct. Proficient	Students Tested						
ELPA 21	9%	39,609						
	J70	55,005						

Grade Level	Pct. Proficient
K	7%
1	15%
2	26%
3	24%
4	18%
5	12%
6	15%
7	8%
8	6%
HS	16%
<u>FY23</u>	<u>9%</u>

				Grade Level	Pct. Proficien
English Langu	K	5%			
	1 st	4%			
Achievement Measure	Statewide Average			2 nd	4%
ELP Growth Score	83.08			3 rd	4%
	Det Ctudente		-	4 th	5%
Assessment	Pct.	Students	_	5 th	6%
	Proficient	Tested		6 th	7%
ELPA 21	9%	39,609		7 th	21%
Alt ELPA	12.7%	536		8 th	20%
				9 th	15%
				10 th	3%
				11 th	23%

6%

12.7%

12th

FY23

Students with Disabilities – Dynamic Learning Maps

	Math		English Language Arts (ELA)		
	Pct. Students at	Total	Pct. Students at	Total	
	Target or	Students	Target or	Students	
	Advanced	Tested	Advanced	Tested	
2021	11.7%	2,428	23.8%	2,451	
2022	12.2%	2,474	23.9%	2,475	
2023	13.3%	2,590	25.7%	2,598	

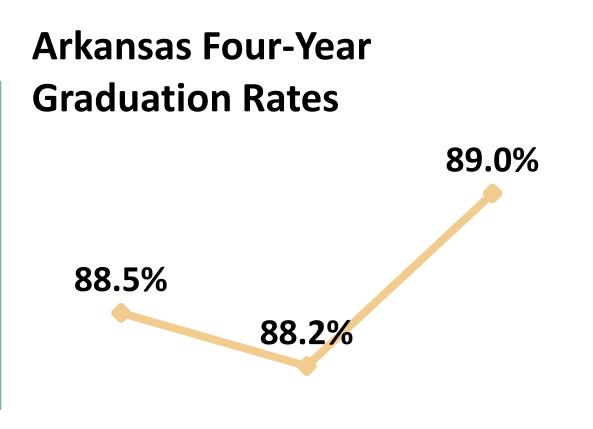
Intro	\mathbf{i}	NAEP	AP	ACT	ACT Aspire	Special Pop Assessments	Graduation Rates	
								r

HIGH SCHOOL GRADUATION RATES



Four-Year Graduation Rates

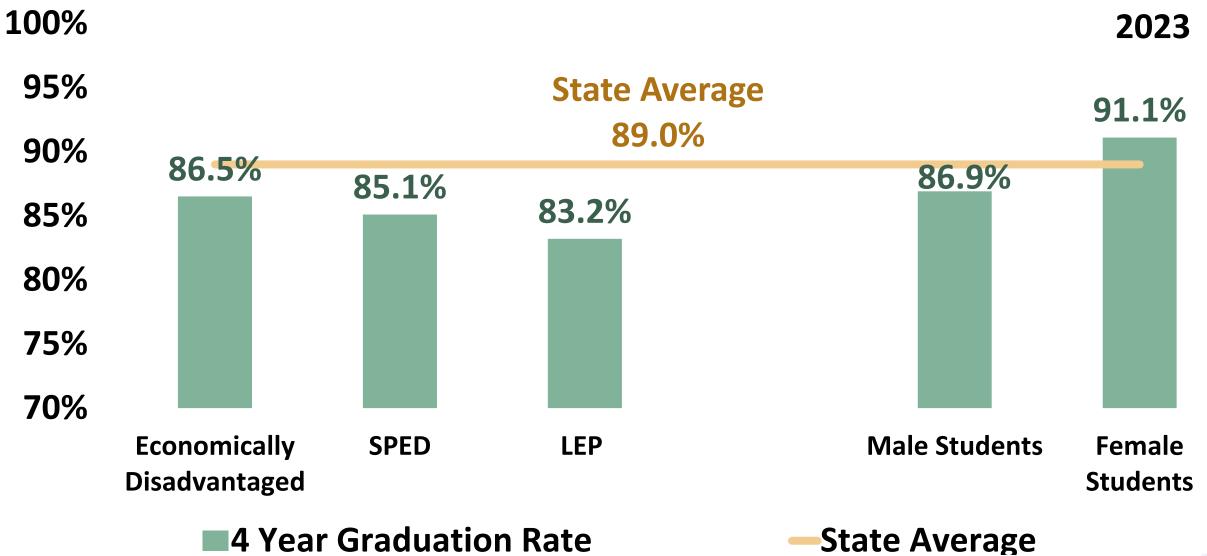
 Based on students who graduate from high school in four years (including students with most significant cognitive disabilities who receive alternative diploma)



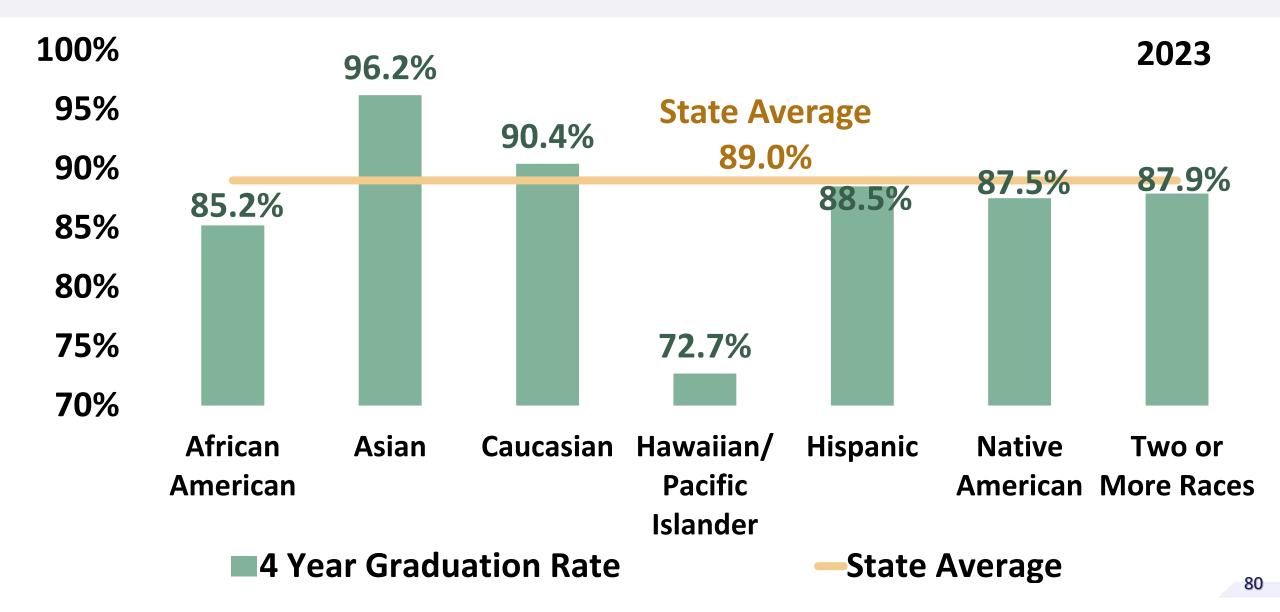
2021 2022 2023

Data Source: DESE. "Graduation Rate/Graduation Rate Files." Retrieved from: https://adesandbox.arkansas.gov/project?v=fMTc0ZjVhNzJiMDY0MDkzMGJjOWQzN2ZmNGRkYzkzMTI











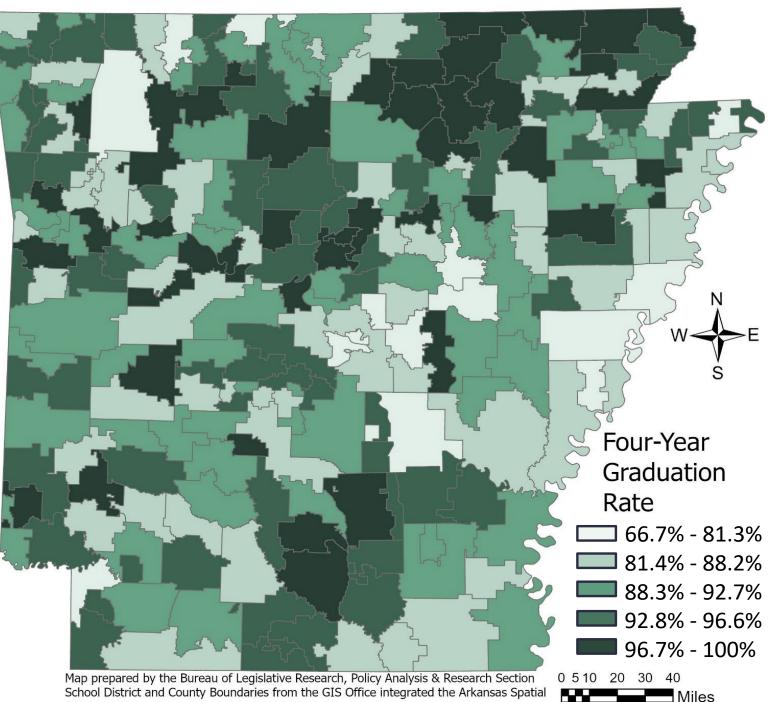
4 YEAR GRAD RATES – BY DISTRICT (2023)

Charters

81

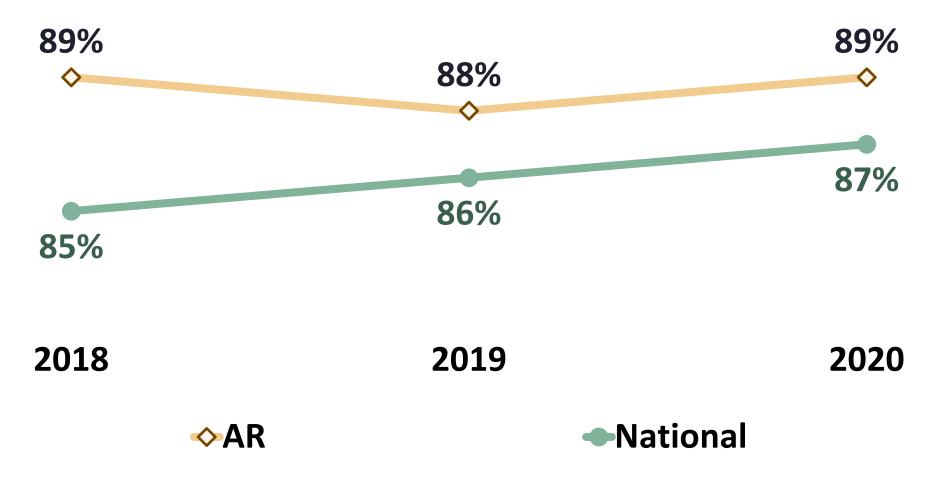
Lowest: 41%

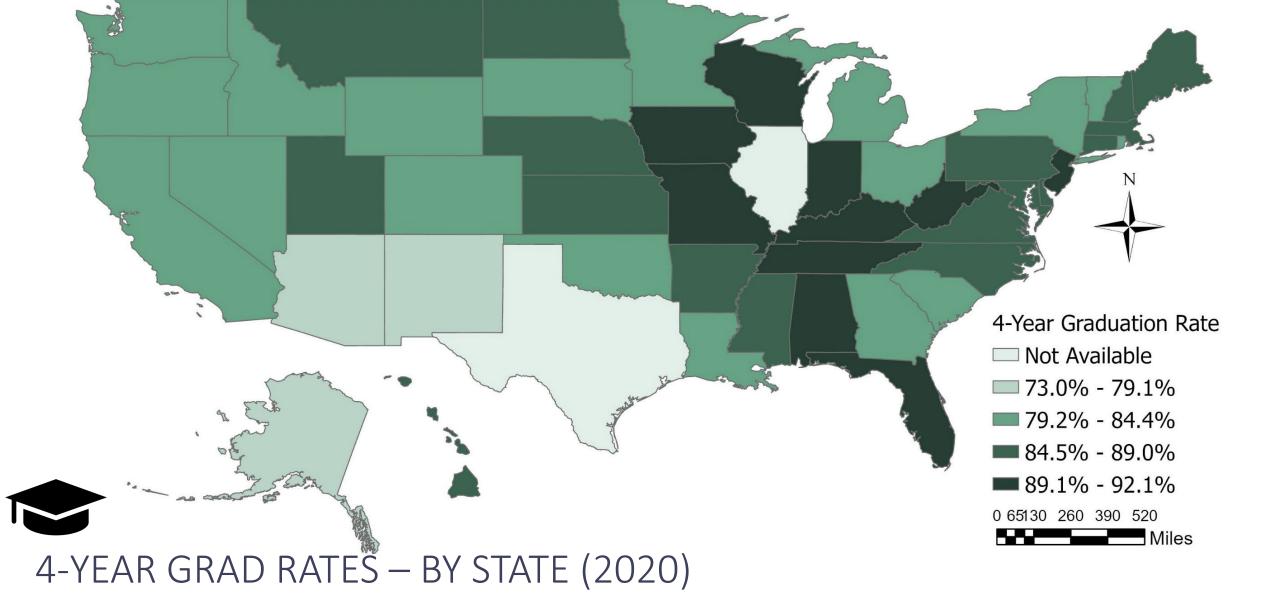
Highest: 100%





Four-Year Graduation Rates





Lowest Grad. Rate: District of Columbia (73%)

Highest Grad. Rate: West Virginia (92.1%)

THANK YOU

becka@blr.arkansas.gov / 501-537-9180