



SCHOOL LANDSCAPE ANALYSIS

Investigating the quality and accessibility
of Home Region area schools

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INTRODUCTION TO DISTRICT REPORTS

The State of Arkansas provides a trove of important and helpful data on Arkansas schools, including many measures of quality and the information needed to assess equitable access to high-quality schools. With so much data available, understanding what it implies about the educational experiences of students in Northwest Arkansas can be challenging.

This report leverages this publicly available data to describe the quality characteristics and types of schools to which Northwest Arkansas students have access. We asked the following questions:

1. What is the current state of school quality in Northwest Arkansas, and how does this compare to other schools in the state?
2. For each district in Northwest Arkansas, what levels of quality did its students experience, how did this differ by students' family income, and how has it changed over time?
3. For each district in Northwest Arkansas, which schools had the highest achievement and achievement growth for *all* students, regardless of family income?

To answer these questions, we used Arkansas's rich data on school quality collected as part of the Every School Child Succeeds Act (ESSA) to compare Northwest Arkansas to the rest of the state. Unless otherwise noted, all analyses in this report were based on the 2021-2022 school year and on school and district data publicly available at <https://myschoolinfo.arkansas.gov/>. Arkansas provides four sets of school quality metrics for all schools in the state, as well as an overall score representing a combination of these metrics. These four sets of metrics include: achievement metrics representing students' performance on the ACT Aspire;¹ growth metrics;² graduation rates and school quality and success metrics (SQSS).³ For this report, we focused primarily on the achievement and growth metrics.

Using this robust and varied set of data, we were able to answer the above questions for each district in Northwest Arkansas. Though it provides an overall picture of school quality in each district, it focuses more specifically on how access to quality experiences potentially differs for students facing economic disadvantage from those who do not. By looking at results within and across schools, it also seeks to highlight places where *all* students experience a high-quality school.

¹ Achievement rate roughly comparable to proficiency rates but account for students who are near proficiency.

² Growth metrics represent the extent to which students' state test scores exceed the performance expected of them based on how the same student has performed historically.

³ SQSS include multiple metrics of quality including performance in science, attendance rates, GPA, and course-taking patterns, among others.

STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS – ARKANSAS ARTS ACADEMY

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

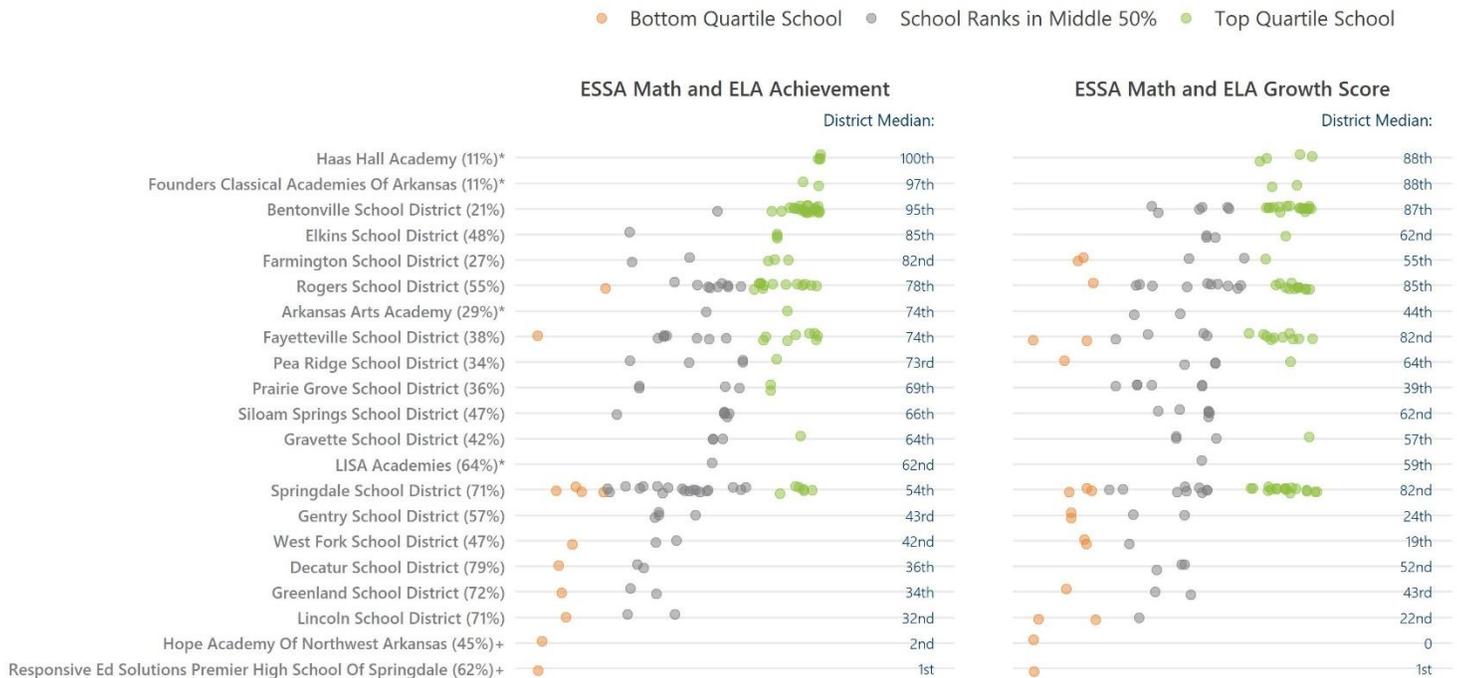
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **The typical AAA school ranks in the 74th percentile for achievement and in the 44th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are the total district % FRL in 2021-2022, regardless of whether the student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did AAA students experience, and how did this differ by students' family income?

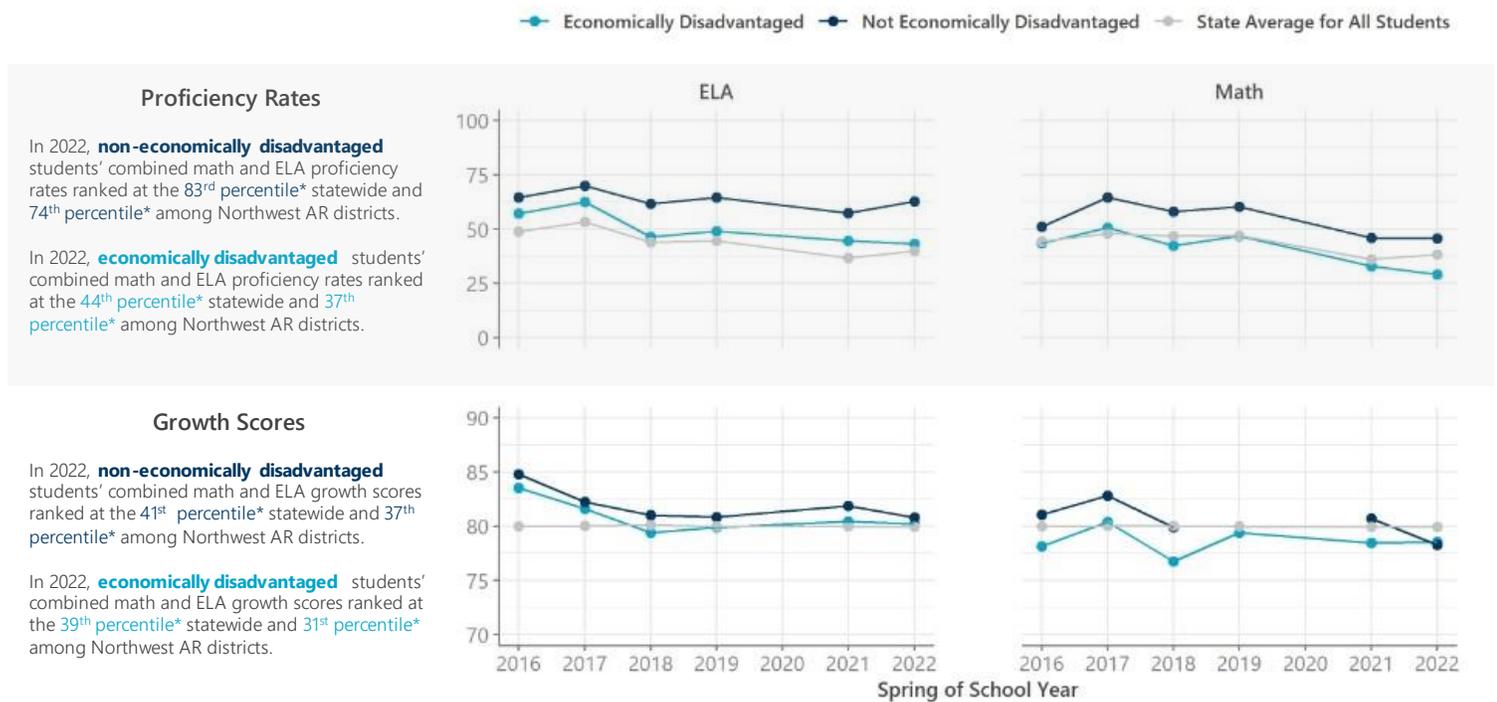
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 100% of all students facing economic disadvantage at AAA attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for AAA students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students classified as economically disadvantaged and those who are not to compare differences over time. **At AAA, students not facing economic disadvantage had higher achievement than those who were economically disadvantaged, but both groups had better achievement than the average Arkansas student. Both groups had similar growth scores to the average school in the state.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



2 Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

3 Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. In every school, economically disadvantaged students had lower achievement scores than their peers; this difference in performance was 19.3 points at AAA Elementary and 16.1 points at AAA High. At AAA Elementary, economically disadvantaged students outperformed economically disadvantaged students across the state and region.⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % ED students. This percentage is based only on the proportion of students with data contributing to the achievement or growth metrics, which is not identical to the schoolwide proportion provided in other reports as not every student contributed to these data. This also means these proportions can differ between the two metrics as some students have achievement data but not growth and vice versa. Results for a school’s group are only shown if there are at least 25 students. Schools that do not have at least 25 economically disadvantaged students are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

At AAA, economically disadvantaged students had growth similar to or lower than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth that AAA Elementary made with economically disadvantaged students was higher than the growth made by similar students statewide, but at AAA High, economically disadvantaged and non-economically disadvantaged students' growth ranked below the state average.⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN BENTONVILLE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

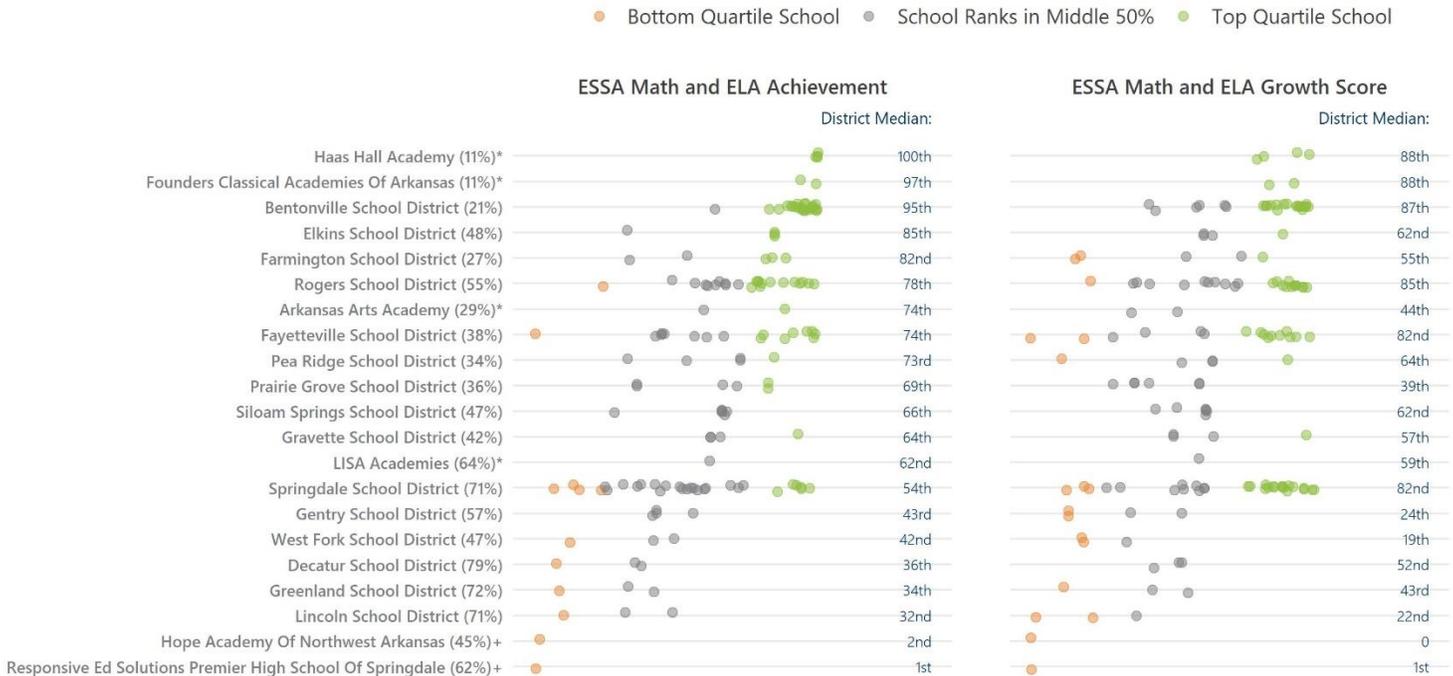
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Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



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Values in parentheses are total district % FRL in 2021-2022, regardless of whether the student contributed to ESSA scores.

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What levels of quality did Bentonville students experience, and how did this differ by students' family income?

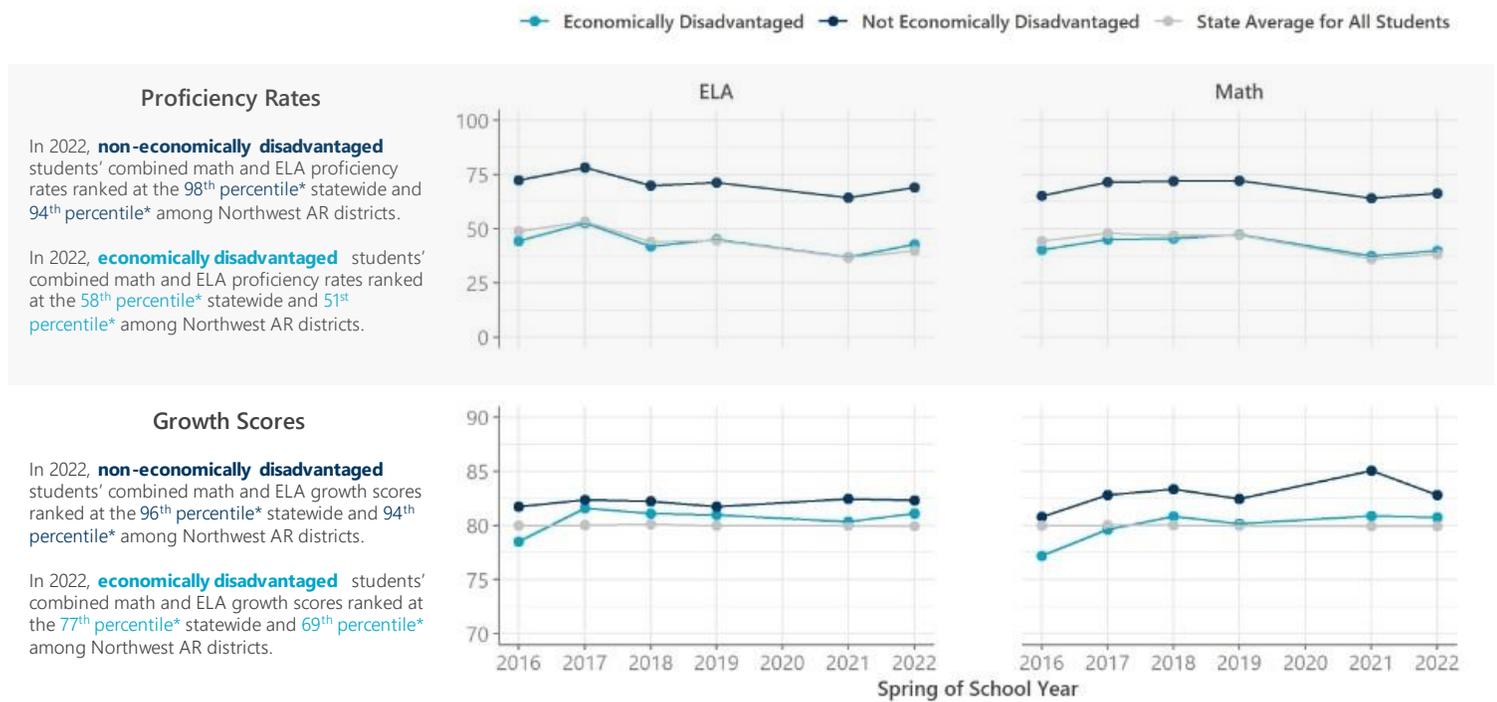
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 96% of all students facing economic disadvantage in Bentonville attended A or B schools, only 23% of these students experienced A or B schools.**²

How have test-based outcomes for Bentonville students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Bentonville, students not facing economic disadvantage had substantially more success than those in the district who were economically disadvantaged, but both groups had better achievement and growth than the average Arkansas student. These economic-related differences within the district have remained stable over time.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

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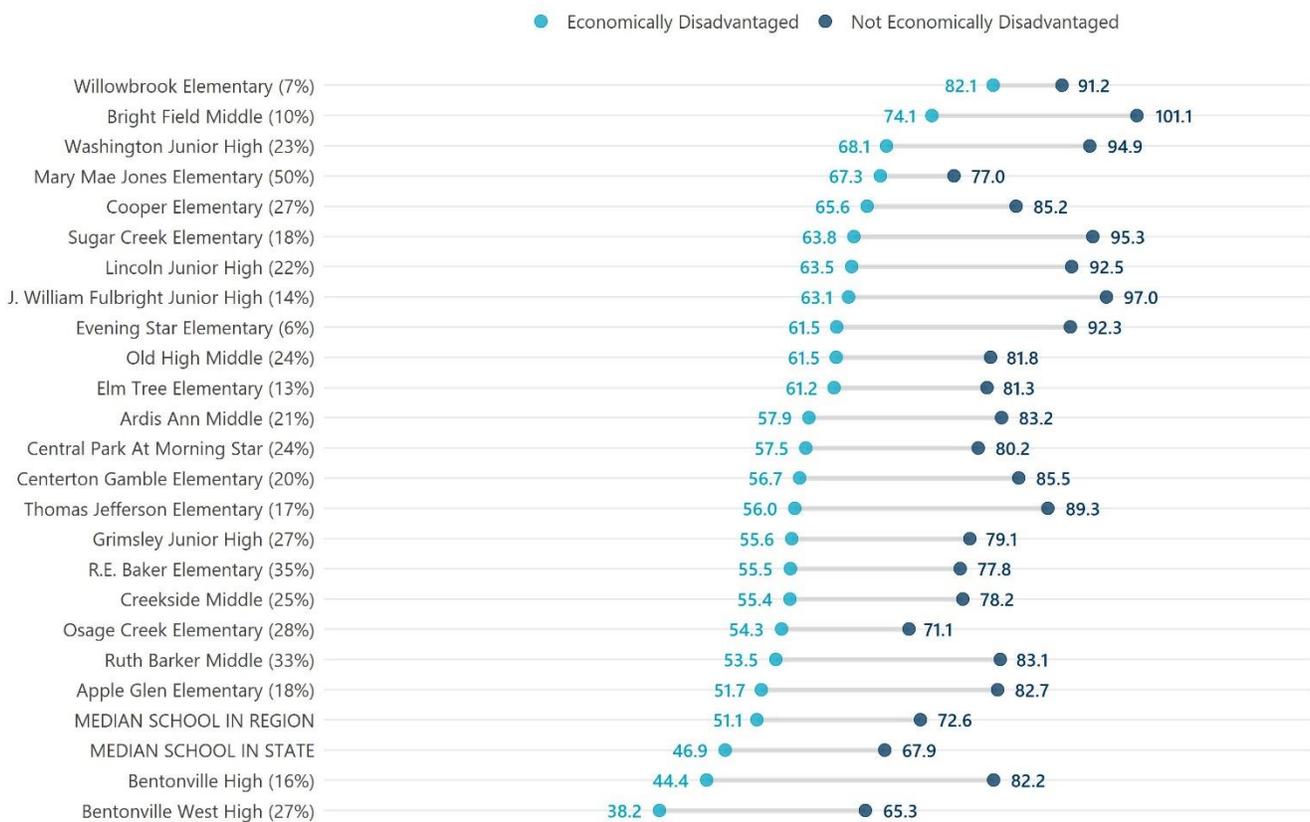
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Bentonville were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. And in some schools, economically disadvantaged students outperformed non-economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Mary Mae Jones Elementary School (9.7 points) was much smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Bright Field Middle School had substantially lower achievement scores than their non-economically disadvantaged peers (74.1 compared to 101.1) but *still* had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9) *and* non-economically disadvantaged students in the rest of the state (who had an average score of 67.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent the % FRL student in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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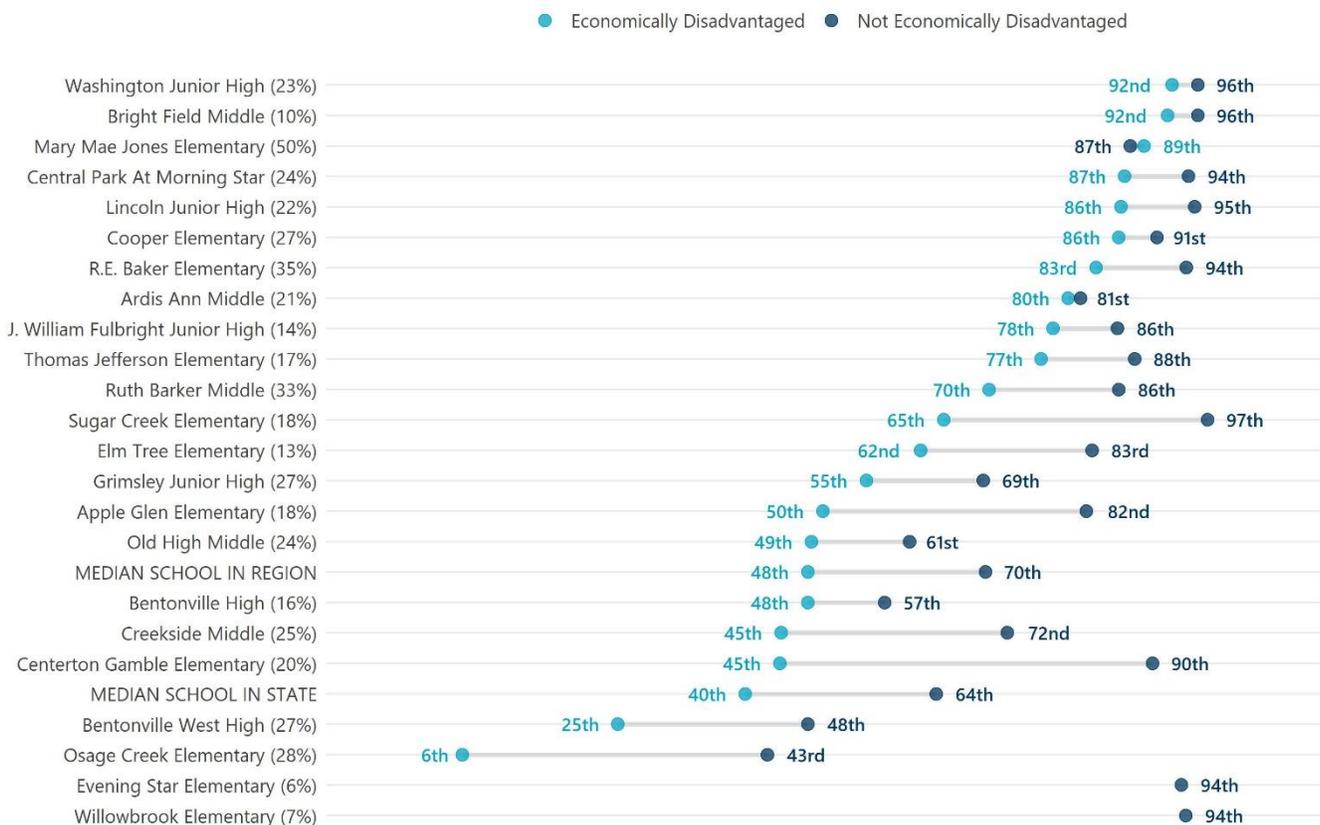
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Bentonville, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Washington Junior High, Bright Field Middle and Mary Mae Jones Elementary), but at other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Bentonville West High and Osage Creek Elementary).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent the % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank; this includes Evening Star and Willowbrook.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN DECATUR

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

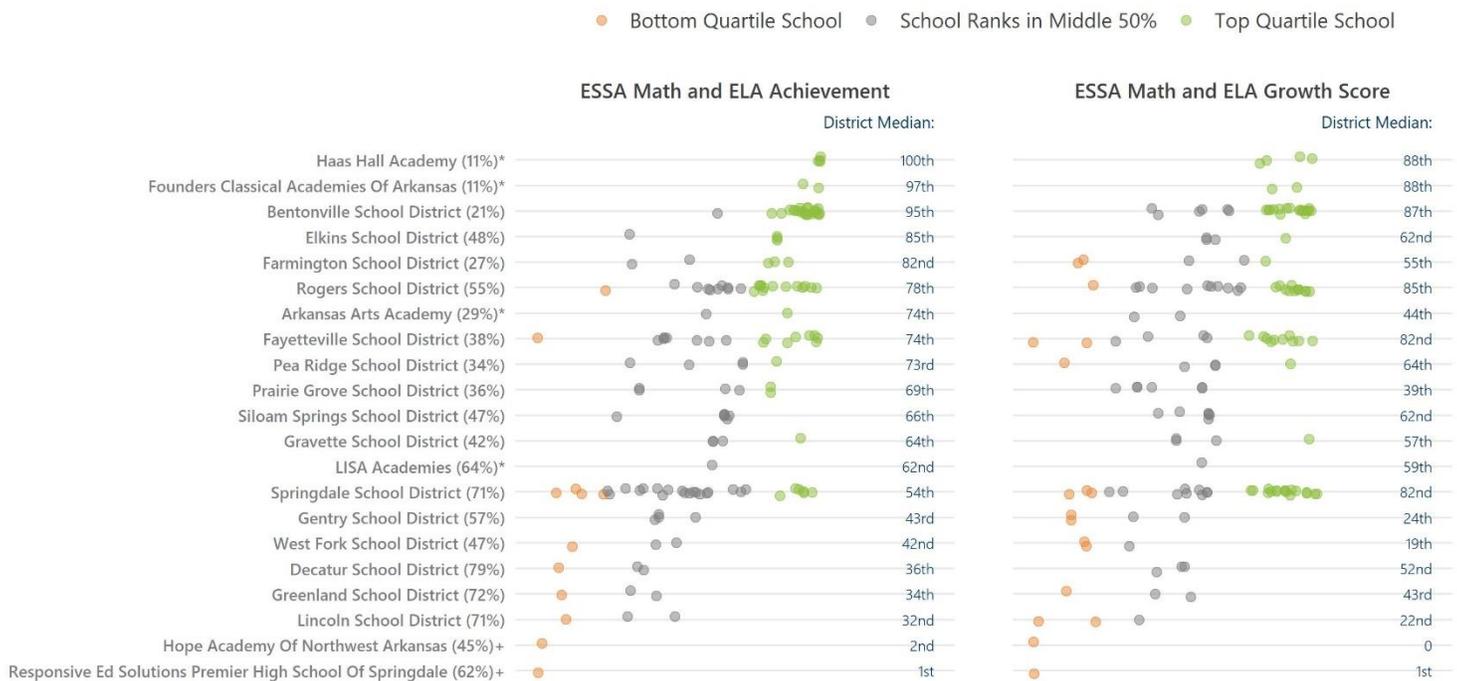
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Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



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Values in parentheses are total district % FRL in 2021-2022, regardless of whether the student contributed to ESSA scores.

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What levels of quality did Decatur students experience, and how did this differ by students' family income?

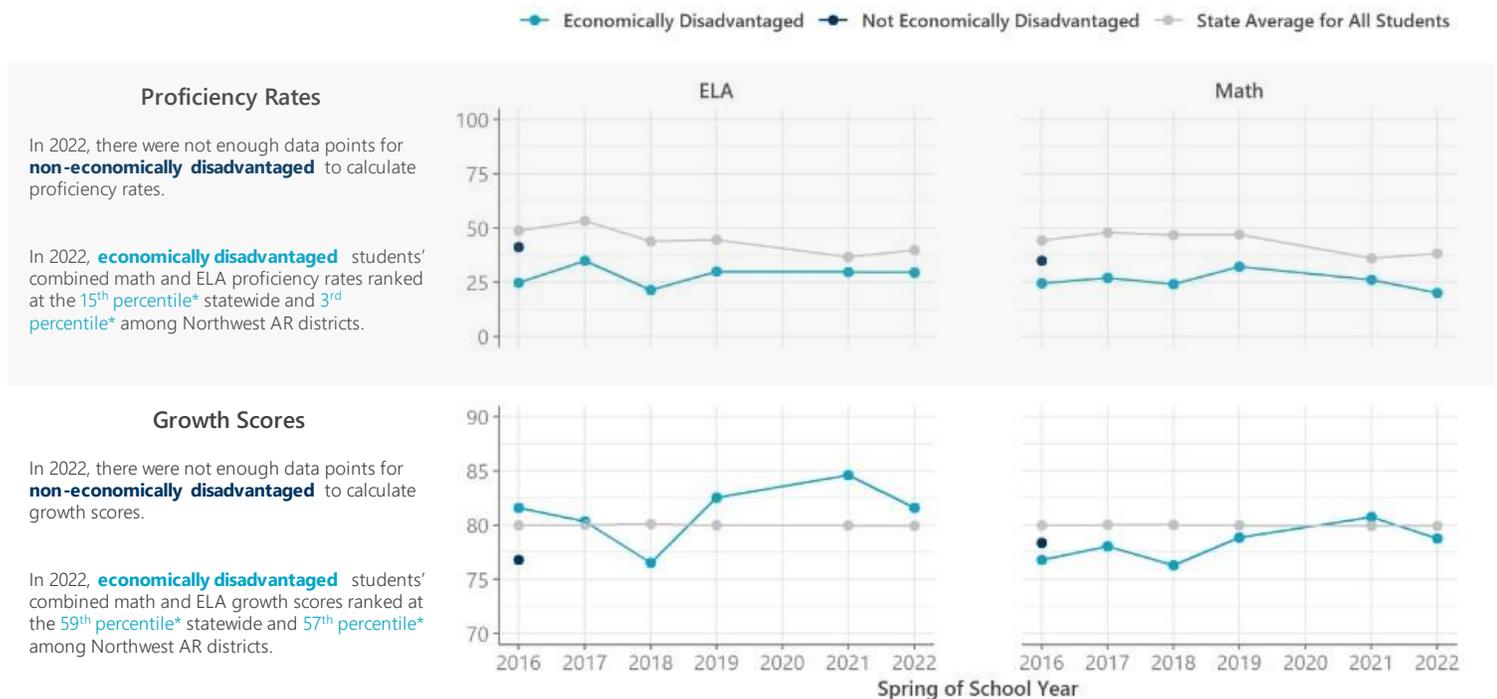
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage in Decatur attended A or B schools, therefore 0% of these students experienced A or B schools.**²

How have test-based outcomes for Decatur students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Decatur, students facing economic disadvantage had lower proficiency rates than students statewide, particularly in math. But economically disadvantaged students tended to grow at rates slightly higher than all students statewide, and these growth scores have tended to increase over the last several years.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

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* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Decatur were more effective at getting better results for economically disadvantaged students.** For example, economically disadvantaged students at Northside Elementary and Decatur Middle School had achievement scores similar to economically disadvantaged students statewide, but the achievement scores for students at Decatur High were lower. Across all schools in Decatur, economically disadvantaged students' performance was markedly lower than the typical non-economically disadvantaged students in the region or statewide.⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent the % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Decatur, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement. The growth some schools made with economically disadvantaged students ranked highly (for example, Decatur High and Northside Elementary) but in other schools, economically disadvantaged students' growth ranked below the state average (for example, Decatur Middle).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN ELKINS

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

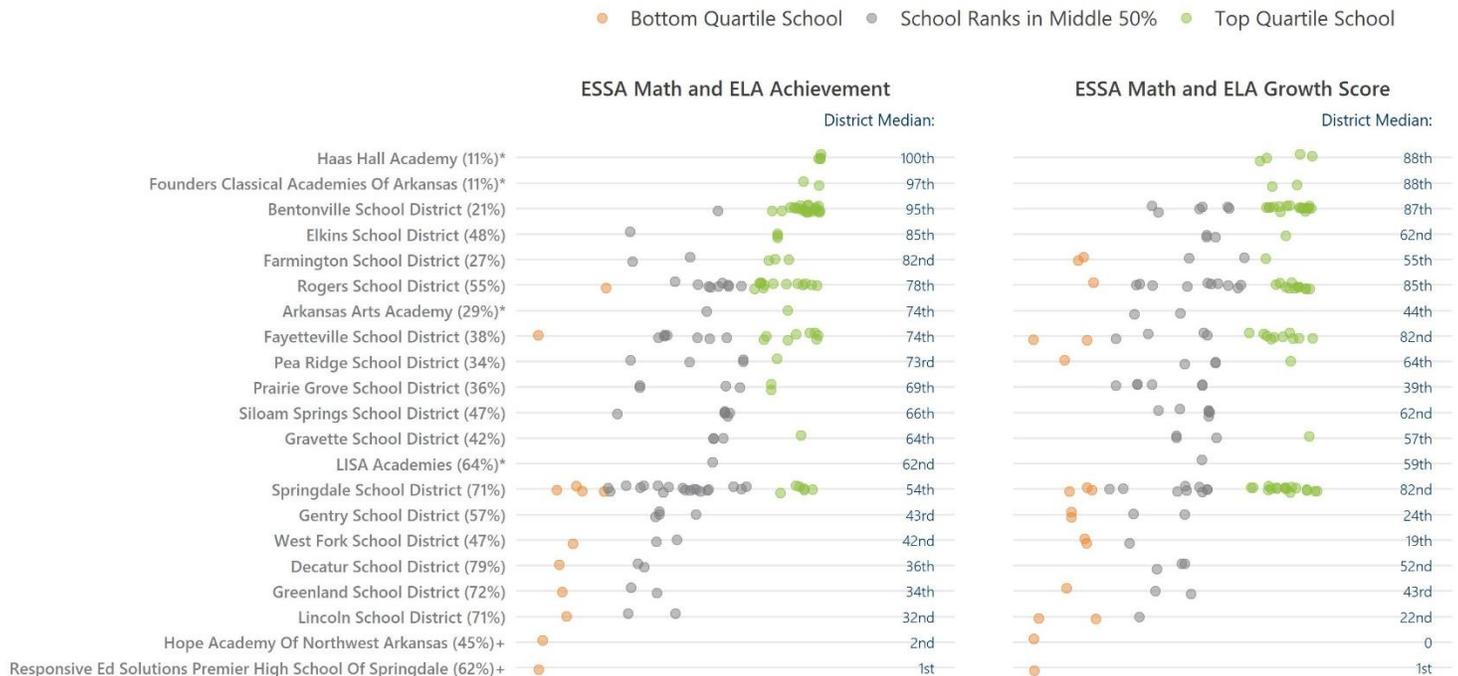
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Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



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What levels of quality did Elkins students experience, and how did this differ by students' family income?

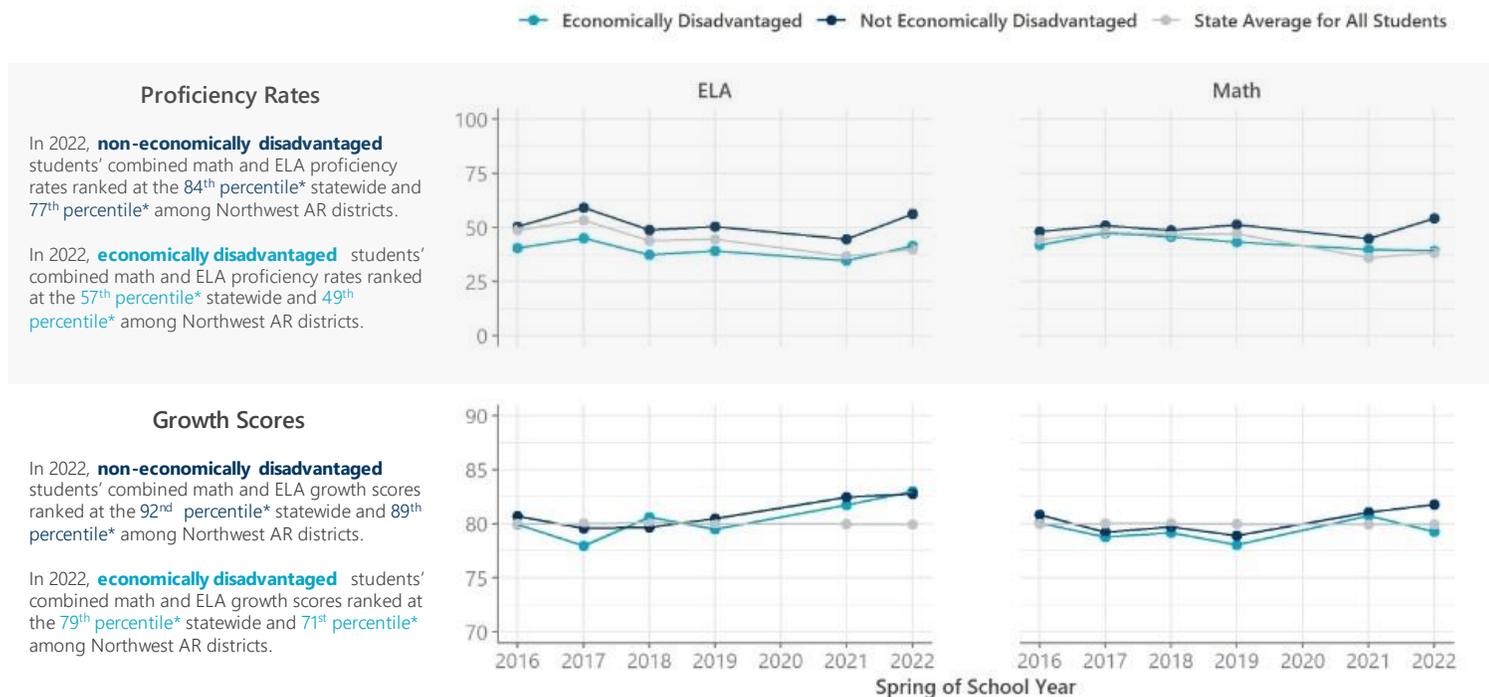
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 74% of all students facing economic disadvantage in Elkins attended A or B schools, only 22% of these students experienced A or B schools.**²

How have test-based outcomes for Elkins students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Elkins, students not facing economic disadvantage had substantially more success than those in the district who were economically disadvantaged, but both groups had better achievement and growth than the average Arkansas student. Growth rankings for all students in Elkins have tended to improve over time.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



2 Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

3 Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

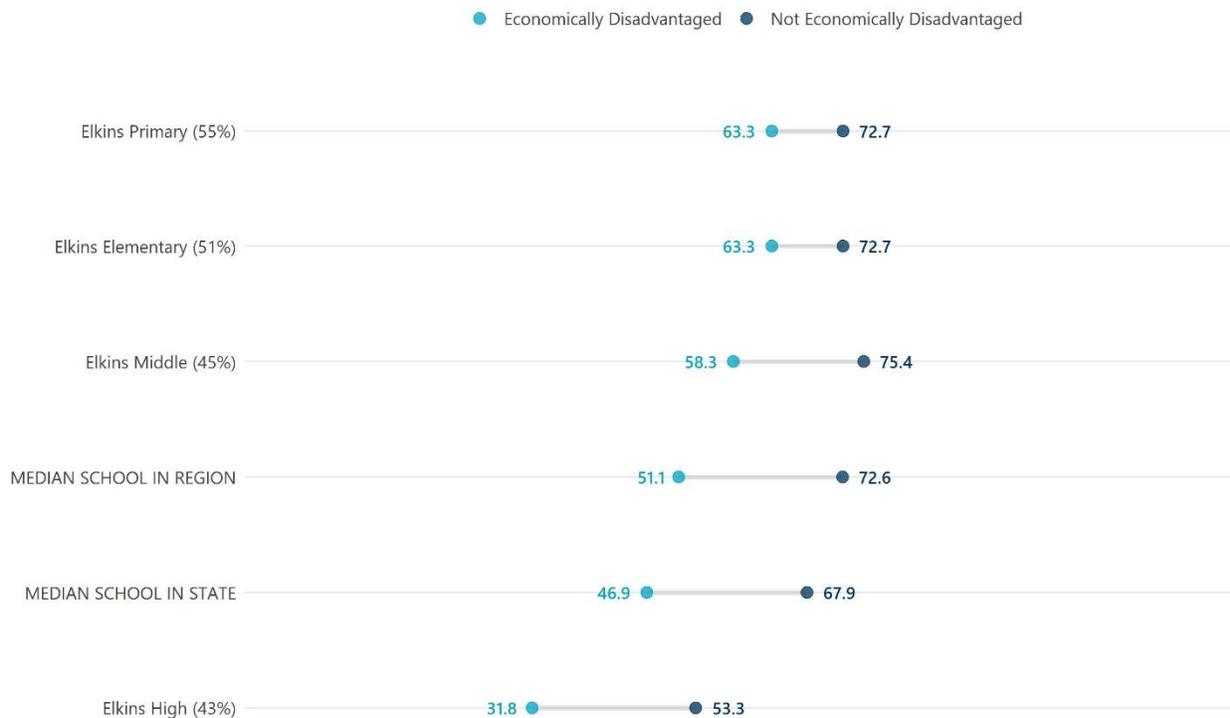
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Elkins were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was smaller in some schools. And in most schools, economically disadvantaged students outperformed economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Elkins Elementary (9.4 points) was smaller than this difference in the typical school statewide (17.9 points). Additionally, economically disadvantaged students at Elkins Primary had lower achievement scores than their non-economically disadvantaged peers (63.3 compared to 72.7), but *still* had better achievement scores than economically disadvantaged students in the rest of the state (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Elkins, economically disadvantaged students grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Elkins Middle), but at other schools, economically disadvantaged students' growth ranked near the state median and was much lower than their non-economically disadvantaged peers in the same school (for example, Elkins High).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN FARMINGTON

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

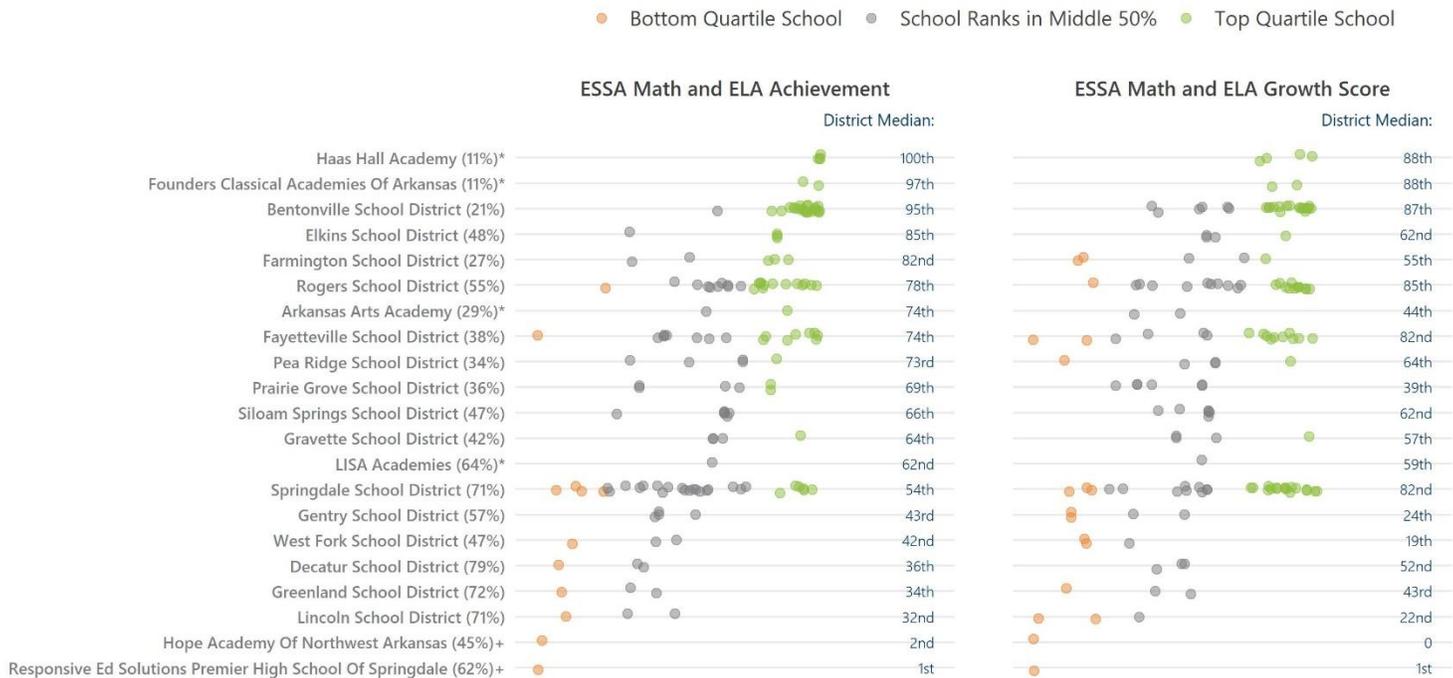
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **The typical school in Farmington ranks in the 82nd percentile for achievement and the 55th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did Farmington students experience, and how did this differ by students' family income?

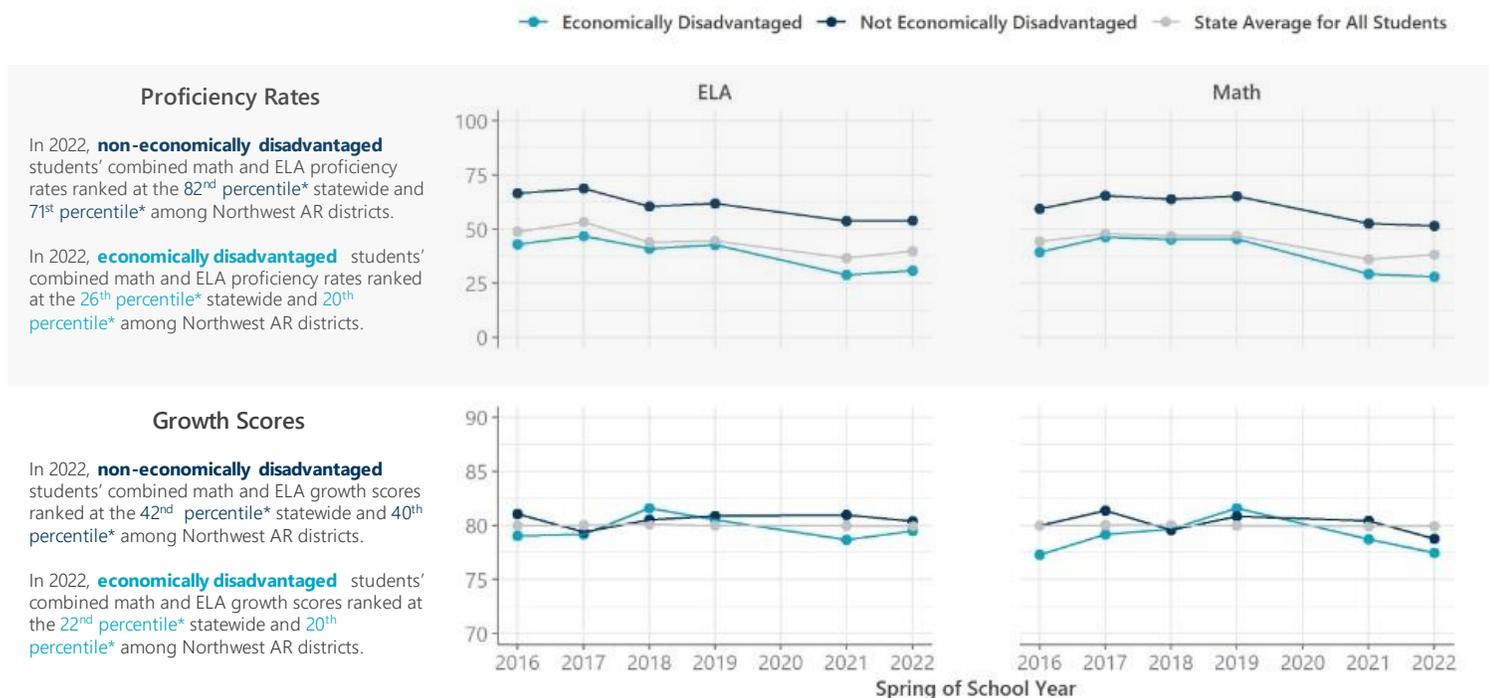
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 52% of all students facing economic disadvantage in Farmington attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for Farmington students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Farmington, students not facing economic disadvantage had substantially more success than those in the district who were economically disadvantaged. Whereas the typical student not facing economic disadvantage had proficiency rates and growth scores well above the state average, economically disadvantaged students in the district's performance metrics tended to be below the state average.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_--_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

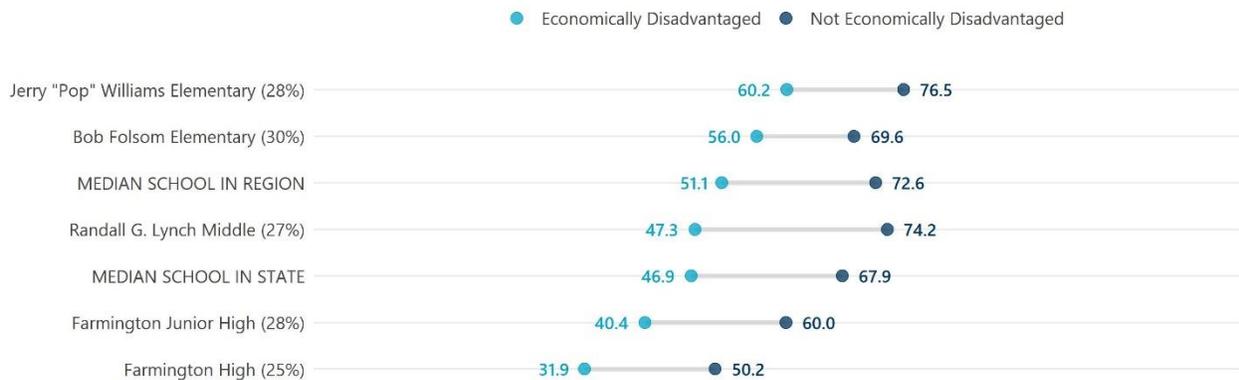
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Farmington were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. And in some schools, economically disadvantaged students outperformed non-economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Bob Folsom Elementary (13.6 points) was smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Jerry “Pop” Williams Elementary had much higher achievement scores than economically disadvantaged students (60.2 compared to 46.9), while economically disadvantaged students at Farmington Junior High and Farmington High had achievement scores below the state average for similar students.⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Farmington, economically disadvantaged students in most schools grew less than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked above the state average, but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was lower than their non-economically disadvantaged peers in the same school (for example, Farmington High).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN FAYETTEVILLE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

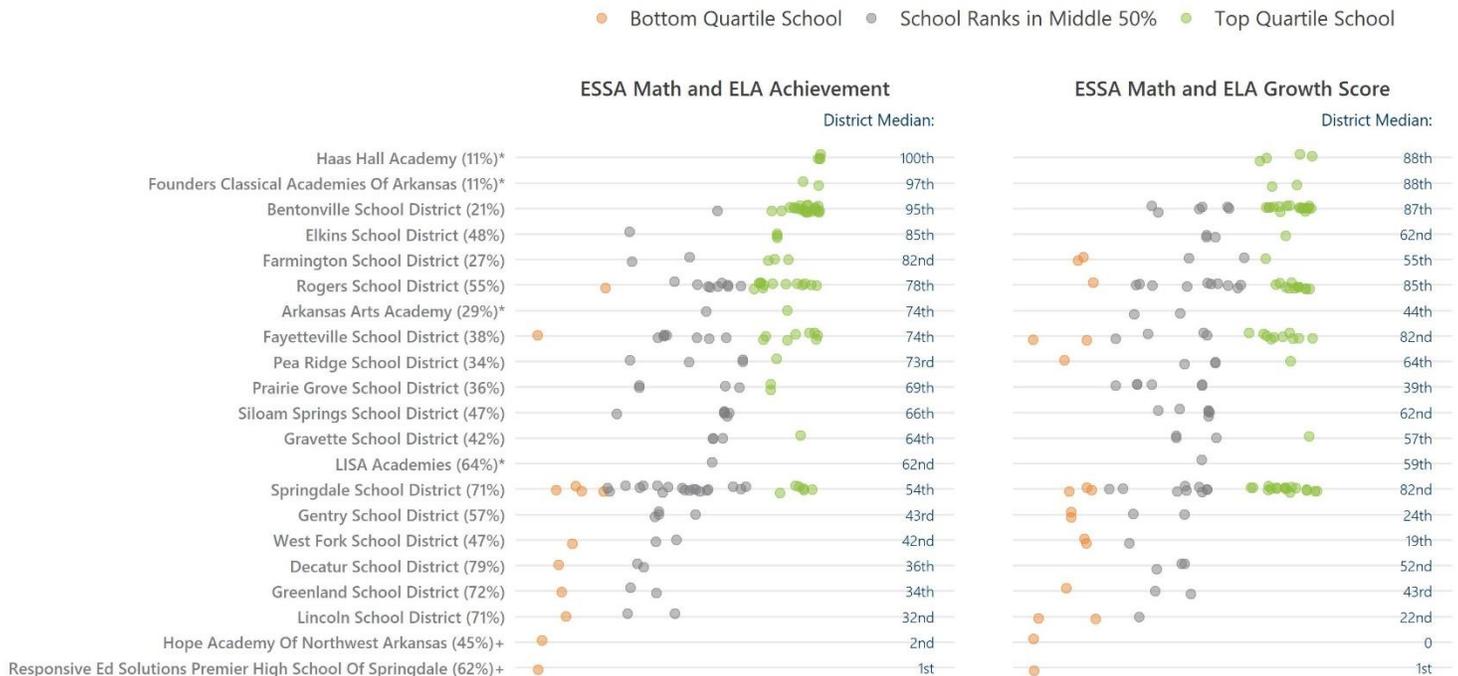
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Fayetteville schools rank highly: The typical school in Fayetteville ranks in the 64th percentile for achievement and the 82nd percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did Fayetteville students experience, and how did this differ by students' family income?

Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 31% of all students facing economic disadvantage in Fayetteville attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for Fayetteville students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Fayetteville, students not facing economic disadvantage had substantially more success than those in the district who were economically disadvantaged. These economic-related differences within the district have remained stable over time, though the difference in growth rates has slightly widened.**³

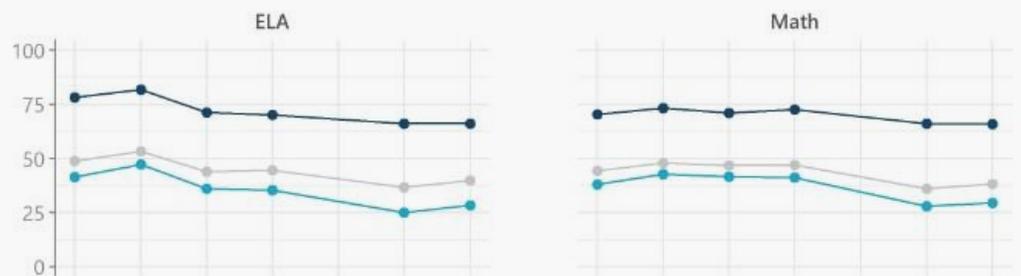
Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status

— Economically Disadvantaged — Not Economically Disadvantaged — State Average for All Students

Proficiency Rates

In 2022, **non-economically disadvantaged** students' combined math and ELA proficiency rates ranked at the 97th percentile* statewide and 89th percentile* among Northwest AR districts.

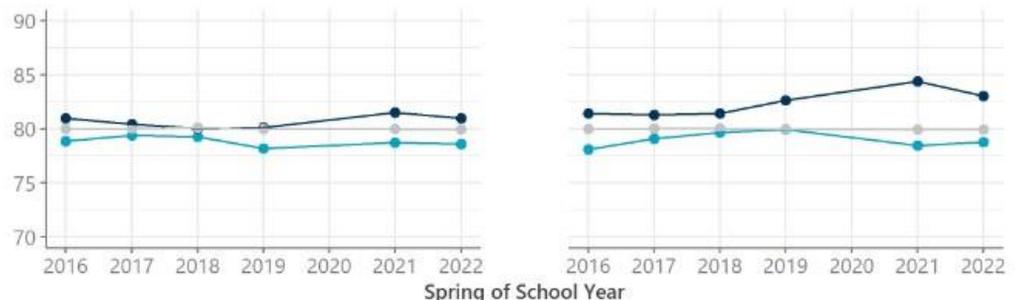
In 2022, **economically disadvantaged** students' combined math and ELA proficiency rates ranked at the 26th percentile* statewide and 14th percentile* among Northwest AR districts.



Growth Scores

In 2022, **non-economically disadvantaged** students' combined math and ELA growth scores ranked at the 89th percentile* statewide and 83rd percentile* among Northwest AR districts.

In 2022, **economically disadvantaged** students' combined math and ELA growth scores ranked at the 25th percentile* statewide and 26th percentile* among Northwest AR districts.



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

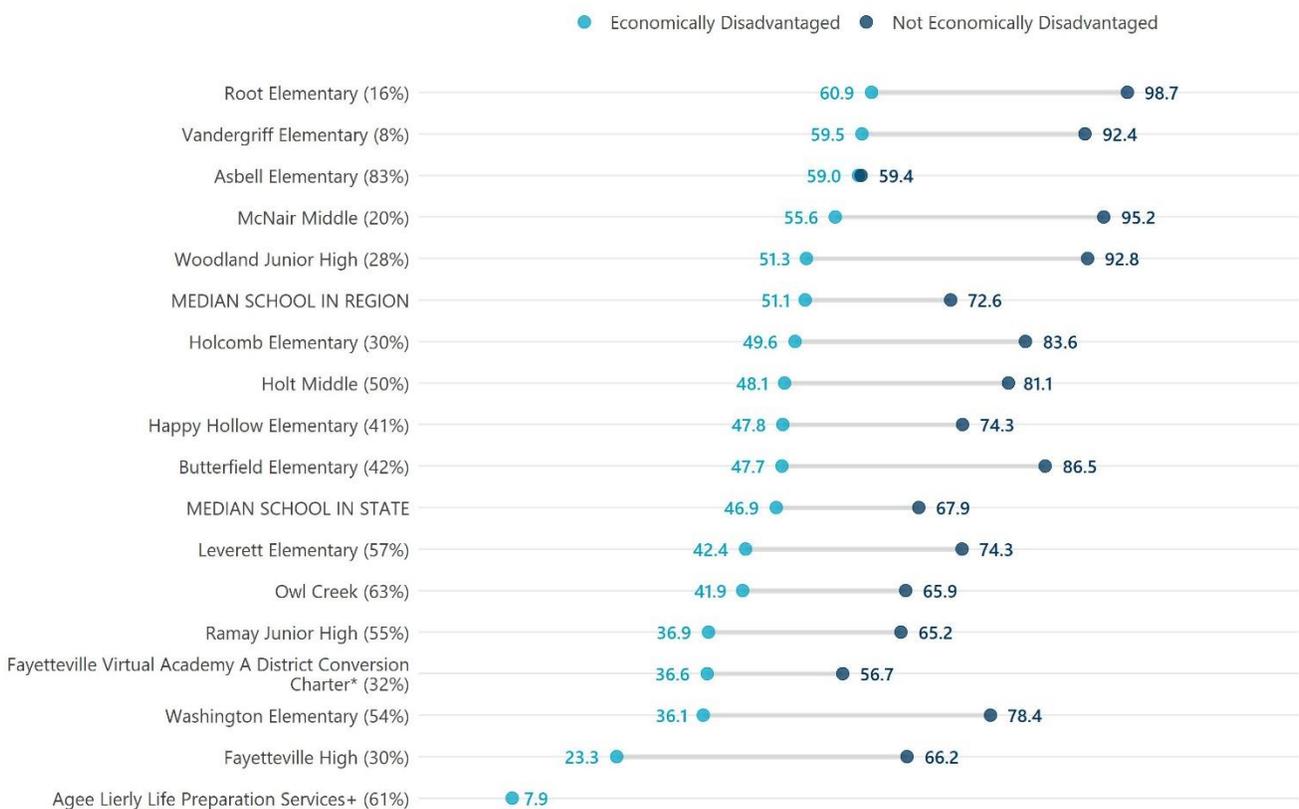
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Fayetteville were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools.

For example, the difference in achievement scores between economically disadvantaged students and others at Asbell Elementary (0.4 points) was much smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at some schools performed well above the average for economically disadvantaged students statewide (for example, Root Elementary and Vandergriff Elementary), while other schools performed well below the state average (for example, Fayetteville High and Washington Elementary).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

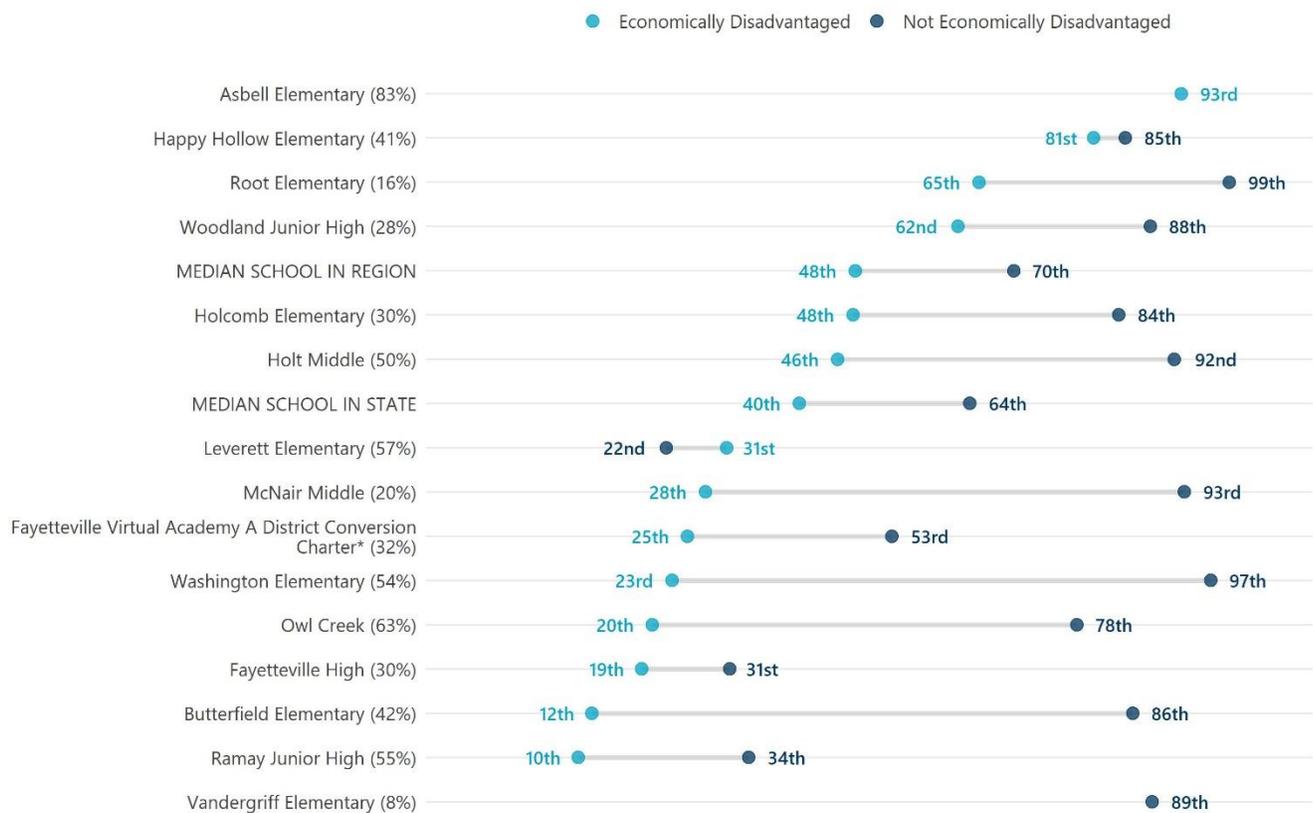
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Fayetteville, there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Happy Hollow Elementary) but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Butterfield Elementary).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank – this includes Vandergriff Elementary.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS – FOUNDERS CLASSICAL ACADEMIES

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

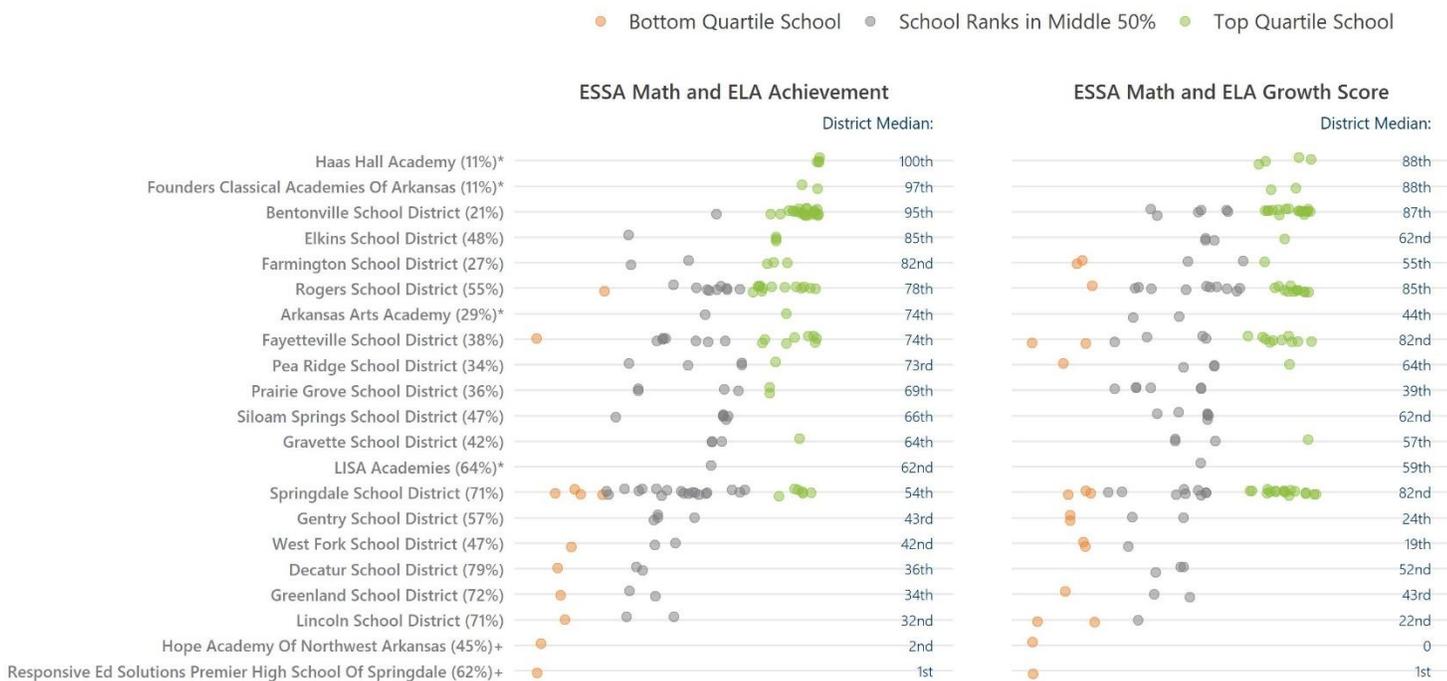
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many FCA schools rank highly: The typical FCA school ranks in the 97th percentile for achievement and the 88th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether the student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

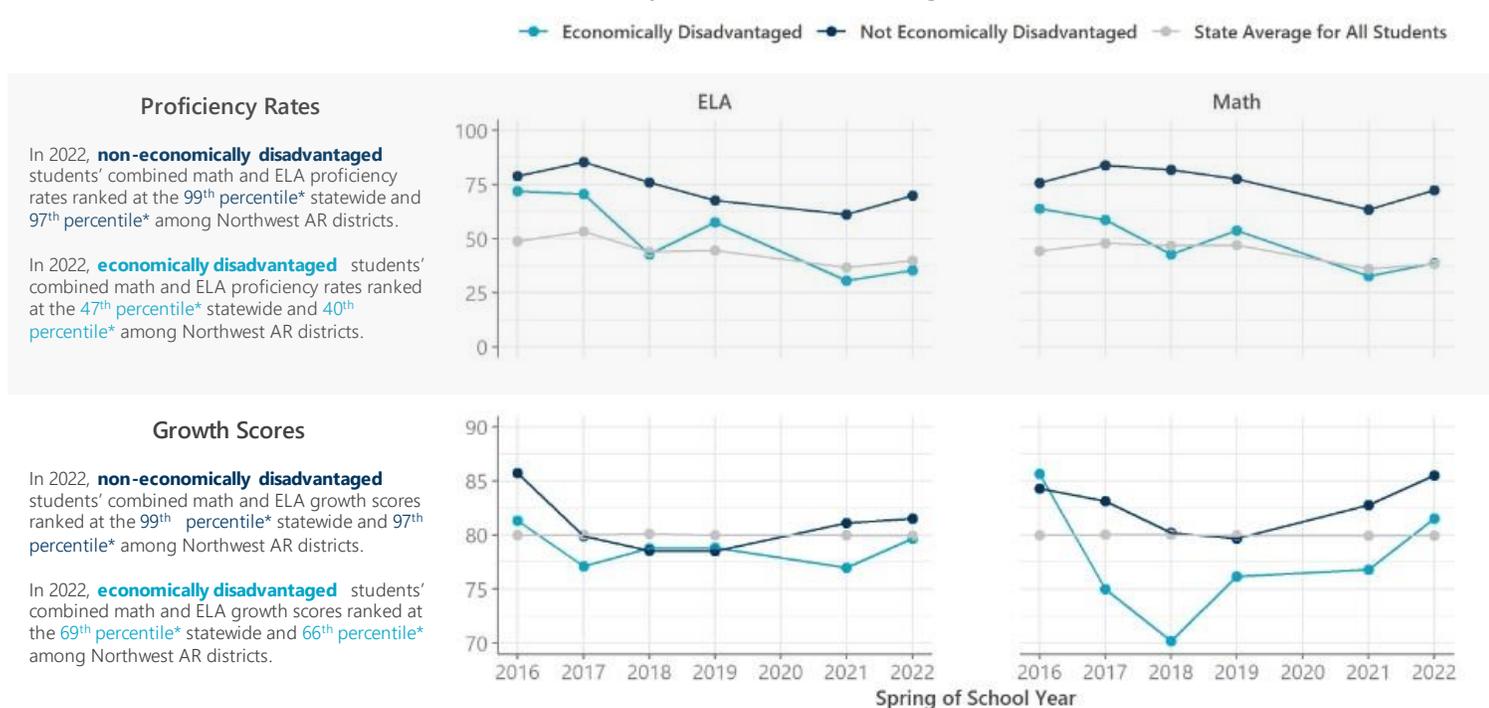
What levels of quality did FCA students experience, and how did this differ by students' family income?

Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school. When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 100% of all students facing economic disadvantage in FCA schools attended A or B schools, and 100% of these students experienced A or B schools.**²

How have test-based outcomes for FCA students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students classified as economically disadvantaged and those who are not to compare differences over time. **In FCA schools, students not facing economic disadvantage had much higher achievement than those who were economically disadvantaged, but both groups typically had higher growth than the average Arkansas student. These economic-related differences have not become smaller over time.**³

Percent Proficient and Value -Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. While at Founders Bentonville, economically disadvantaged students had lower achievement scores than their peers, economically disadvantaged students (who had an average score of 75) outperformed *non-economically disadvantaged* students statewide (who had an average score of 67.9). There were not enough non-economically disadvantaged students at Founders Rogers to provide results.⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

At FCA, non-economically disadvantaged students grew more than similar students in the state and region. There were not enough economically disadvantaged students in either school to show results.⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN GENTRY

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

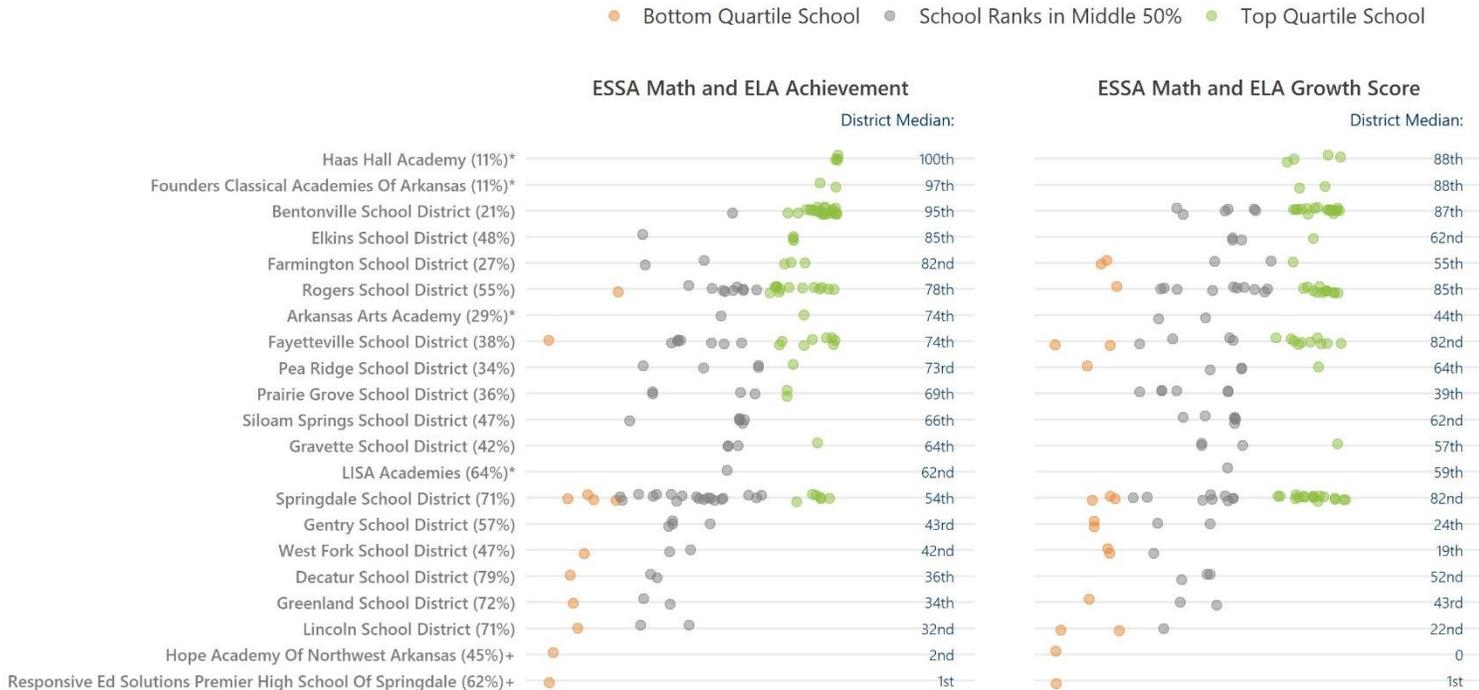
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Gentry schools rank at or below the state average: The typical school in Gentry ranks in the 43rd percentile for achievement and the 24th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did Gentry students experience, and how did this differ by students' family income?

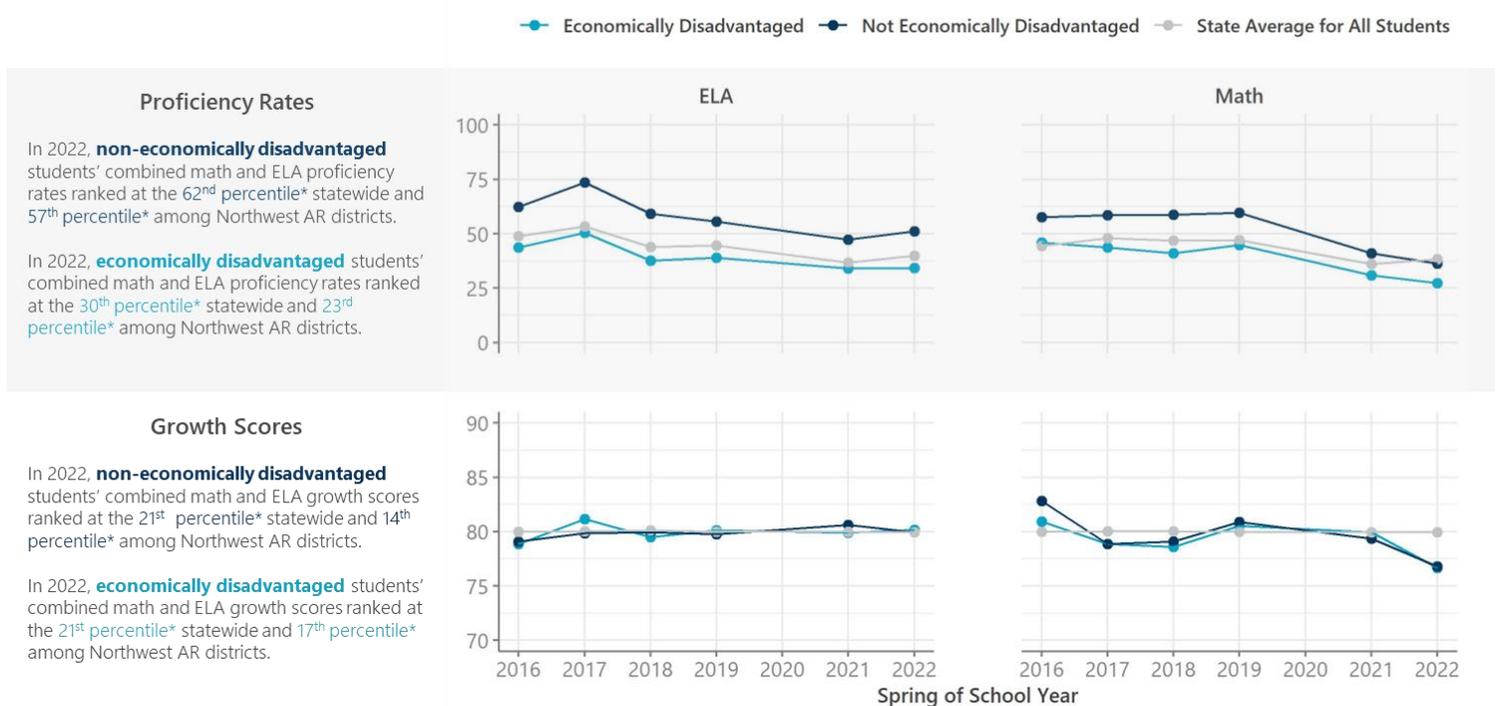
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage in Gentry attended A or B schools, therefore 0% of these students experienced A or B schools.**²

How have test-based outcomes for Gentry students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Gentry, students not facing economic disadvantage had higher proficiency rates than those in the district who were economically disadvantaged, but both groups had similar growth scores. Compared to previous years, proficiency and growth for both groups has declined, especially in math.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_--_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **All schools in Gentry were similarly effective at getting better results for economically disadvantaged students, and economically disadvantaged students had achievement scores close to the statewide average for similar students.** In every school, economically disadvantaged students had lower achievement scores than their peers, and this difference in performance was similar across schools.

Across Gentry schools, the difference in achievement between economically disadvantaged students and others was smaller than this difference statewide. For example, the difference in achievement scores between economically disadvantaged students and others at Gentry Middle (13.4 points) was smaller than this difference in the typical school statewide (21 points).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Gentry, there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was ranked higher than the growth made by non-economically disadvantaged students (for example, Gentry High), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Gentry Primary and Gentry Intermediate).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN GRAVETTE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

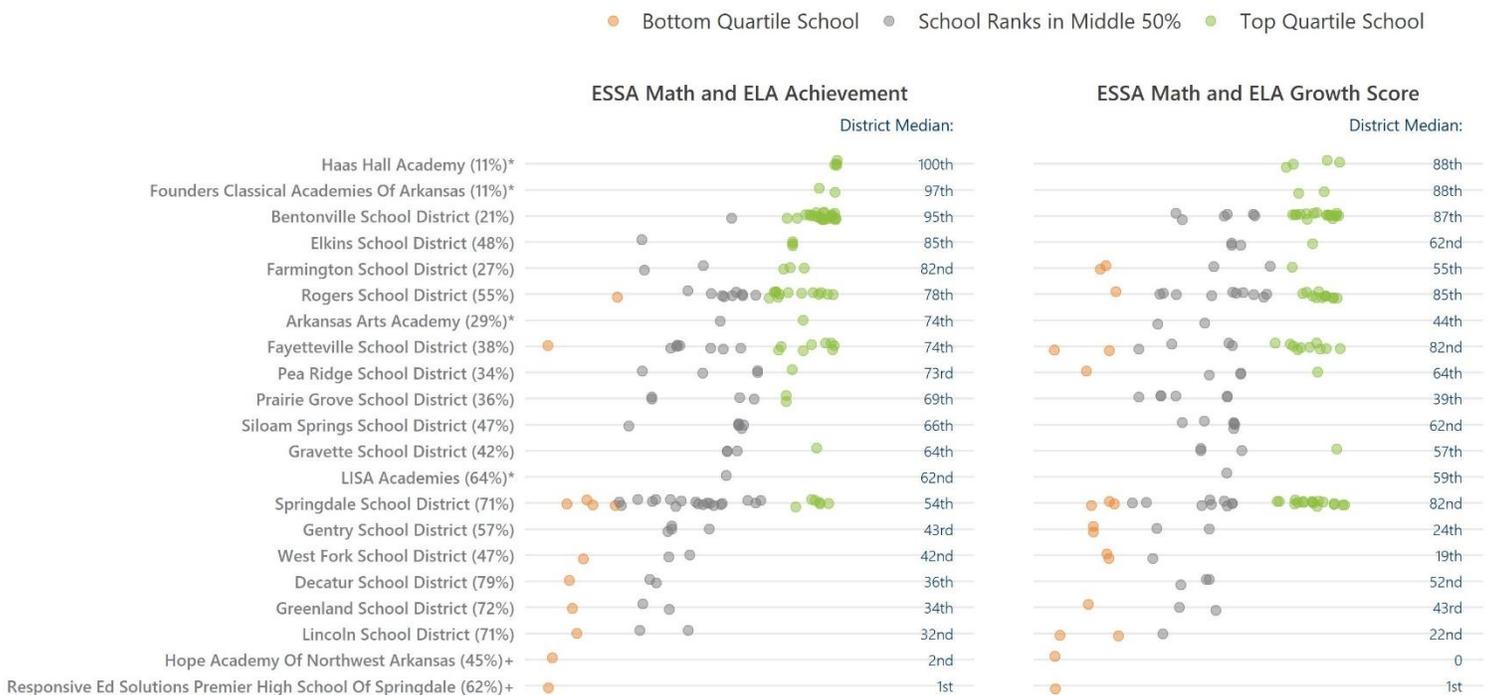
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Gravette schools rank near or slightly above the state average: The typical school in Gravette ranks in the 64th percentile for achievement and the 57th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did Gravette students experience, and how did this differ by students' family income?

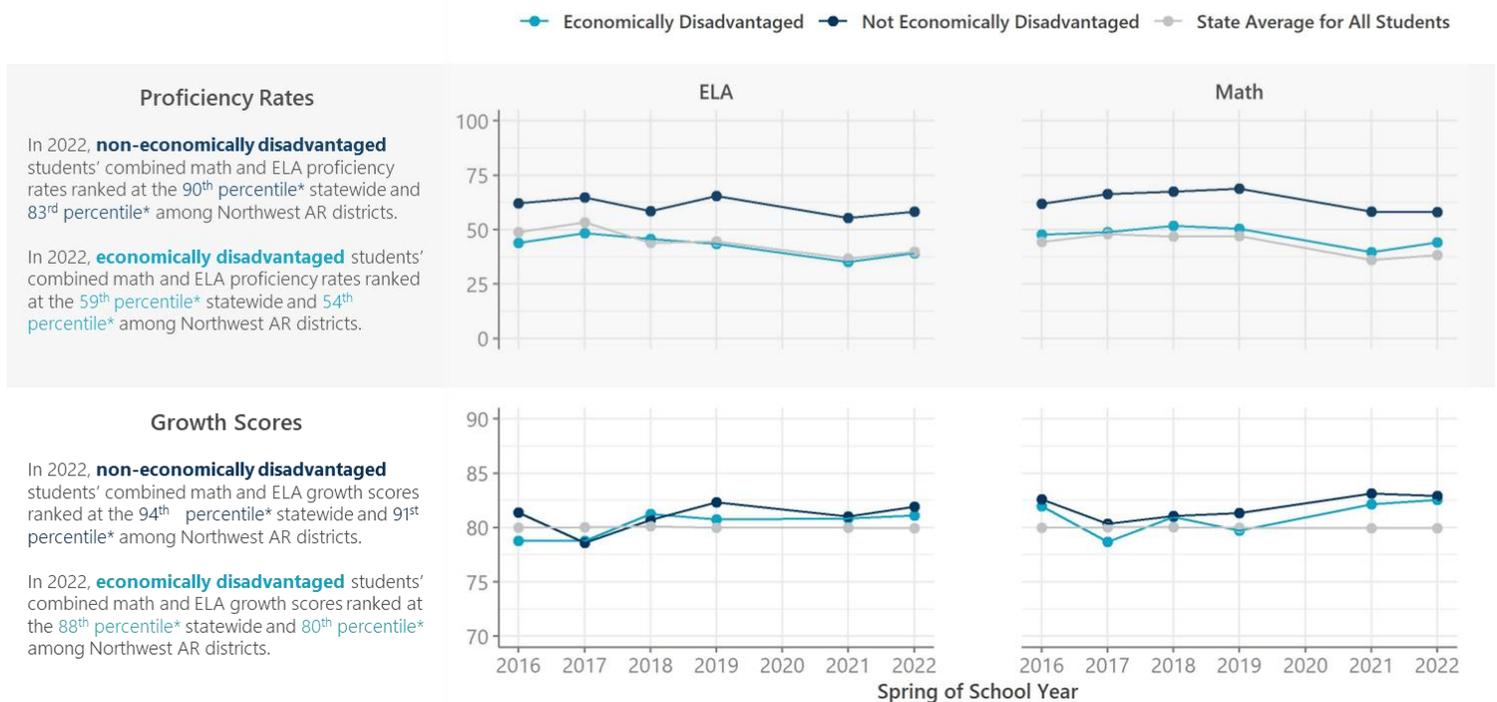
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 53% of all students facing economic disadvantage in Gravette attended A or B schools, only 27% of these students experienced A or B schools.**²

How have test-based outcomes for Gravette students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Gravette, students not facing economic disadvantage had substantially higher achievement than those in the district who were economically disadvantaged, but in recent years both groups had better achievement and growth than the average Arkansas student. These economic-related differences within the district have remained similar over time, but both groups' growth scores have tended to improve over the last several years.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

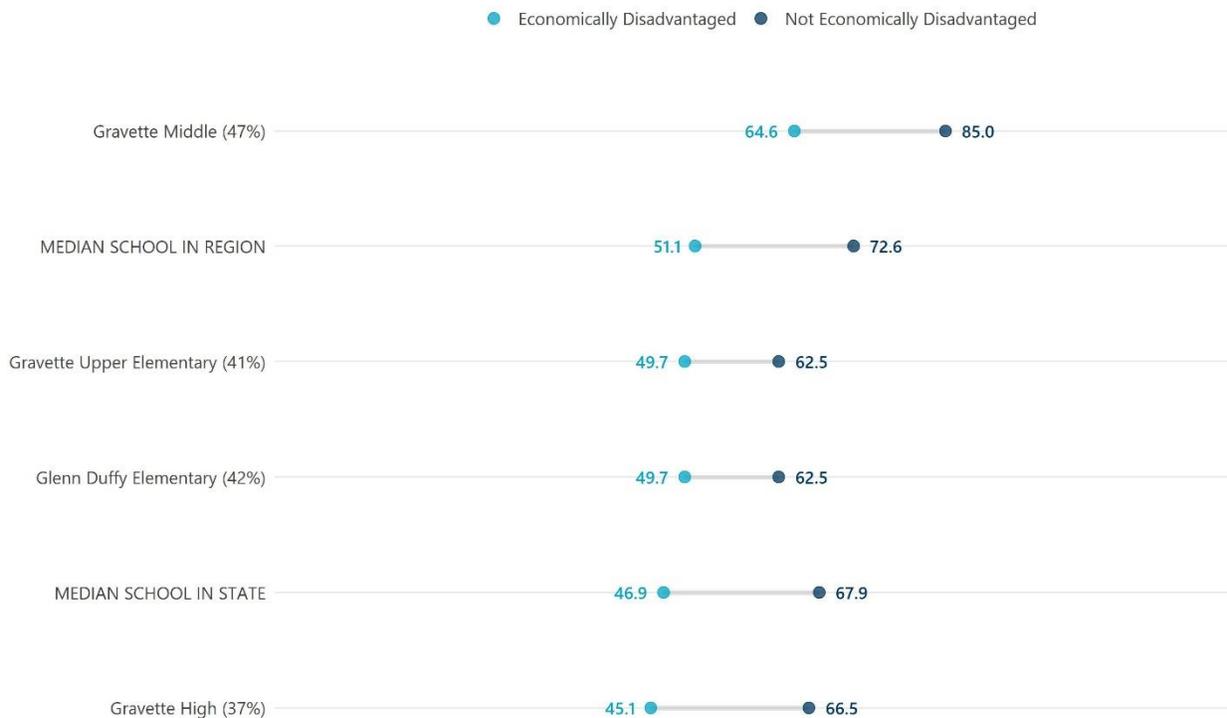
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Gravette were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools.

For example, the difference in achievement scores between economically disadvantaged students and others at Gravette Upper Elementary (12.8 points) was much smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Gravette Middle School had substantially lower achievement scores than their non-economically disadvantaged peers (64.6 compared to 85), *but* had much higher achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9) and nearly equal achievement to non-economically disadvantaged students in the rest of the state (who had an average score of 67.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Gravette, there were large differences between schools in how effectively they grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked very highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Gravette Middle), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Glen Duffy Elementary).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN GREENLAND

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

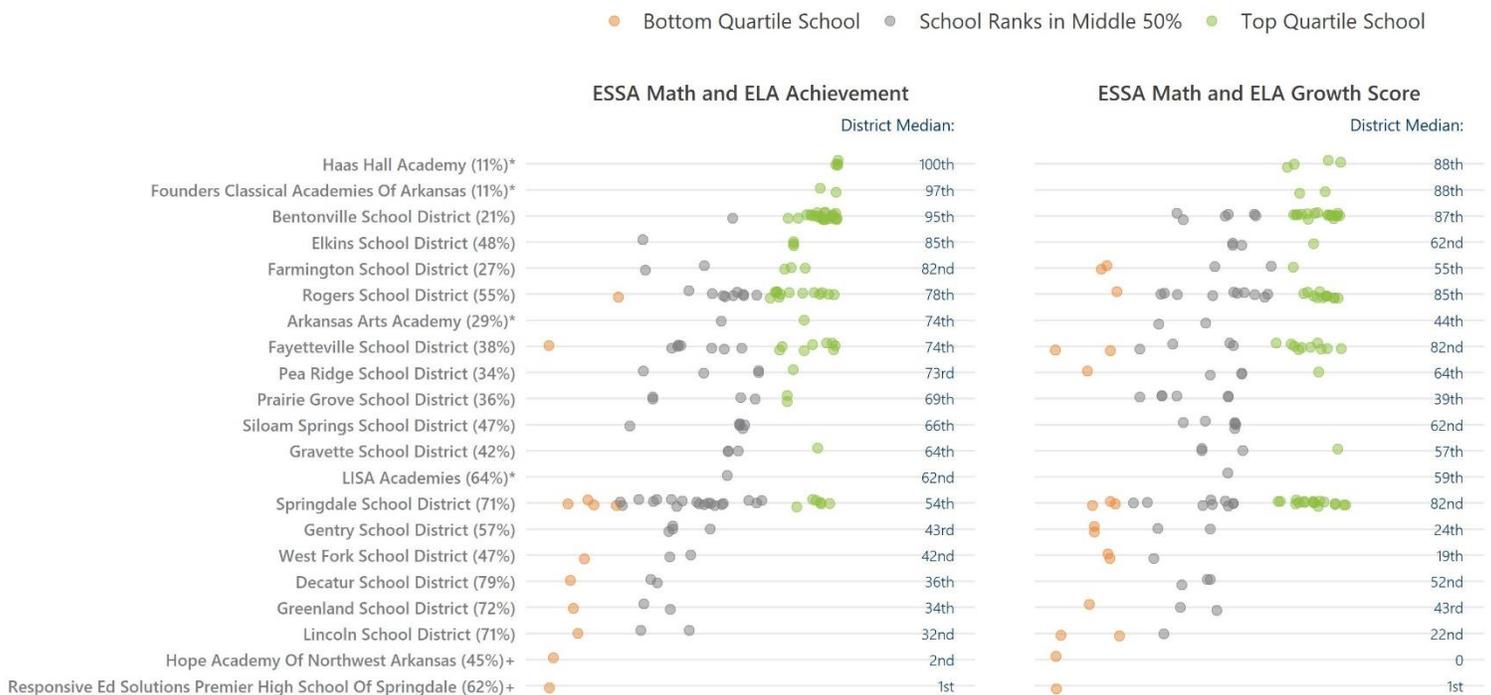
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Greenland schools rank below the state average: The typical school in Greenland ranks in the 34th percentile for achievement and the 43rd percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did Greenland students experience, and how did this differ by students' family income?

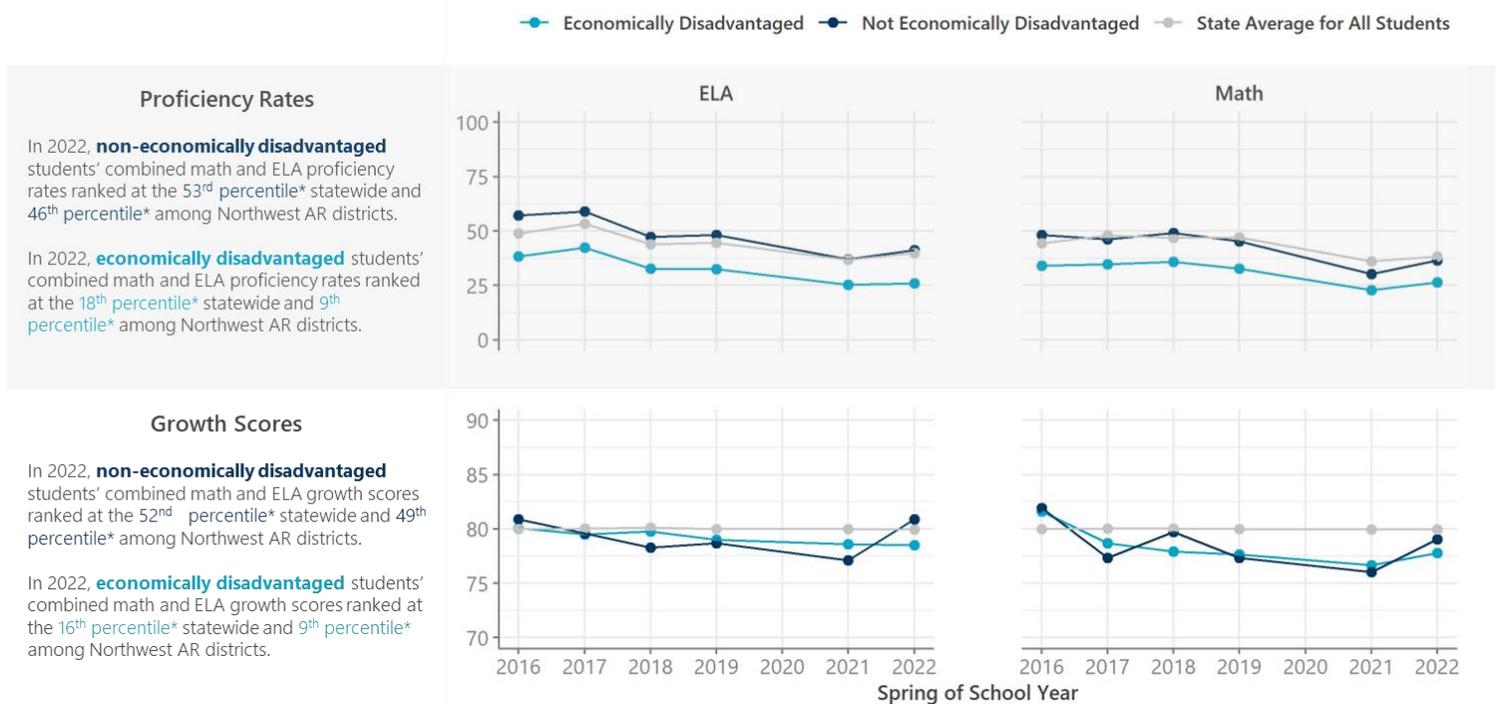
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage in Greenland attended A or B schools, therefore 0% of these students experienced A or B schools.**²

How have test-based outcomes for Greenland students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Greenland, students not facing economic disadvantage had higher achievement than those in the district who were economically disadvantaged, but both groups tended to have lower achievement and growth than the average Arkansas student. Though both metrics had been declining over time for both student groups, they improved slightly in 2022.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



2 Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

3 Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Greenland were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was smaller in some schools.

For example, the difference in achievement scores between economically disadvantaged students and others at Greenland Elementary (8.1 points) was much smaller than this difference in the typical school statewide (21 points). However, economically disadvantaged students at Greenland High had substantially lower achievement scores than their non-economically disadvantaged peers (23.6 compared to 42.9) and had lower achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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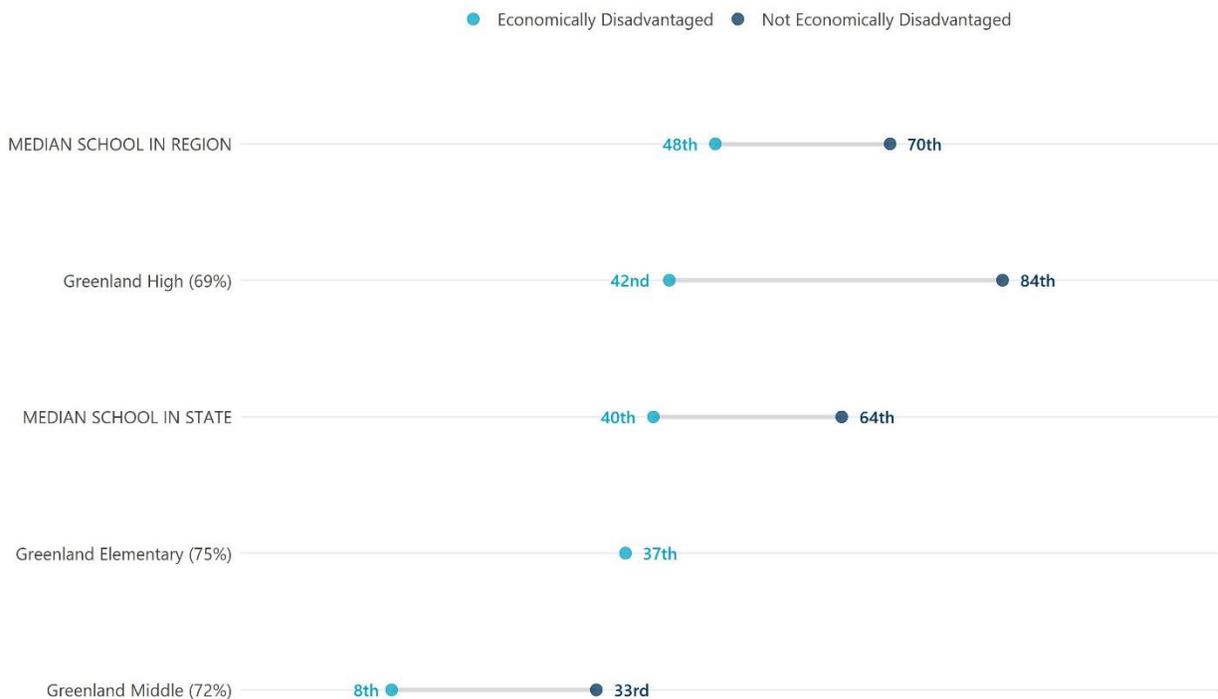
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Greenland, economically disadvantaged students in most schools grew similarly to or less than typical economically disadvantaged students in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked near the state average (for example, Greenland High), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state (for example, Greenland Middle).⁵ In all schools where data was available, there were large differences in the growth rankings of economically disadvantaged students compared to others in the same school.

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS – HAAS HALL

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

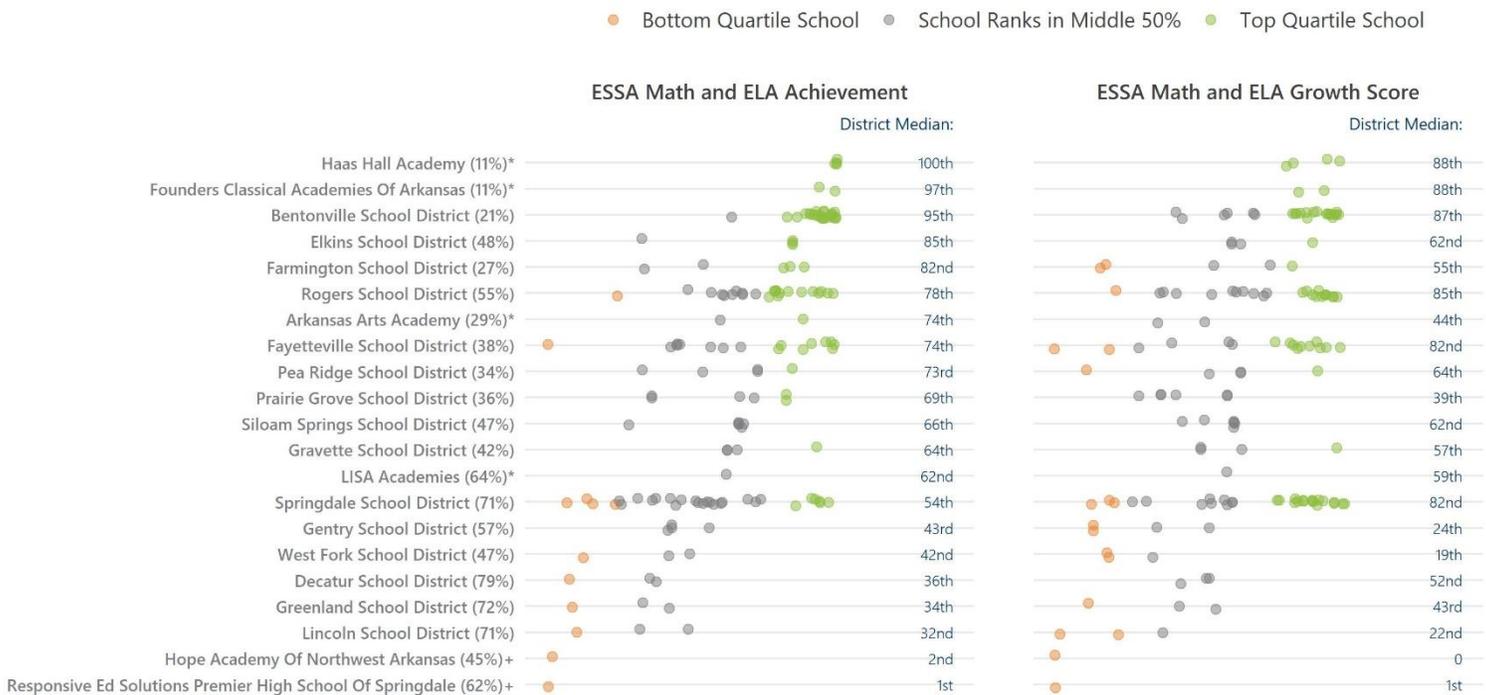
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Haas Hall schools rank very highly: The typical Haas Hall school ranks in the 100th percentile for achievement and the 88th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>). Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did Haas Hall students experience, and how did this differ by students' family income?

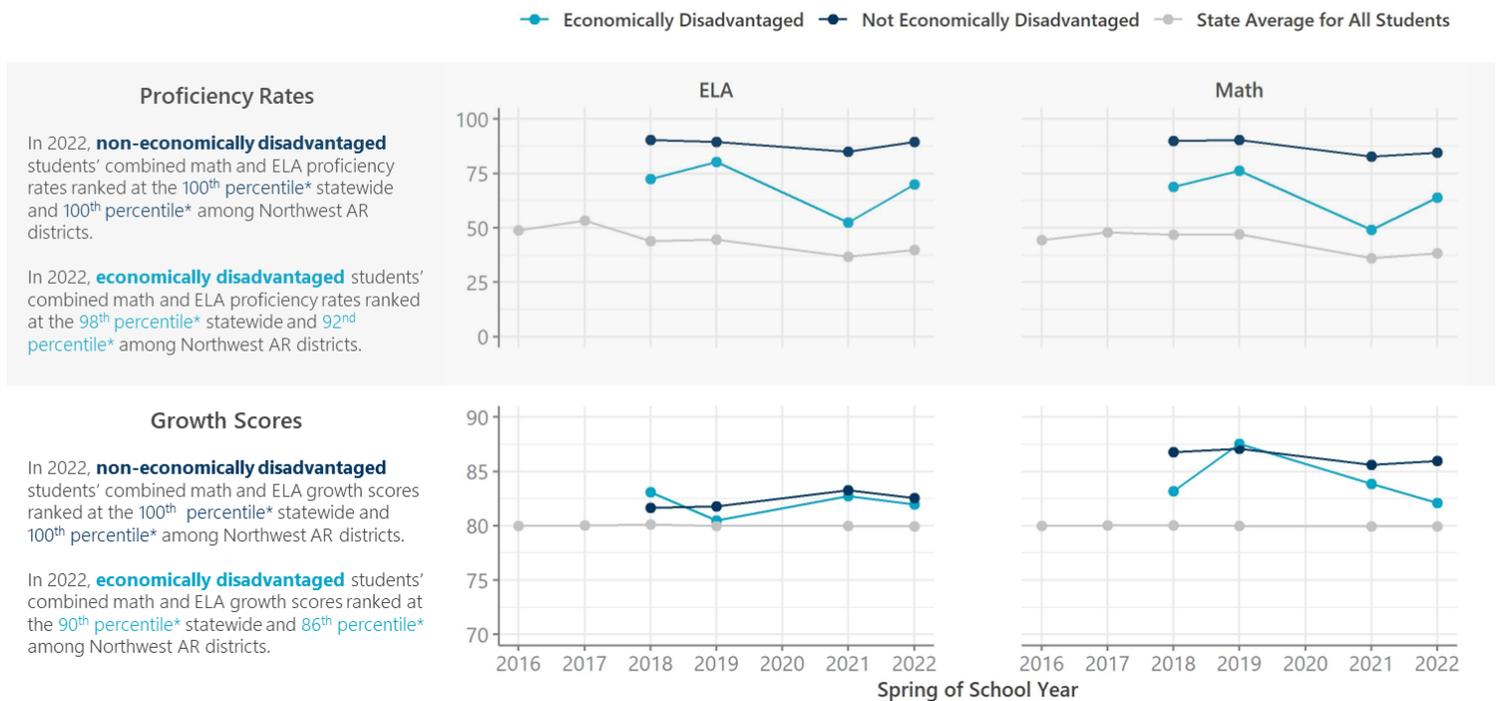
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 100% of all Haas Hall students facing economic disadvantage attended A or B schools, and 100% of these students experienced A or B schools.**²

How have test-based outcomes for Haas Hall students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students classified as economically disadvantaged and those who are not to compare differences over time. **In Haas Hall schools, students not facing economic disadvantage had more success than those who were economically disadvantaged, but both groups had substantially better achievement and growth than the average Arkansas student. These economic-related differences within the schools have remained stable over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

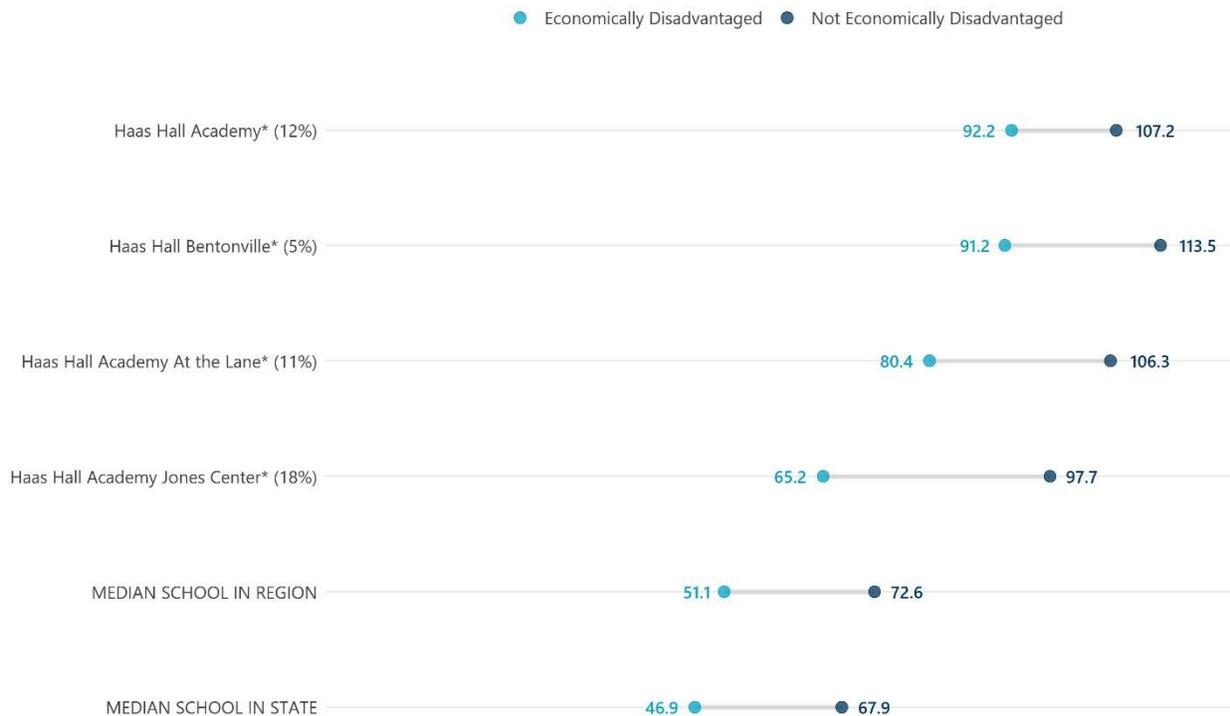
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **All Haas Hall schools were effective at getting high achievement results for students facing economic disadvantage, but there were some differences between schools.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. And in some schools, economically disadvantaged students outperformed non-economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Haas Hall Academy (15 points) was smaller than this difference in the typical school statewide (21 points) and much smaller than this difference at other Haas Hall schools. Additionally, economically disadvantaged students at Haas Hall Academy, Haas Hall Bentonville and Haas Hall Academy @ The Lane had lower achievement scores than their non-economically disadvantaged peers but *still* had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9) *and* non-economically disadvantaged students in the rest of the state (who had an average score of 67.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % ED students. This percentage is based only on the proportion of students with data contributing to the achievement or growth metrics, which is not identical to the schoolwide proportion provided in other reports as not every student contributed to these data. This also means these proportions can differ between the two metrics as some students have achievement data but not growth and vice versa. Results for a school's group are only shown if there are at least 25 students. Schools that do not have at least 25 economically disadvantaged students are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

At Haas Hall schools, non-economically disadvantaged students had growth scores that were higher than the state average for similar students. There were no schools that had growth scores for at least 25 students facing economic disadvantage to show results.⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % ED students. This percentage is based only on the proportion of students with data contributing to the achievement or growth metrics, which is not identical to the schoolwide proportion provided in other reports as not every student contributed to these data. This also means these proportions can differ between the two metrics as some students have achievement data but not growth and vice versa. Results for a school's group are only shown if there are at least 25 students. Schools that do not have at least 25 economically disadvantaged students are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN LINCOLN

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

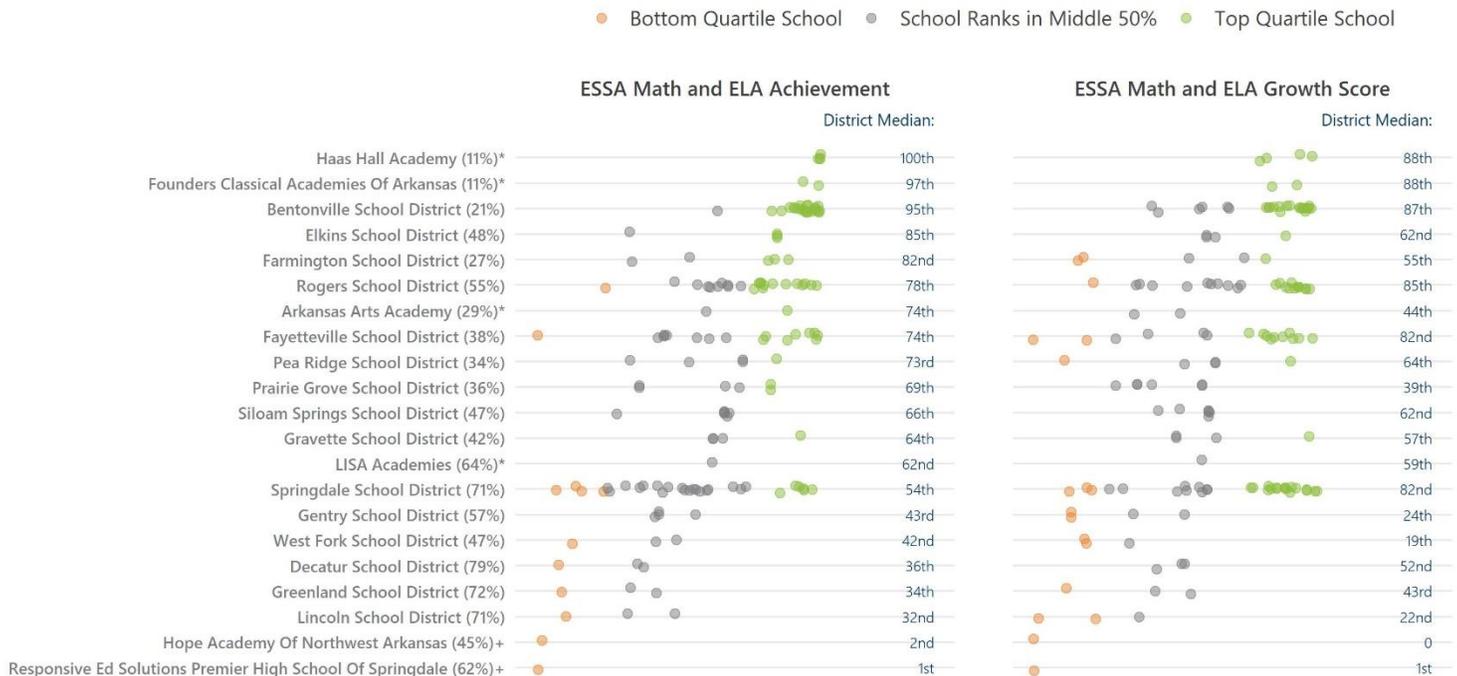
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **The typical school in Lincoln ranks in the 32nd percentile for achievement and the 22nd percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did Lincoln students experience, and how did this differ by students' family income?

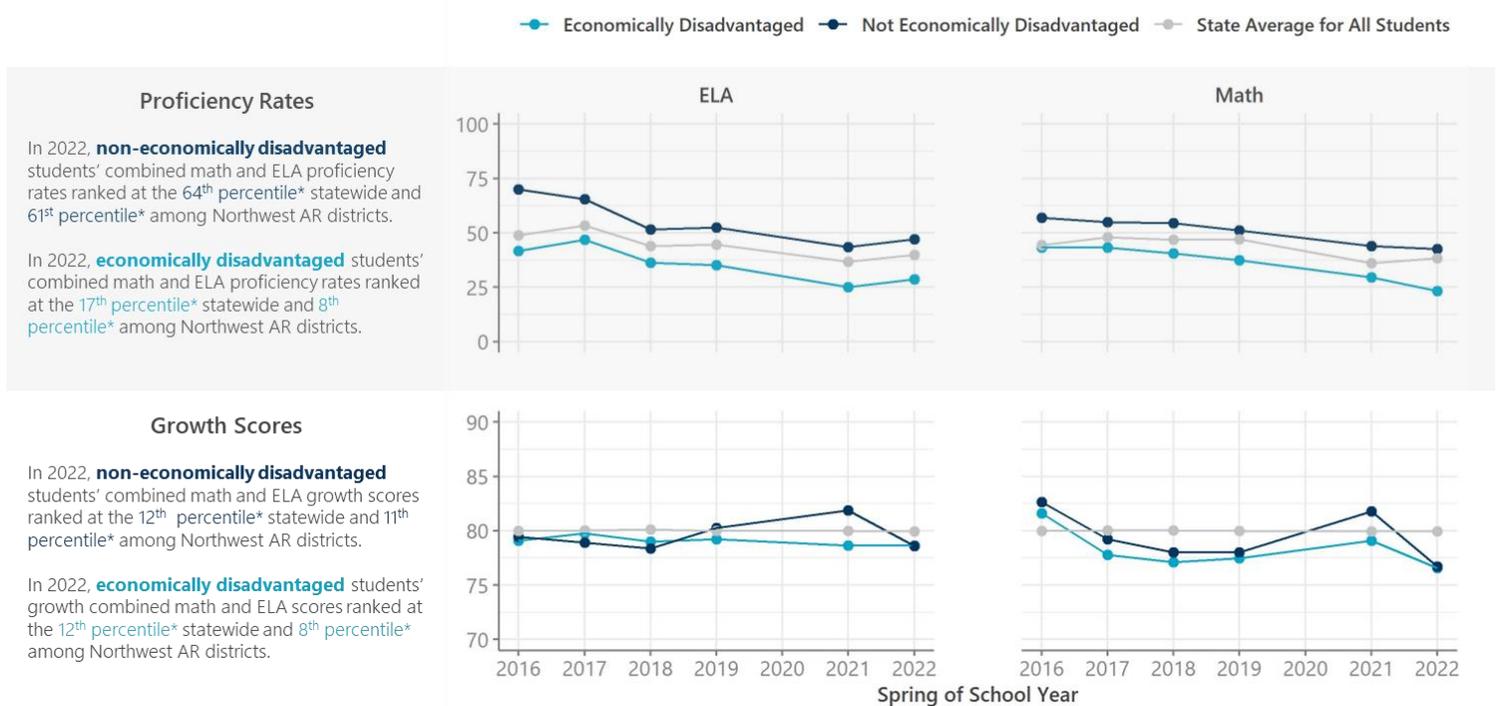
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage in Lincoln attended A or B schools, therefore 0% of these students experienced A or B schools.**²

How have test-based outcomes for Lincoln students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Lincoln, students not facing economic disadvantage had higher achievement than those in the district who were economically disadvantaged. Both groups had similar growth scores, but these scores were typically below the state average. These economic-related differences within the district have remained relatively stable over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

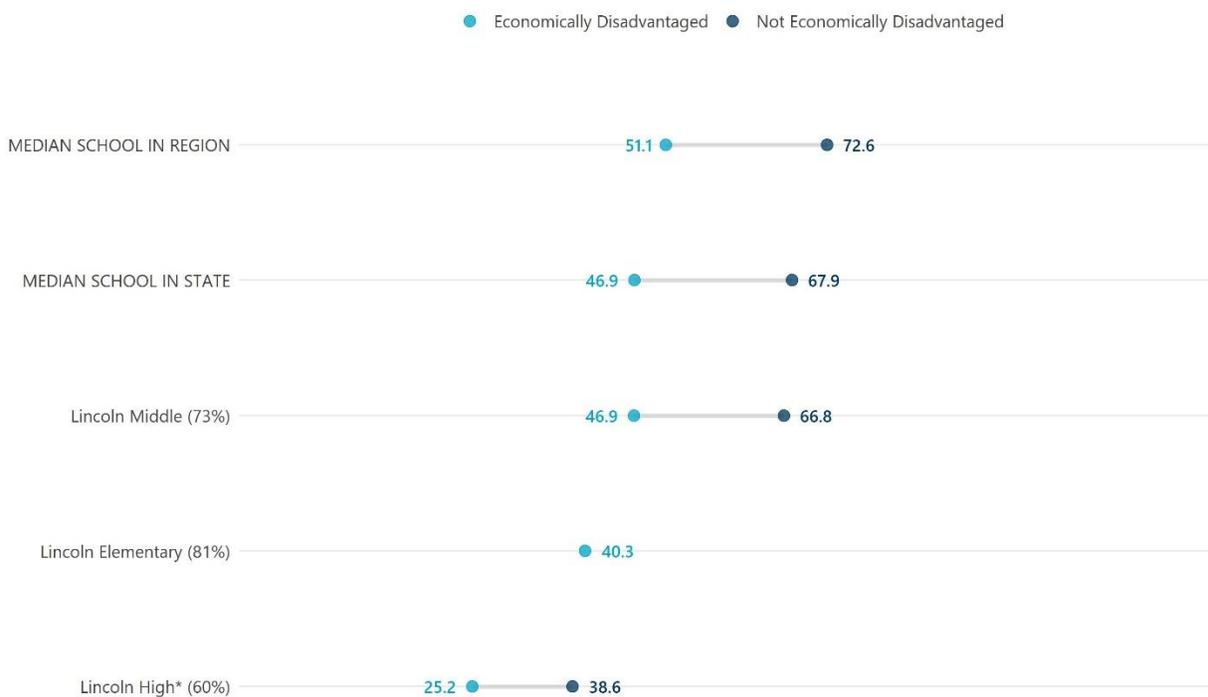
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Lincoln were more effective at getting better results for economically disadvantaged students.** Though in every school where data was available, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was similar to the same difference statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Lincoln Middle (19.9 points) was similar to this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Lincoln Middle and Lincoln Elementary had similar achievement scores to economically disadvantaged students in the rest of the state (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

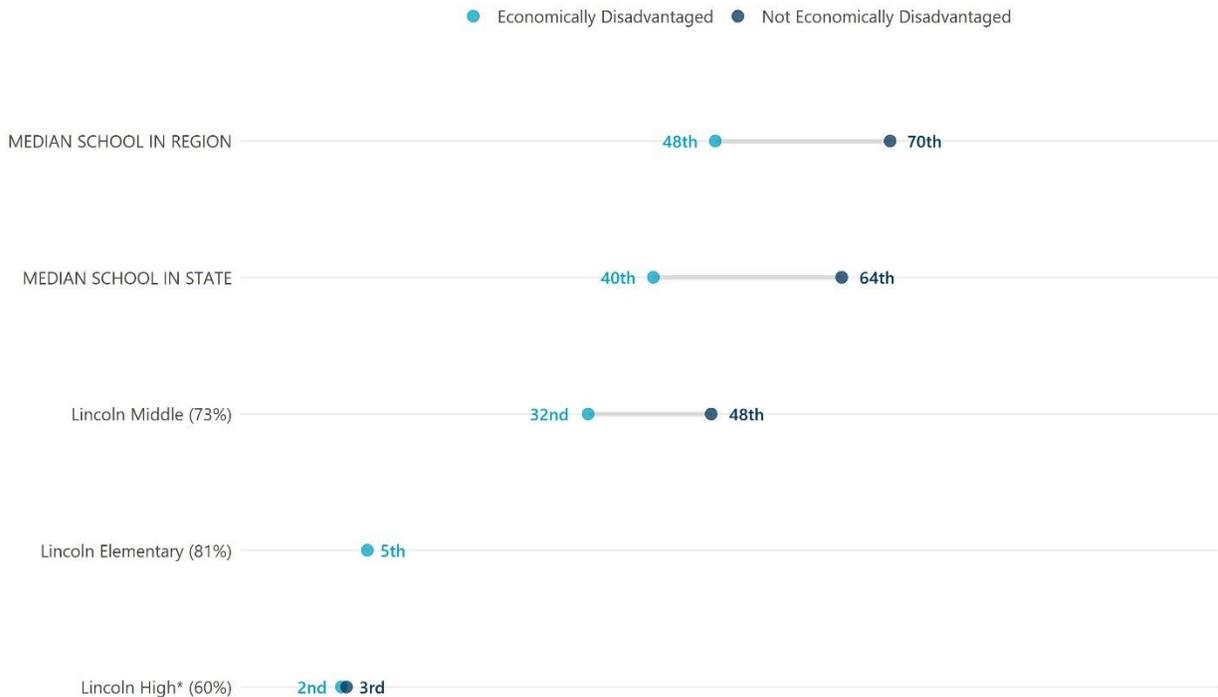
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Lincoln, economically disadvantaged students in all schools grew less than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked near the state average for economically disadvantaged students (for example, Lincoln Middle) but at other schools, economically disadvantaged students' growth ranked near the bottom of the state (for example, Lincoln High and Lincoln Elementary).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS – LISA ACADEMY SPRINGDALE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

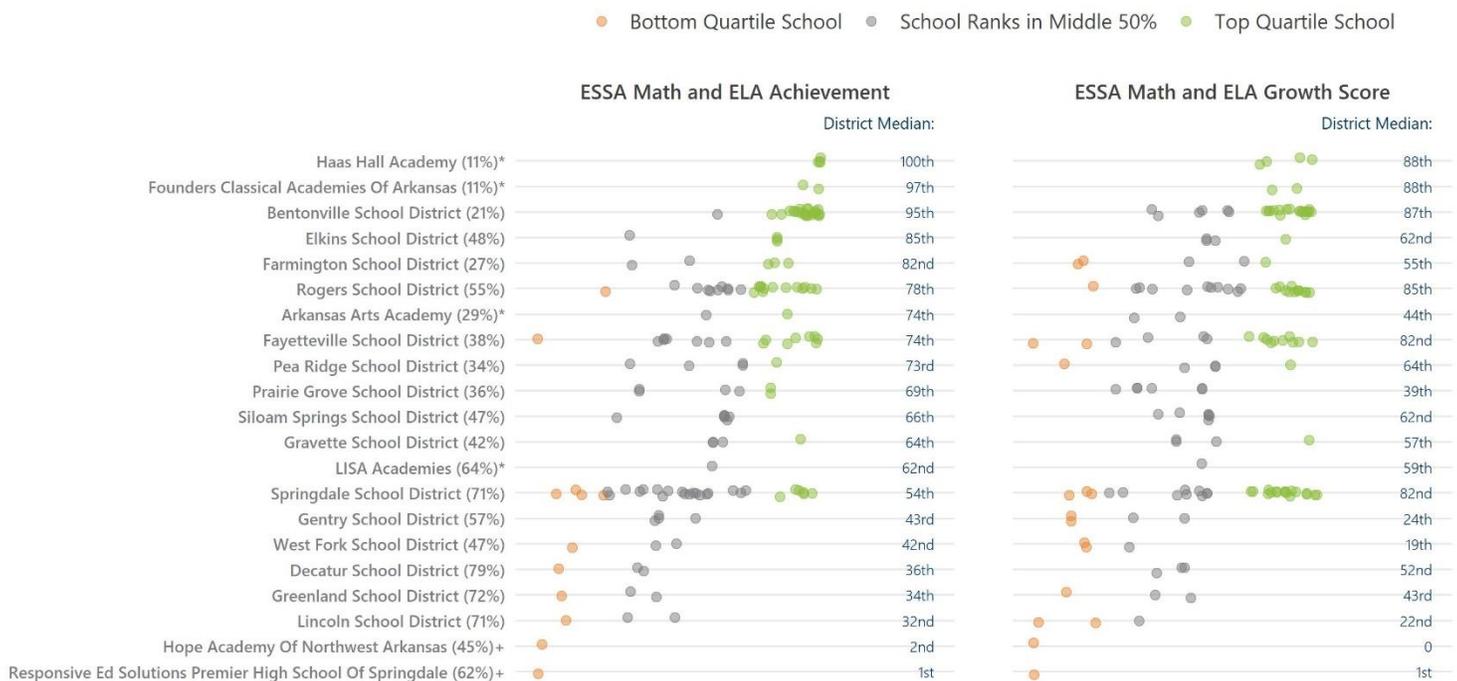
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **LISA Academy Springdale ranked near the middle of the state: in the 62nd percentile for achievement and the 59th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did LISA Academy Springdale students experience, and how did this differ by students' family income?

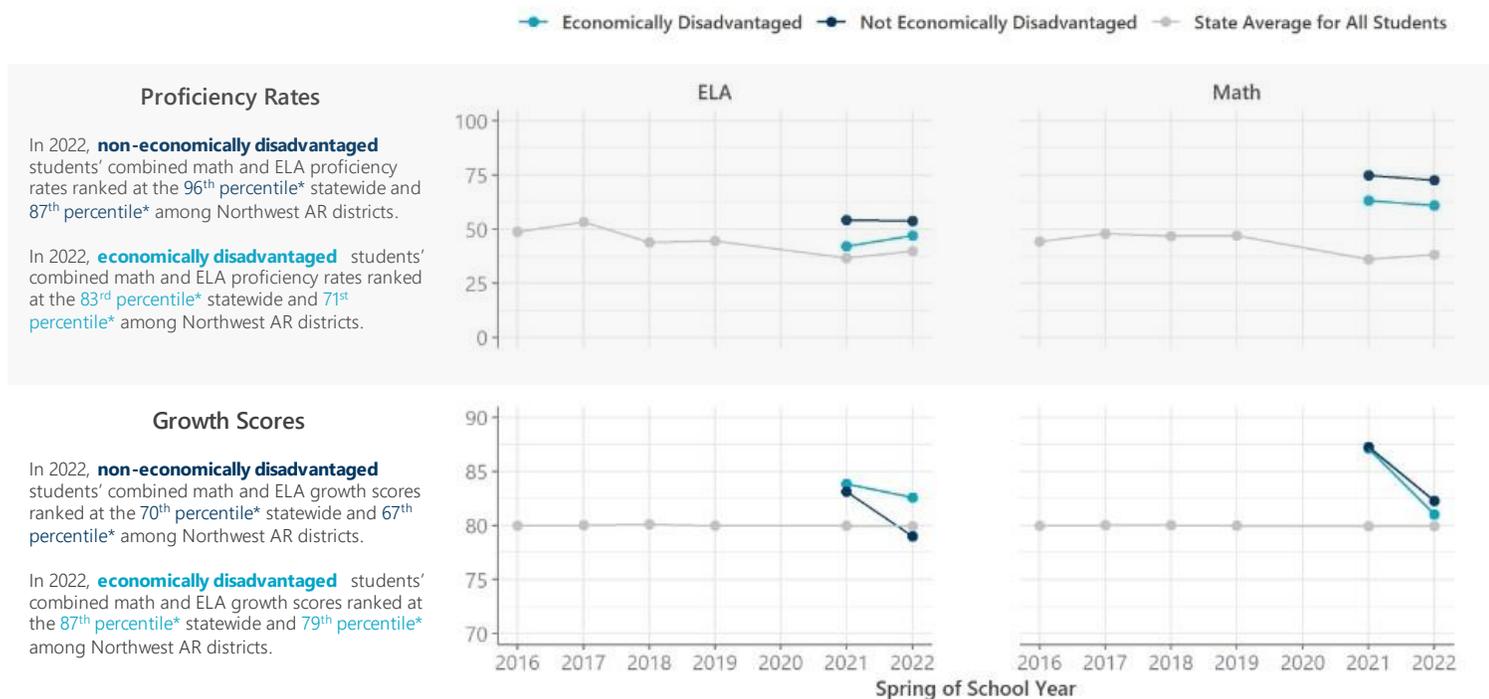
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage at LISA Academy Springdale attended an A or B school, therefore 0% of these students experienced an A or B school.**²

How have test-based outcomes for LISA Academy Springdale students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students classified as economically disadvantaged and those who are not to compare differences over time. **At LISA Academy Springdale, students not facing economic disadvantage were more likely to be proficient than those at the school who were economically disadvantaged, but the latter group tended to make more growth, especially in ELA. Both groups tended to have better achievement than the average Arkansas student. These economic-related differences within the school have mostly remained stable over time, though the difference in ELA growth widened in 2022.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point. Because LISA Springfield is a single school, we simply added its values to the distributions of district scores across the state.

Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **LISA Academy Springdale was more effective at getting better results for economically disadvantaged students than the rest of the state, and the difference in achievement between economically disadvantaged students and others was much smaller than this difference statewide.** The difference in achievement scores between economically disadvantaged students and others at LISA Academy Springdale (8.2 points) was much smaller than this difference in the typical school statewide (21 points).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % ED students. This percentage is based only on the proportion of students with data contributing to the achievement or growth metrics, which is not identical to the schoolwide proportion provided in other reports as not every student contributed to these data. This also means these proportions can differ between the two metrics as some students have achievement data but not growth and vice versa. Results for a school's group are only shown if there are at least 25 students. Schools that do not have at least 25 economically disadvantaged students are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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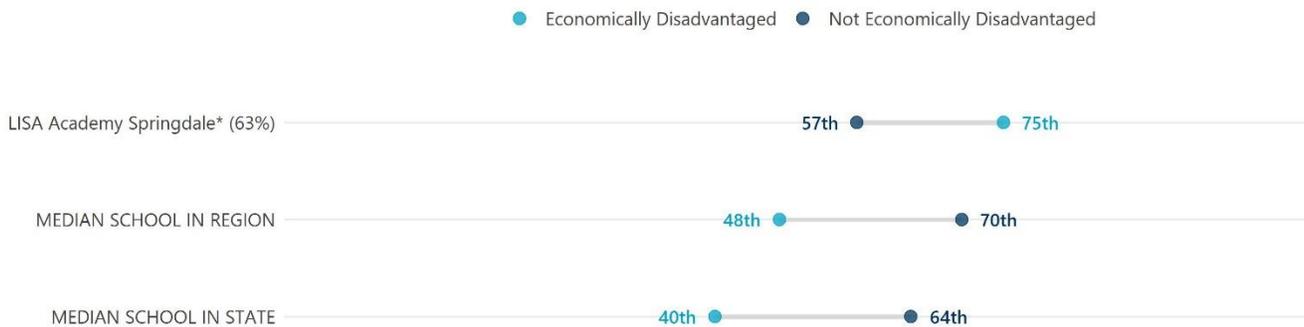
Which schools achieved the most growth for all students?

We also looked at each school’s growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student’s achievement compared to other students who started at a similar place academically. Because Arkansas’s growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school’s students grew academically compared to the typical growth made by students in all other schools in the state.

At LISA Academy Springdale, economically disadvantaged students grew more than the typical economically disadvantaged student in the state *and* the typical non-economically disadvantaged student in the state. The growth score for non-economically disadvantaged students, however, ranked slightly below the statewide average for similar students.⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % ED students. This percentage is based only on the proportion of students with data contributing to the achievement or growth metrics, which is not identical to the schoolwide proportion provided in other reports as not every student contributed to these data. This also means these proportions can differ between the two metrics as some students have achievement data but not growth and vice versa. Results for a school’s group are only shown if there are at least 25 students. Schools that do not have at least 25 economically disadvantaged students are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN PEA RIDGE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

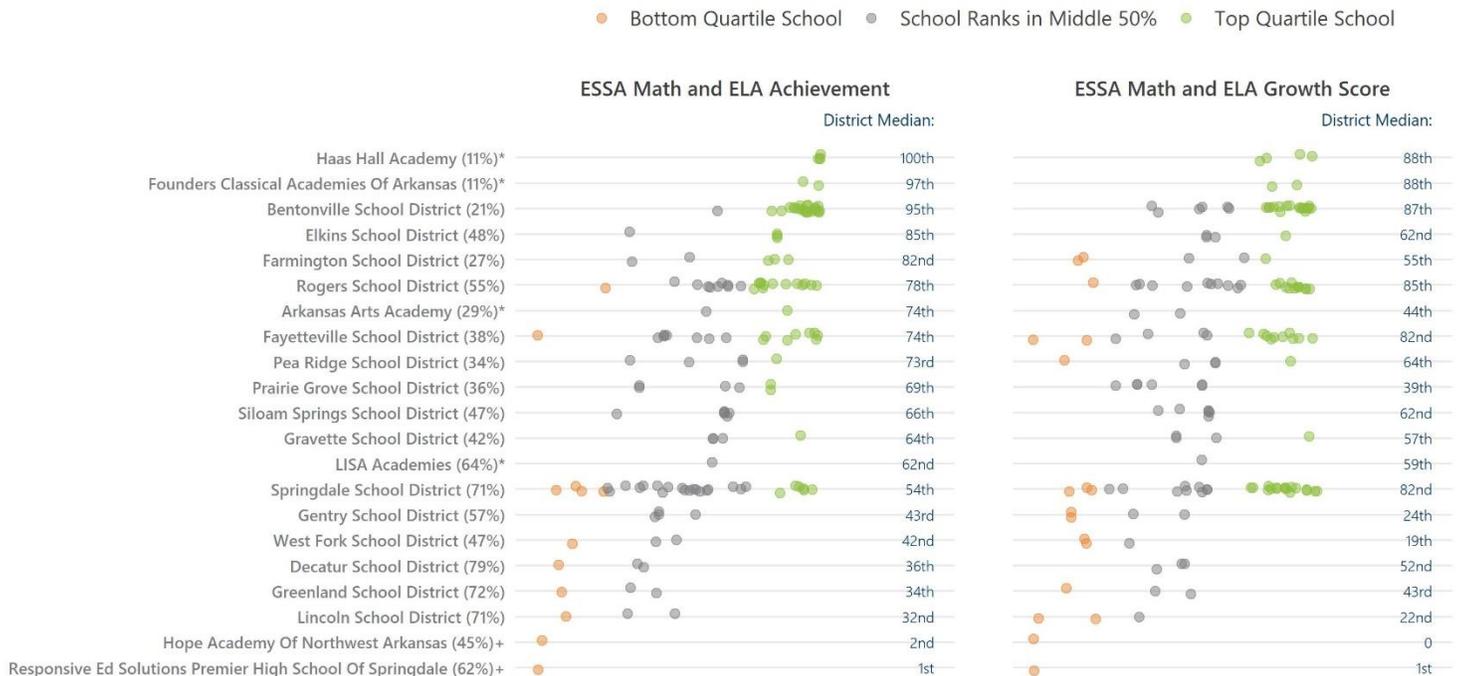
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Pea Ridge schools rank highly: The typical school in Pea Ridge ranks in the 73rd percentile for achievement and the 64th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did Pea Ridge students experience, and how did this differ by students' family income?

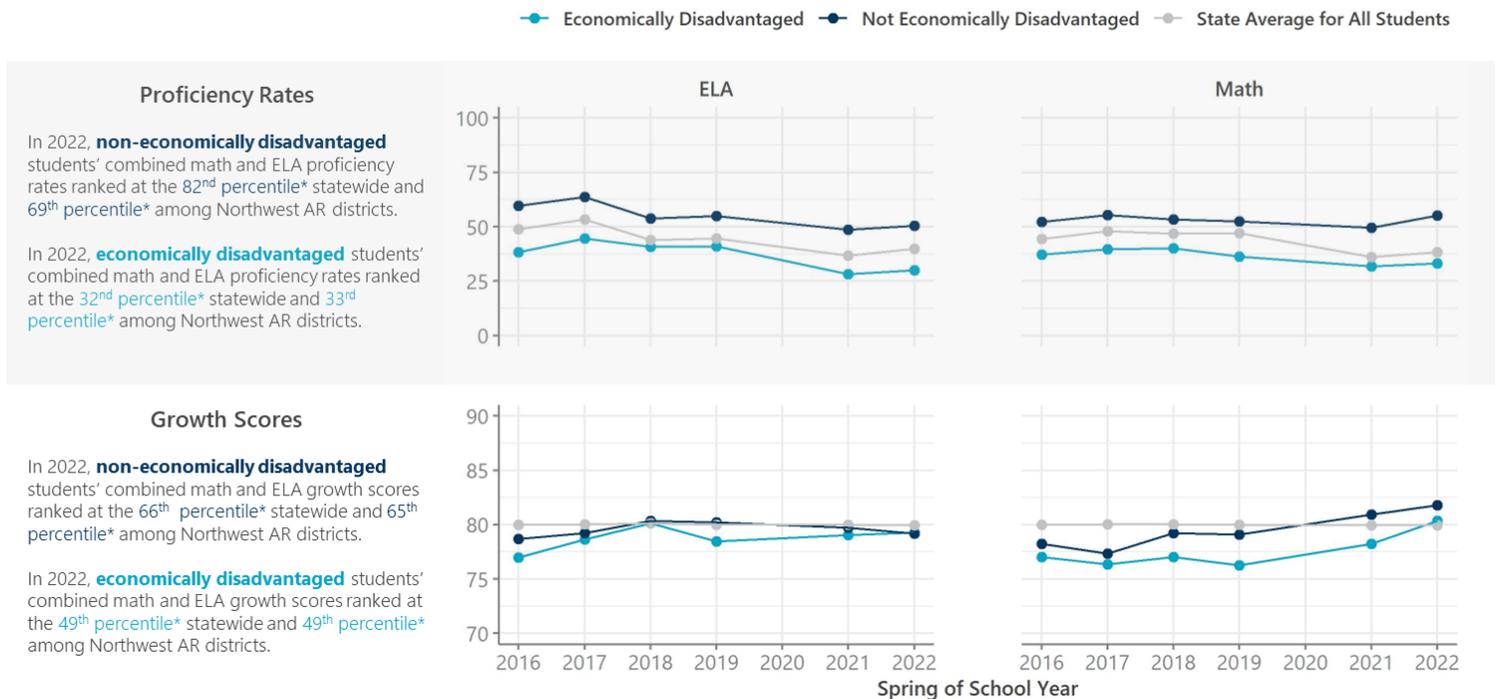
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 16% of all students facing economic disadvantage in Pea Ridge attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for Pea Ridge students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Pea Ridge, students not facing economic disadvantage had higher achievement than those in the district who were economically disadvantaged. Recent growth scores in literacy are similar for both groups and though differences exist in math growth, the scores have been improving over time for both groups.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_--_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

* To calculate percentile rankings, we considered each district by ED category a distinct data point and identified where each ranked among all districts by ED-category. For example, all ED students in district X were one data point while all non-ED students in district X were another data point.

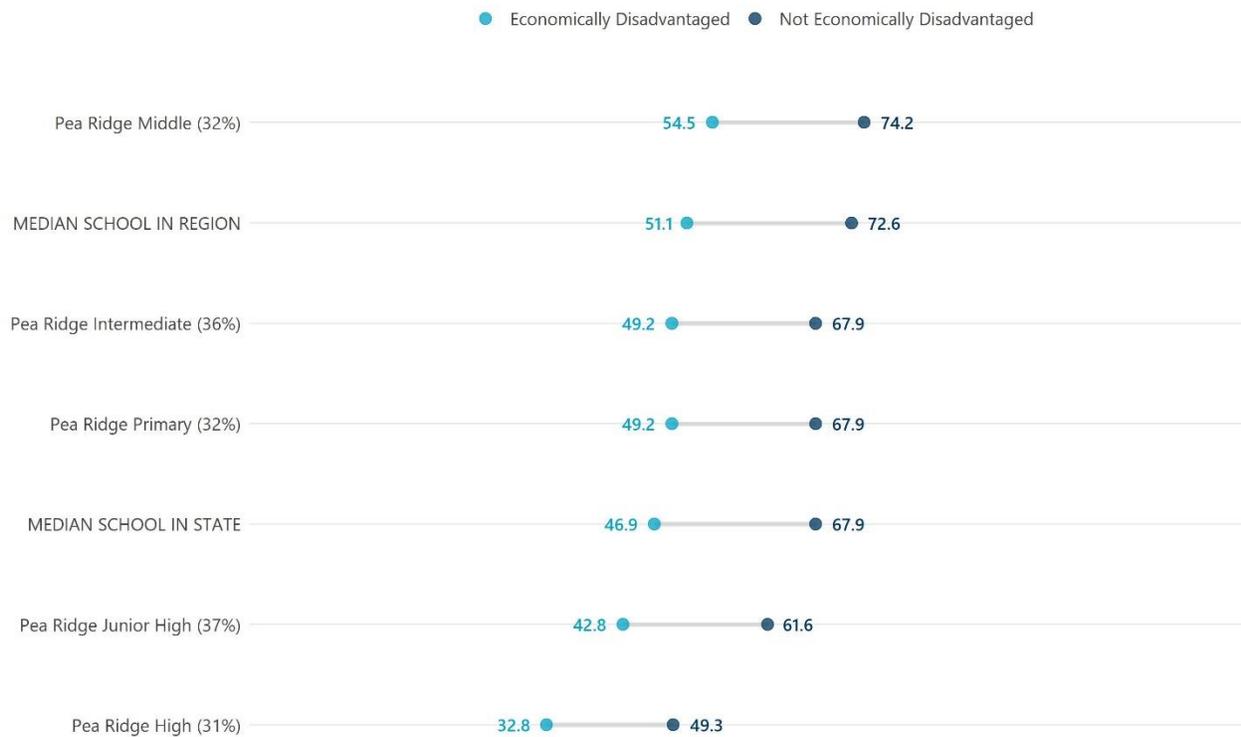
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Pea Ridge were more effective at getting better results for economically disadvantaged students.** But in every school, economically disadvantaged students had lower achievement scores than their peers, and this difference in performance was relatively consistent between schools and similar to this difference statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Pea Ridge Middle (19.7 points) was similar to this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Pea Ridge Middle, Pea Ridge Intermediate and Pea Ridge Primary had higher achievement scores than economically disadvantaged students statewide (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Pea Ridge, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Pea Ridge Middle), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state (for example, Pea Ridge Junior High).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁵ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN PRAIRIE GROVE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

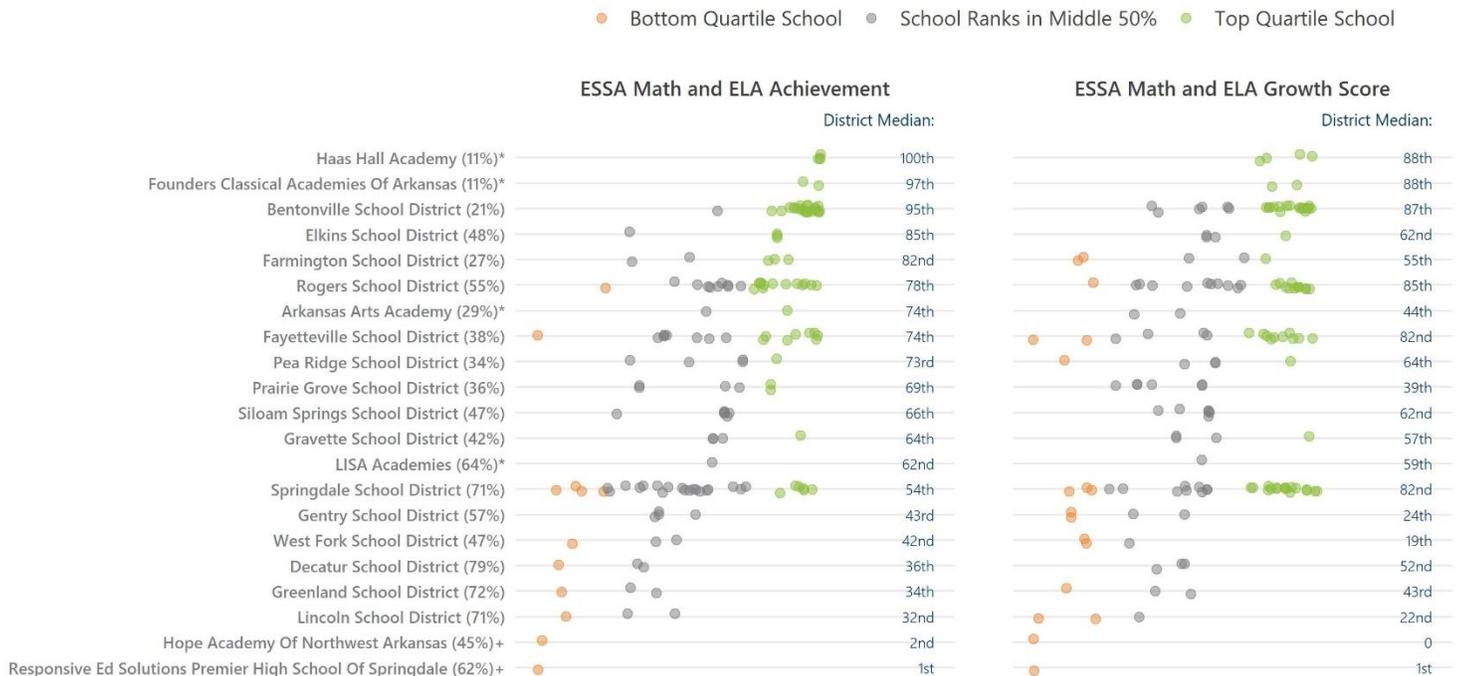
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Prairie Grove schools rank highly on achievement but lower on growth: The typical school in Prairie Grove ranks in the 69th percentile for achievement and the 39th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

What levels of quality did Prairie Grove students experience, and how did this differ by students' family income?

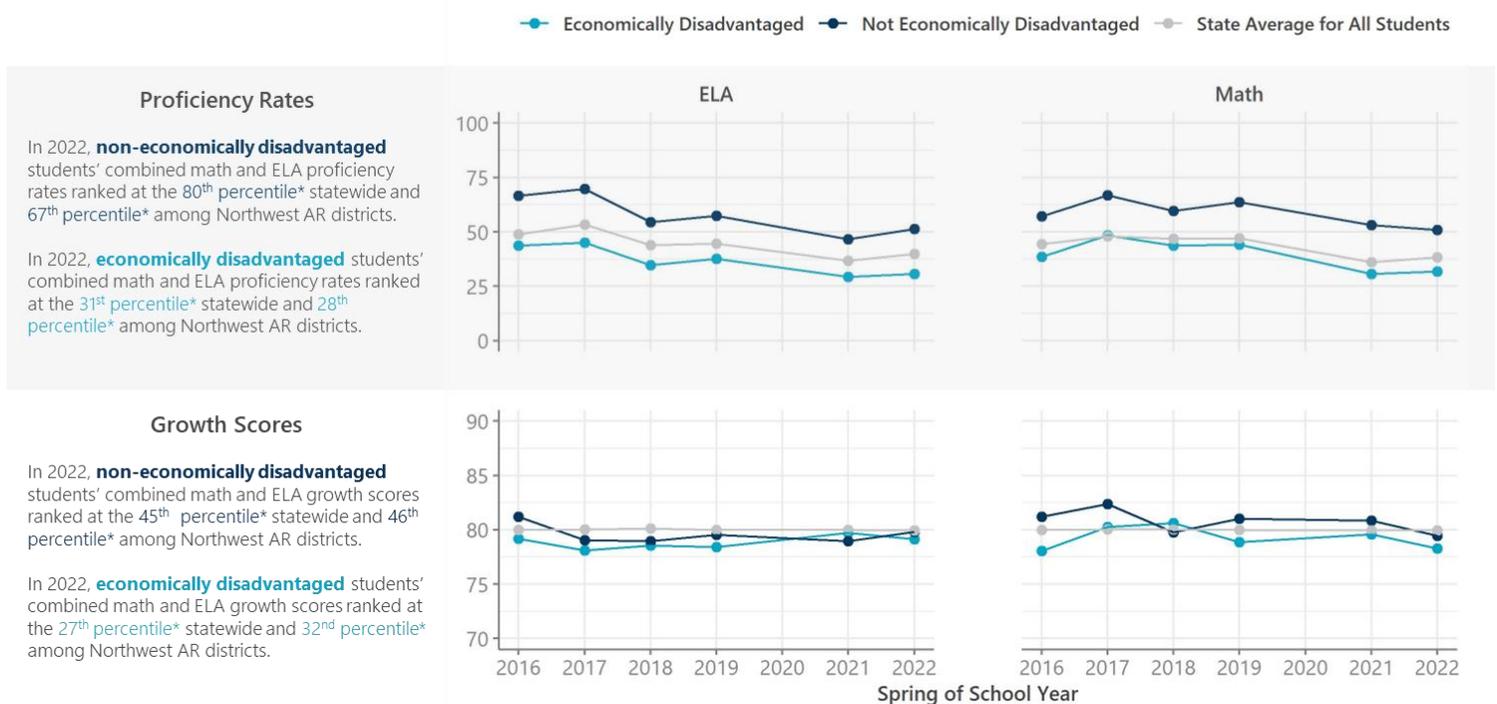
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 20% of all students facing economic disadvantage in Prairie Grove attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for Prairie Grove students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Prairie Grove, students not facing economic disadvantage had higher achievement than those in the district who were economically disadvantaged. The differences in growth scores were smaller, but both groups tended to fall below state averages over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

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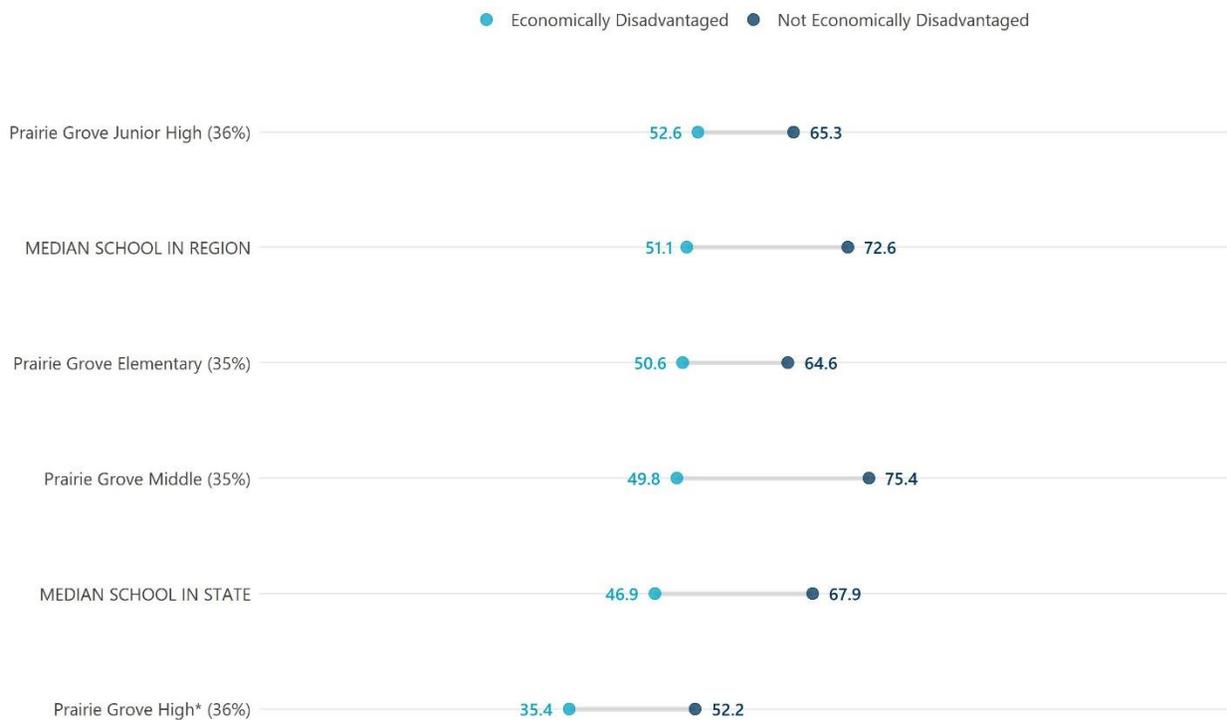
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Most schools in Prairie Grove obtained slightly better achievement for economically disadvantaged students than other schools statewide.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was smaller in some schools.

For example, the difference in achievement scores between economically disadvantaged students and others at Prairie Grove Junior High (12.7 points) was much smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at all schools but Prairie Grove High had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Prairie Grove, economically disadvantaged students in most schools grew less than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked above the state average and was greater than the growth made by non-economically disadvantaged students (for example, Prairie Grove Junior High), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Prairie Grove Elementary).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN ROGERS

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

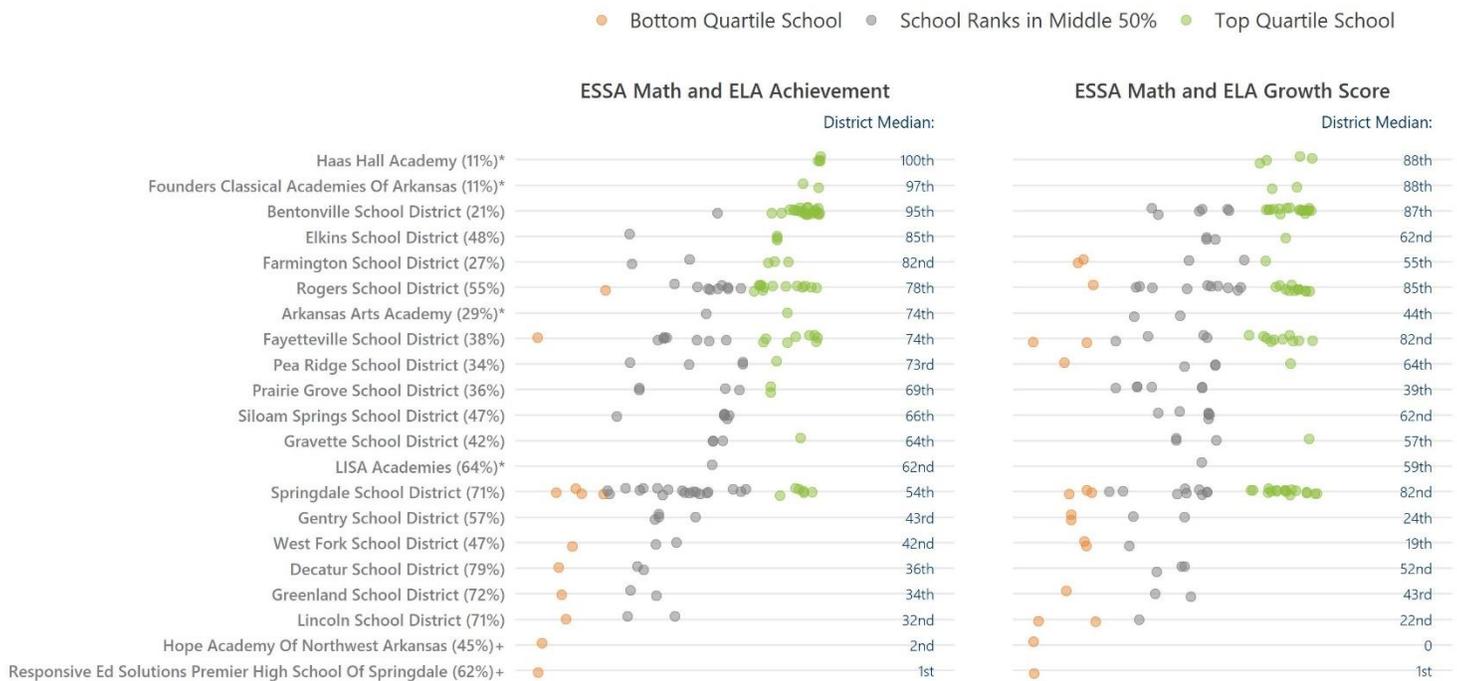
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Rogers schools rank highly: The typical school in Rogers ranks in the 78th percentile for achievement and the 85th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did Rogers students experience, and how did this differ by students' family income?

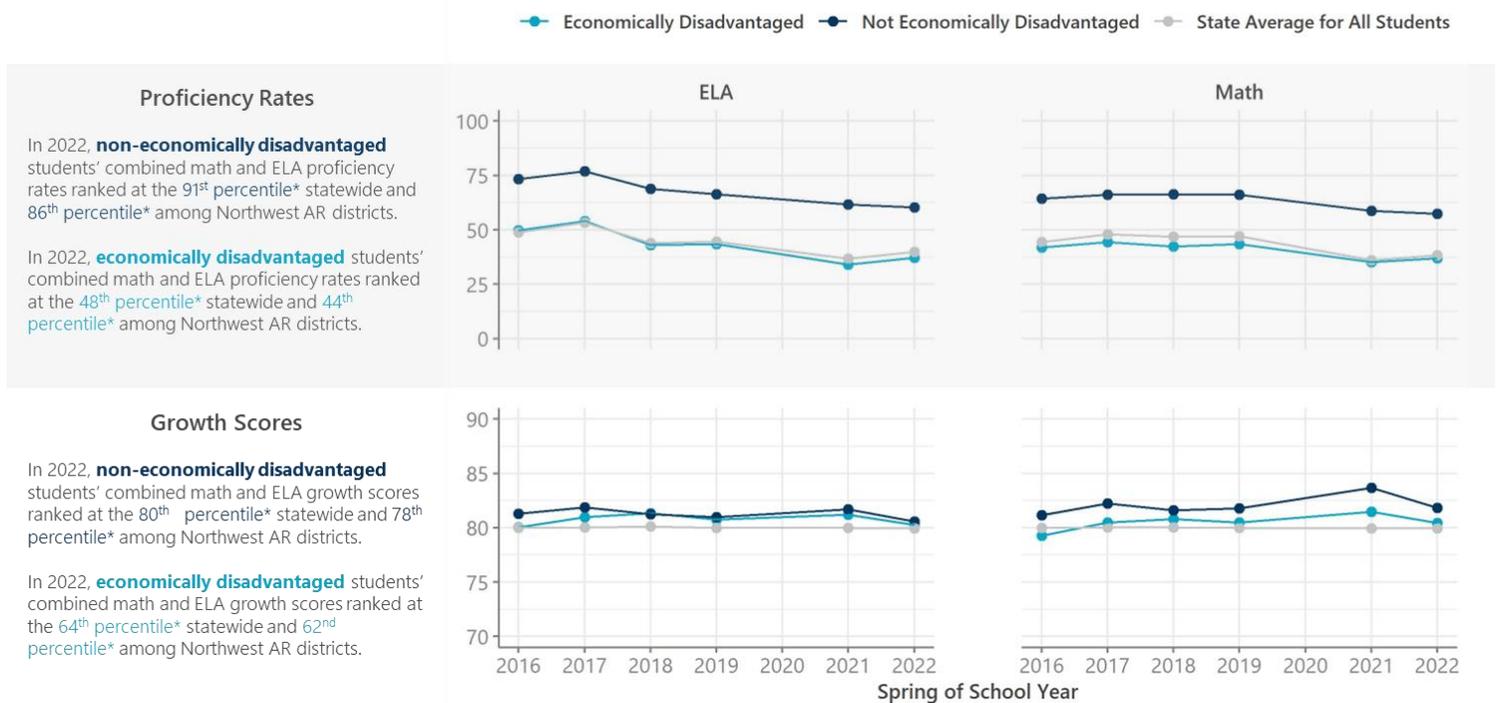
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 40% of all students facing economic disadvantage in Rogers attended A or B schools, only 8% of these students experienced A or B schools.**²

How have test-based outcomes for Rogers students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Rogers, students not facing economic disadvantage had substantially more success than those in the district who were economically disadvantaged, but both groups had better or similar achievement and growth than the average Arkansas student. These economic-related differences within the district have remained stable over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

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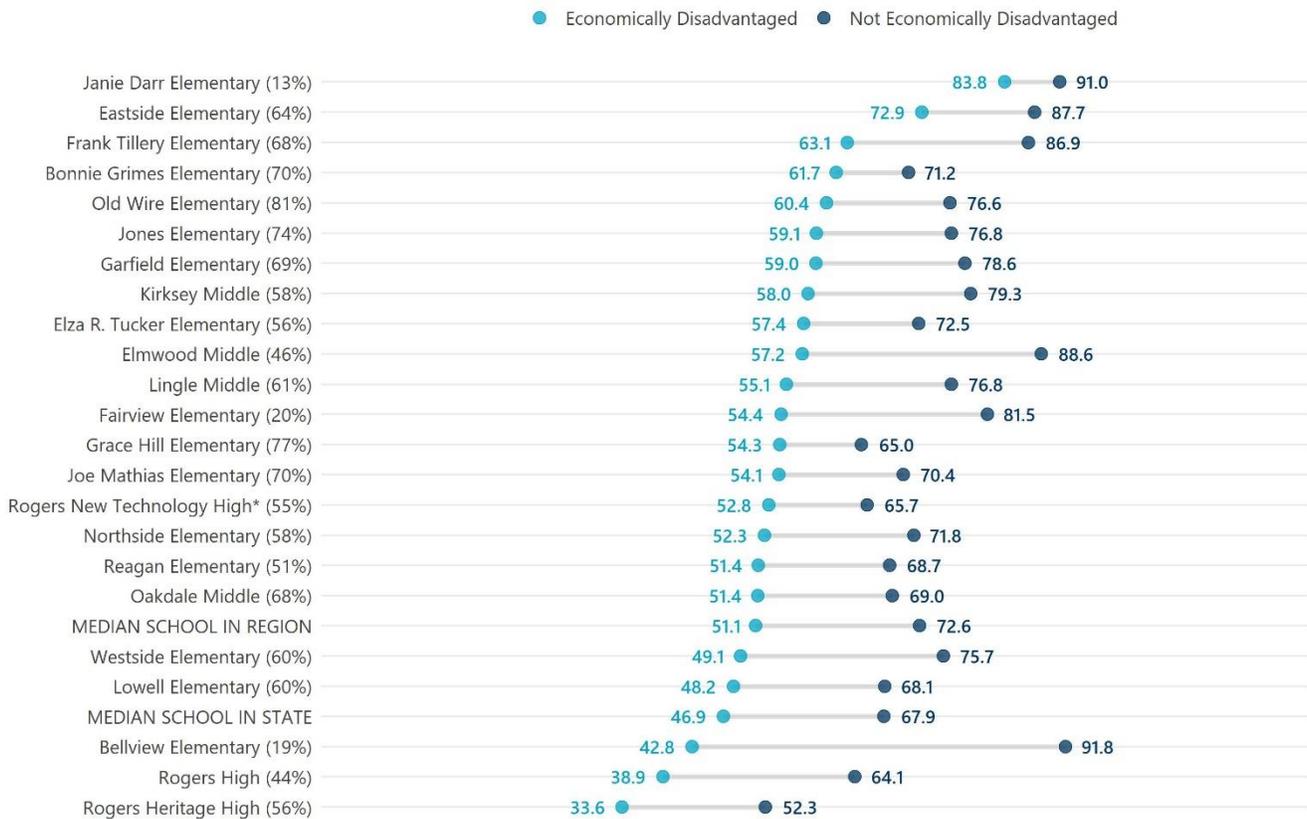
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Rogers were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. And in some schools, economically disadvantaged students outperformed non-economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Janie Darr Elementary (6.2 points) was much smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at Janie Darr and Eastside Elementary who had lower achievement scores than their non-economically disadvantaged peers still had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9) *and* non-economically disadvantaged students in the rest of the state (who had an average score of 67.9). In some schools, economically disadvantaged students scored substantially lower than their non-economically disadvantaged peers in the same school and below the state average (for example, Bellview Elementary)⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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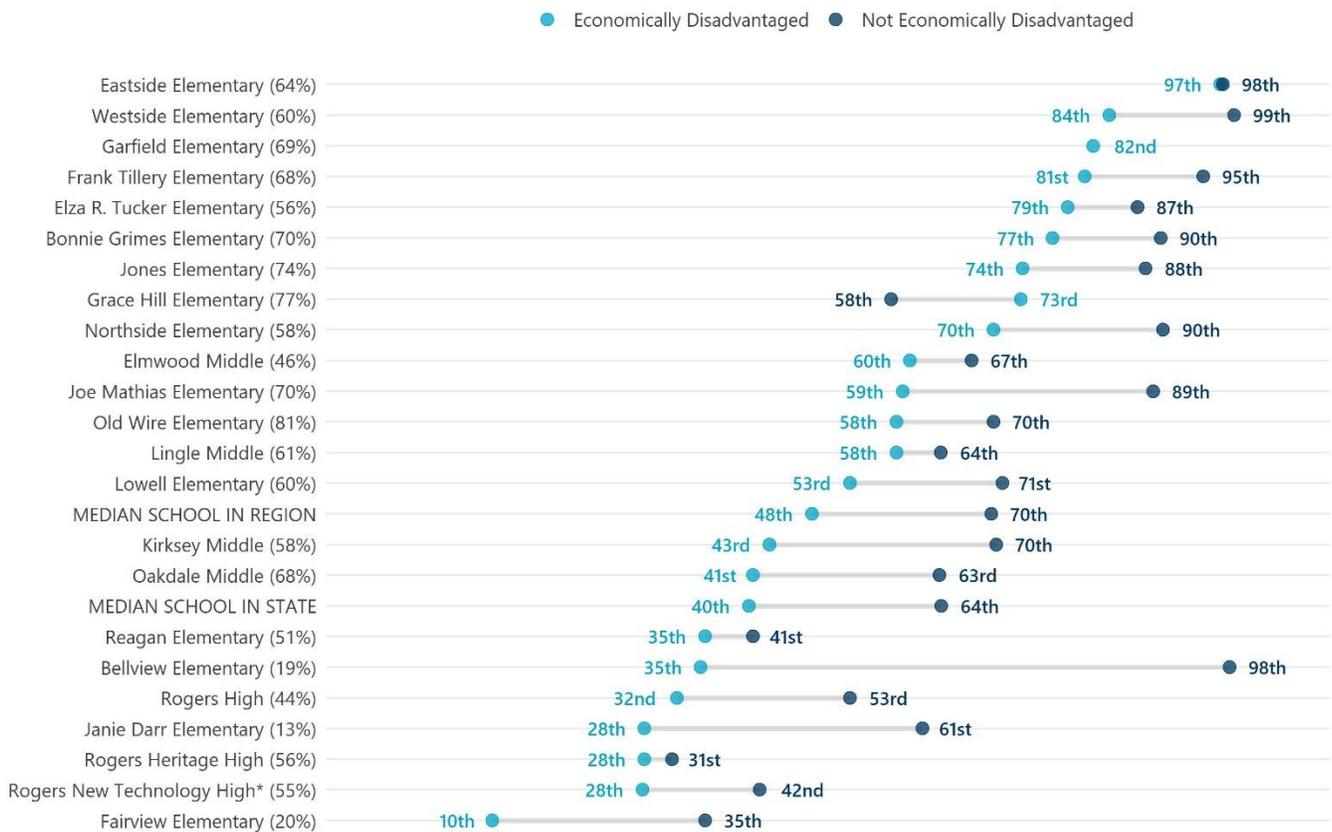
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Rogers, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Eastside Elementary), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Fairview Elementary).

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN SILOAM SPRINGS

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

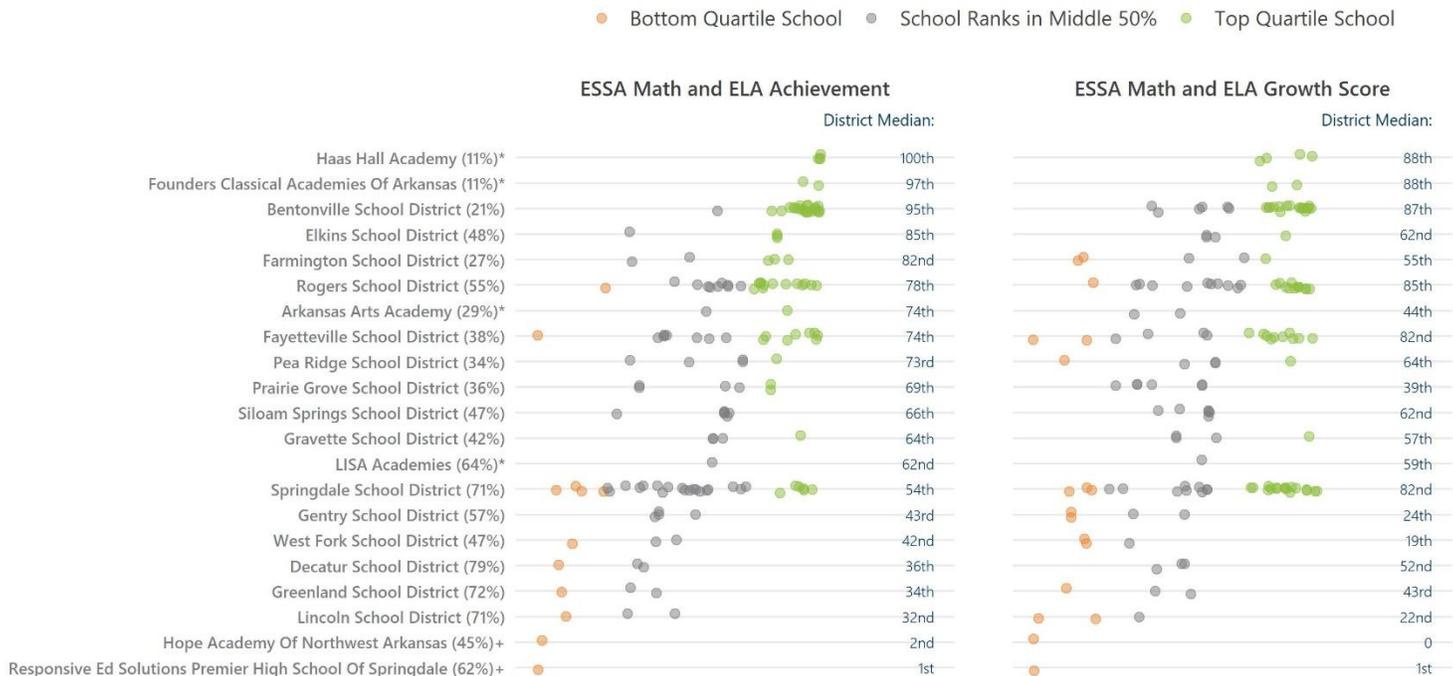
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Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Siloam Springs schools rank above the state average: The typical school in Siloam Springs ranks in the 66th percentile for achievement and the 62nd percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



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What levels of quality did Siloam Springs students experience, and how did this differ by students' family income?

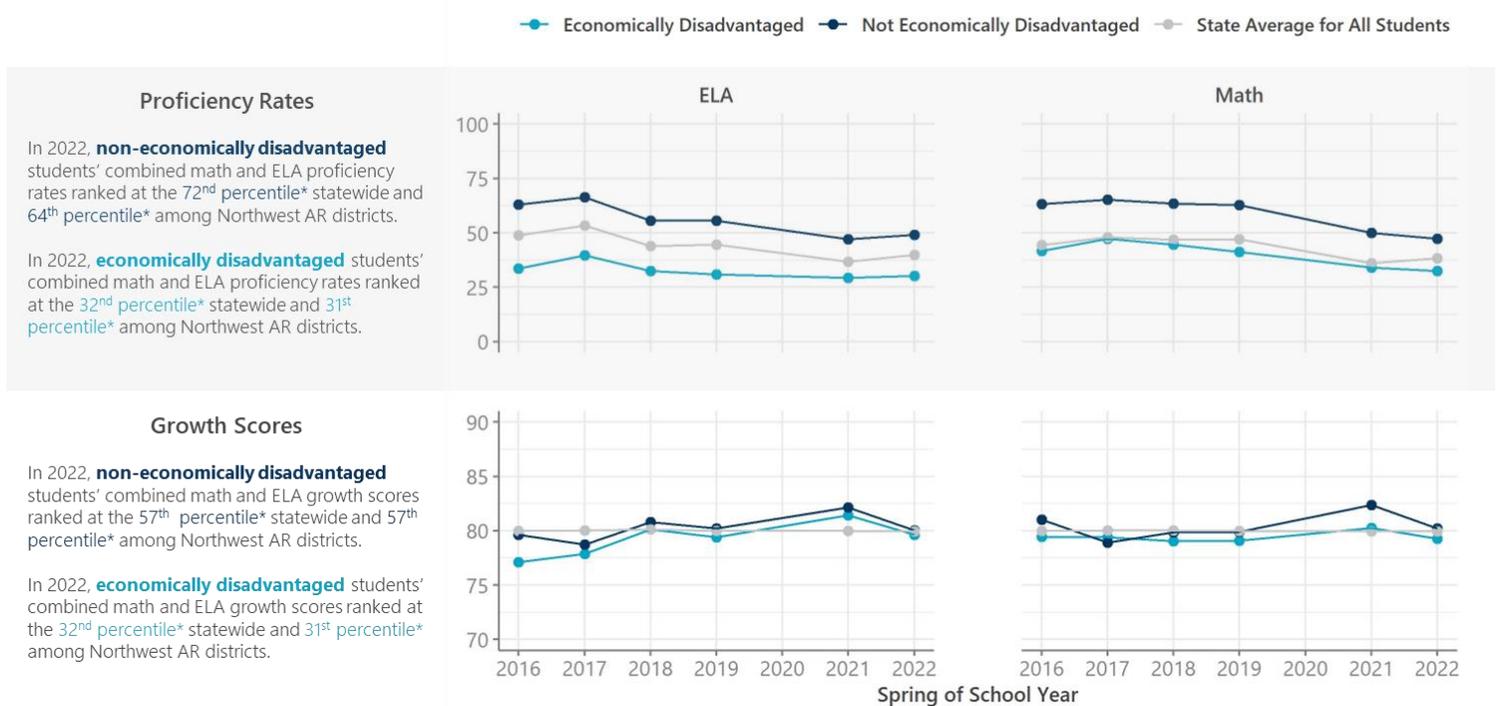
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 18% of all students facing economic disadvantage in Siloam Springs attended A or B schools, 0% of these students experienced A or B schools.**²

How have test-based outcomes for Siloam Springs students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Siloam Springs, students not facing economic disadvantage had substantially higher achievement than those in the district who were economically disadvantaged, but both groups had growth scores that were better or similar to the average Arkansas student. These economic-related differences within the district have remained stable over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



2 Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

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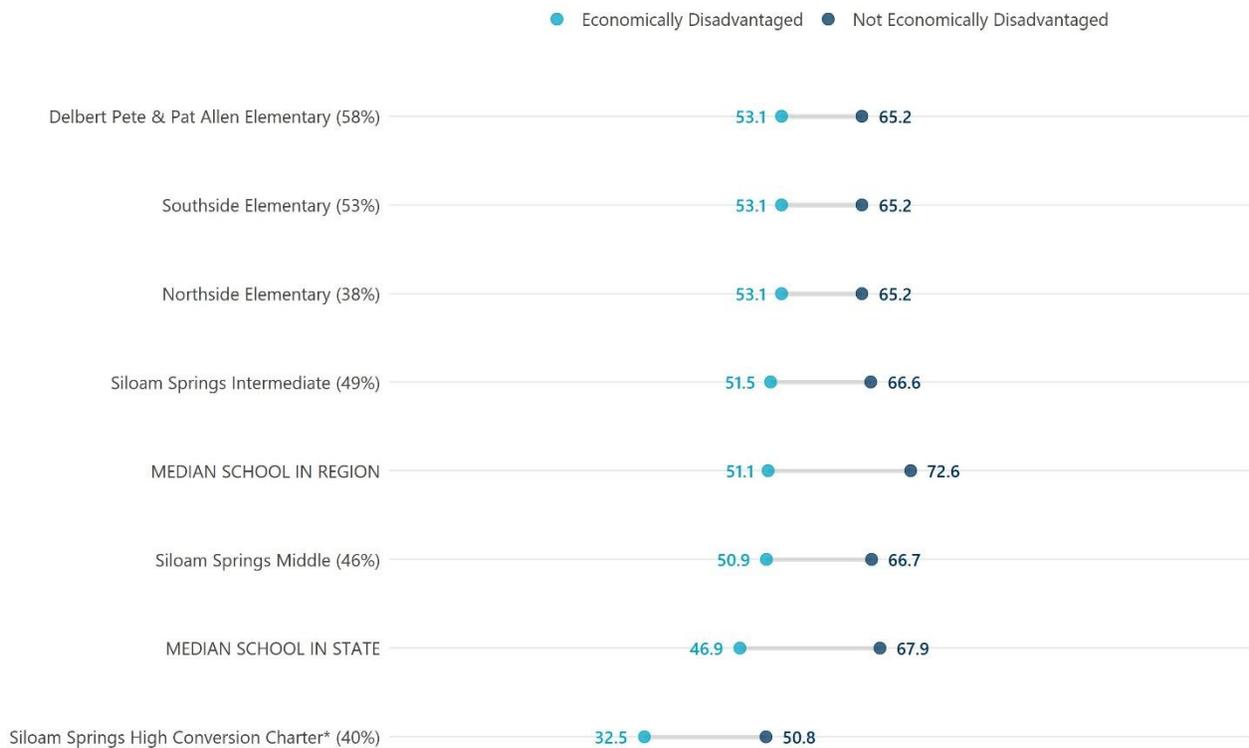
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Schools in Siloam Springs tended to get similar results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was smaller than this same difference statewide. And in most schools, economically disadvantaged students outperformed economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Southside Elementary (12.1 points) was smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at all schools except Siloam Springs High Conversion Charter had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Siloam Springs, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. And most schools' growth rate for economically disadvantaged students ranked similarly. The growth most schools made with economically disadvantaged students ranked slightly ahead of the state average for economically disadvantaged students, except at Siloam Springs High Conversion Charter, where economically disadvantaged students' growth ranked near the bottom of the state.⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN SPRINGDALE

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

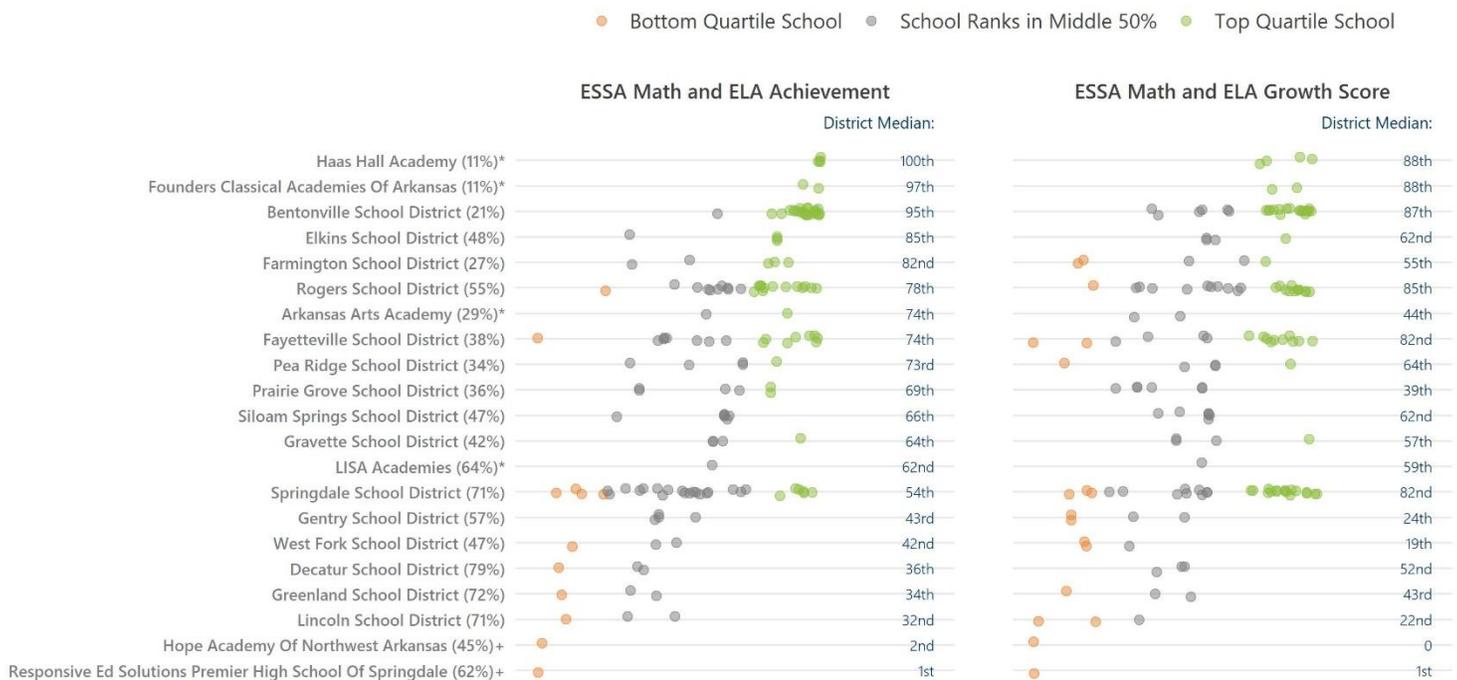
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Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many Springdale schools rank near the state average for achievement, but higher for growth: The typical school in Springdale ranks in the 54th percentile for achievement and the 82nd percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



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What levels of quality did Springdale students experience, and how did this differ by students' family income?

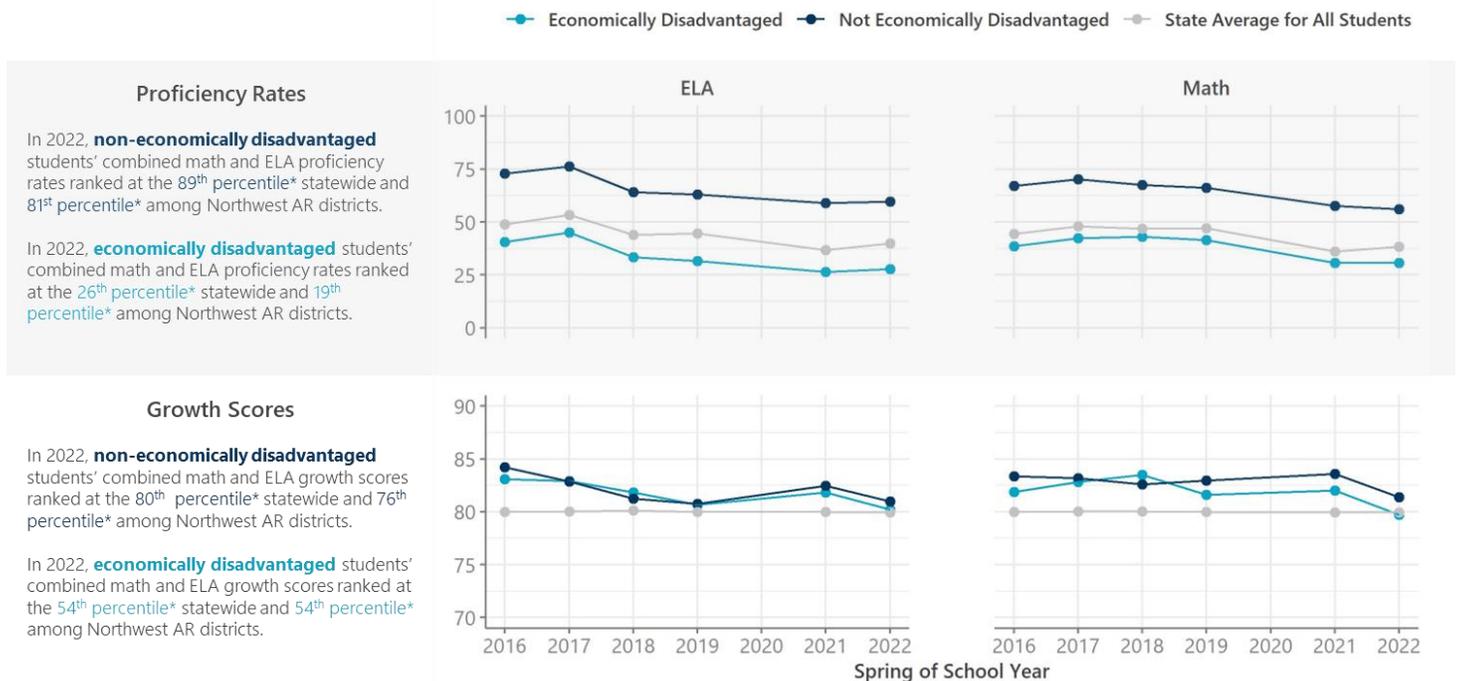
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When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that while 22% of all students facing economic disadvantage in Springdale attended A or B schools, only 17% of these students experienced A or B schools.**²

How have test-based outcomes for Springdale students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In Springdale, students not facing economic disadvantage had substantially higher achievement than those in the district who were economically disadvantaged. Both groups had growth scores that tended to be better than the average Arkansas student. These economic-related differences within the district have remained stable over time, though growth scores for both student groups have declined recently.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



2 Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

3 Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

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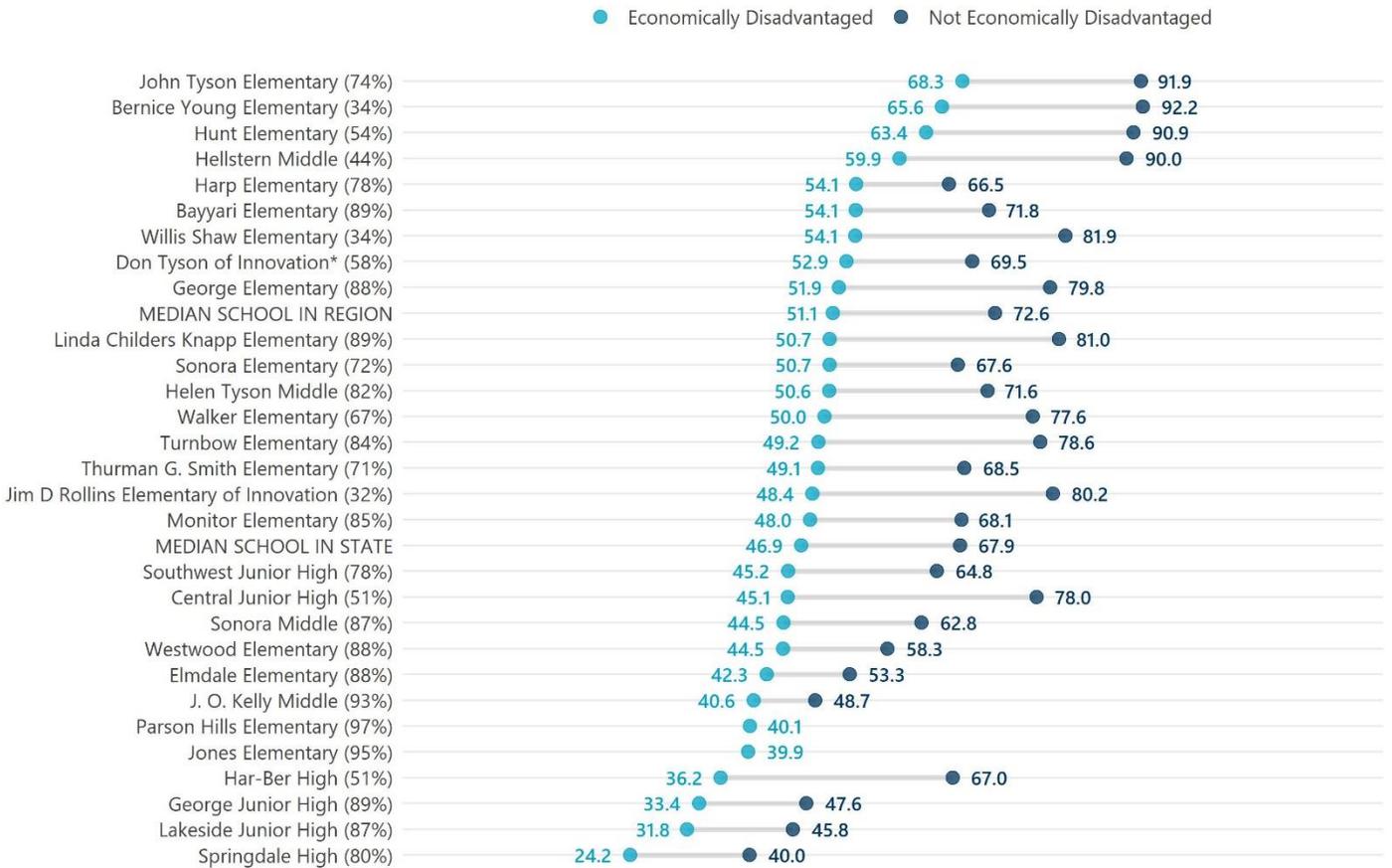
Which schools had the highest achievement for all students?

We examined each school’s achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in Springdale were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. And in some schools, economically disadvantaged students outperformed non-economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at Harp Elementary (12.4 points) was smaller than this difference in the typical school statewide (21 points). Additionally, economically disadvantaged students at John Tyson Elementary had substantially lower achievement scores than their non-economically disadvantaged peers (68.3 compared to 91.9), but *still* had better achievement than economically disadvantaged students in the rest of the state (who had an average score of 46.9) *and* non-economically disadvantaged students in the rest of the state (who had an average score of 67.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



⁴ Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools’ achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school’s group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

* Signifies an open enrollment or district conversion charter. + Signifies Alternative Learning Environment (ALE) or targeted student population.

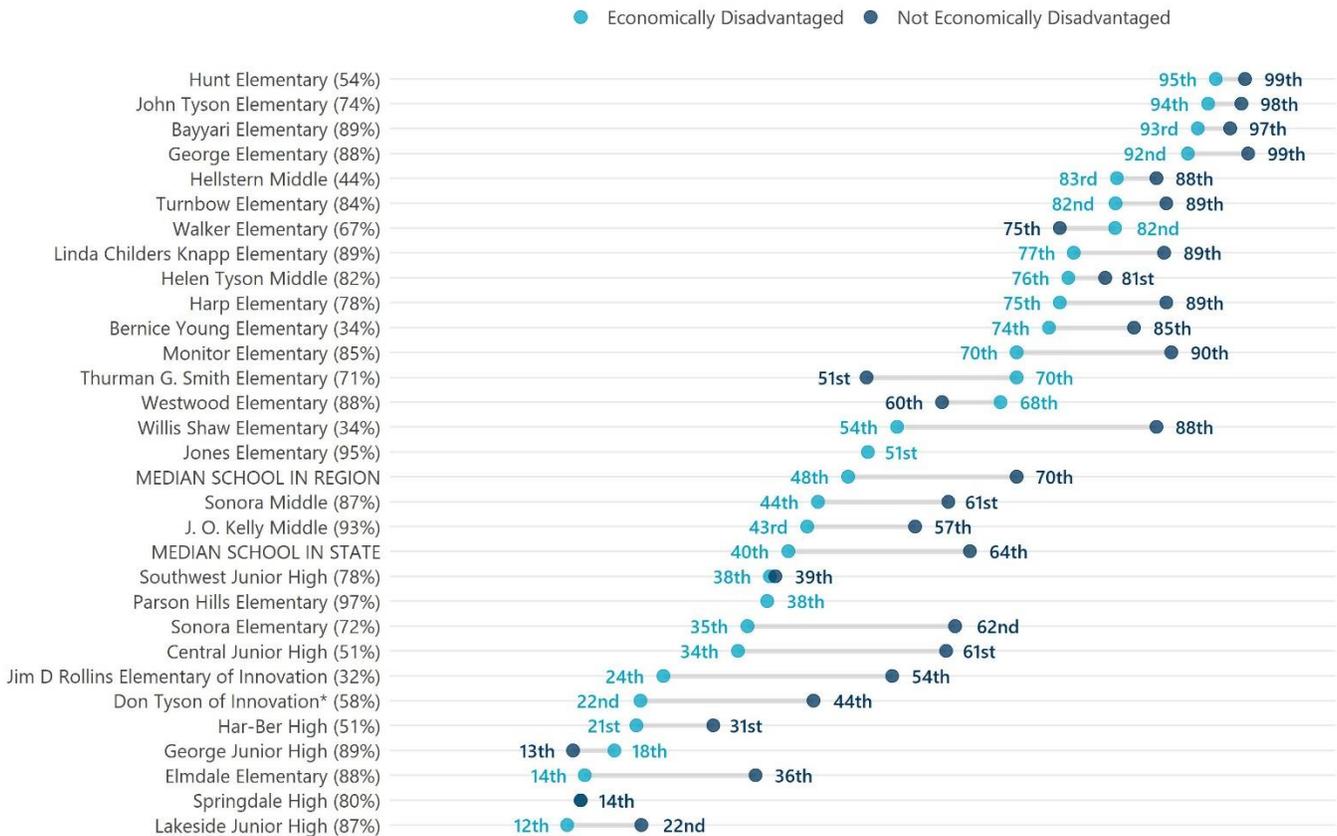
Which schools achieved the most growth for all students?

We also looked at each school's growth scores separately for economically disadvantaged students and students who were not economically disadvantaged. Growth scores represent how well schools were able to improve a student's achievement compared to other students who started at a similar place academically. Because Arkansas's growth scores can be hard to interpret, we converted these scores to percentiles to show where each group of students in a school would rank statewide. These rankings indicate how much a school's students grew academically compared to the typical growth made by students in all other schools in the state.

In Springdale, economically disadvantaged students in most schools grew more than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked highly and was nearly identical to the growth made by non-economically disadvantaged students (for example, Hunt Elementary, John Tyson Elementary and Bayyari Elementary), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state and was much lower than their non-economically disadvantaged peers in the same school (for example, Elmdale Elementary).

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



5 Values in parentheses represent % FRL students in the entire school. Note that this percentage is often different from the percentage of ED students who contributed data points to the schools' achievement or growth metrics. This is because some students in the school might not have 2022 achievement results or did not have the historical achievement data needed to calculate a growth score. The results in the figure above are based *only* on the ED students who contributed data to the ESSA metric and results for a school's group are only shown if there are at least 25 students contributing data. Schools that do not have at least 25 economically disadvantaged students contributing data are placed at the bottom of the figure, regardless of how their non-economically disadvantaged students rank.

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STUDENTS' ACCESS TO HIGH-QUALITY SCHOOLS IN WEST FORK

A look at overall school quality and differences in opportunity based on students' family income

OVERVIEW OF THIS REPORT

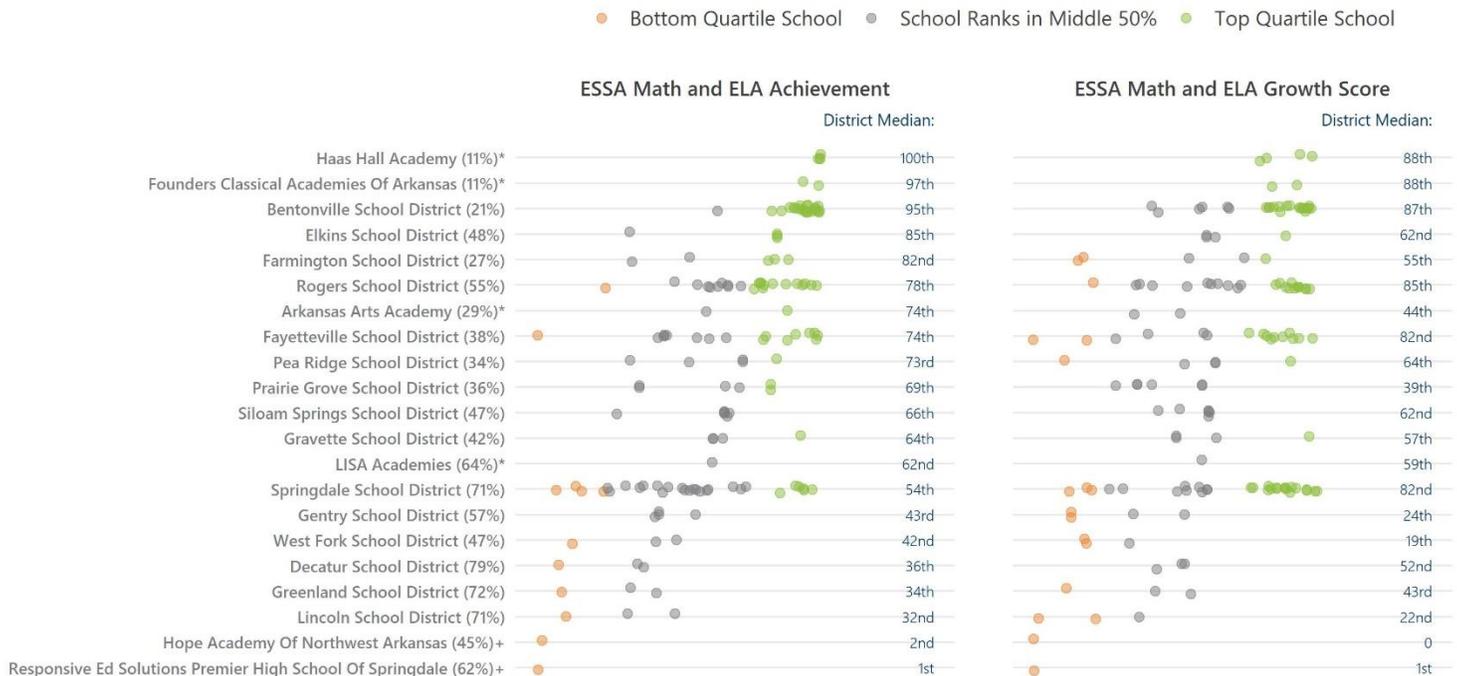
As part of the Every School Succeeds Act (ESSA), Arkansas provides metrics describing the quality of every public school in the state. These metrics cover multiple aspects of school quality and include students' overall math and English Language Arts (ELA) achievement, achievement growth in these same subjects, graduation rates and a set of school quality success factors such as attendance, grades and achievement in subjects other than math or ELA. Arkansas combines scores on these different metrics to determine a school's letter grade. This report uses this data to show how schools in your district and throughout Northwest Arkansas rank compared to all other schools in Arkansas.¹

Northwest Arkansas schools tend to be significantly higher quality than the rest of the state.

The typical school in Northwest Arkansas scores significantly higher on Arkansas's ESSA school quality indicators than schools elsewhere in the state. For example, the typical Northwest Arkansas school ranks in the 68th percentile on math and ELA achievement, which means the typical school in Northwest Arkansas scores higher than 68% of schools statewide. But access to high-quality schools varies by district, with some districts providing more high-ranking schools than others. The figure below shows the ranking of every school in Northwest Arkansas for each district, and highlights schools that rank in the top 25% statewide in green. **Many West Fork schools ranked below the state average: The typical school in West Fork ranks in the 42nd percentile for achievement and the 19th percentile for growth.**

Which districts have top- and bottom-ranked schools?

Schools' state percentile rankings on achievement and growth for 2021-2022 by district



¹ All data in this report is from My School Info (<https://myschoolinfo.arkansas.gov/Plus/Districts>), Economically Disadvantaged (ED) students are those who receive free or reduced-price lunch. My School Info separately provides information for ED students and all students in the district or school. To estimate these metrics for students not considered ED, we identified the metric score needed among non-ED students so that when combined with ED students, the result is equal to the district-wide or school-wide metric values.

Values in parentheses are total district % FRL in 2021-2022, regardless of whether student contributed to ESSA scores.

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What levels of quality did West Fork students experience, and how did this differ by students' family income?

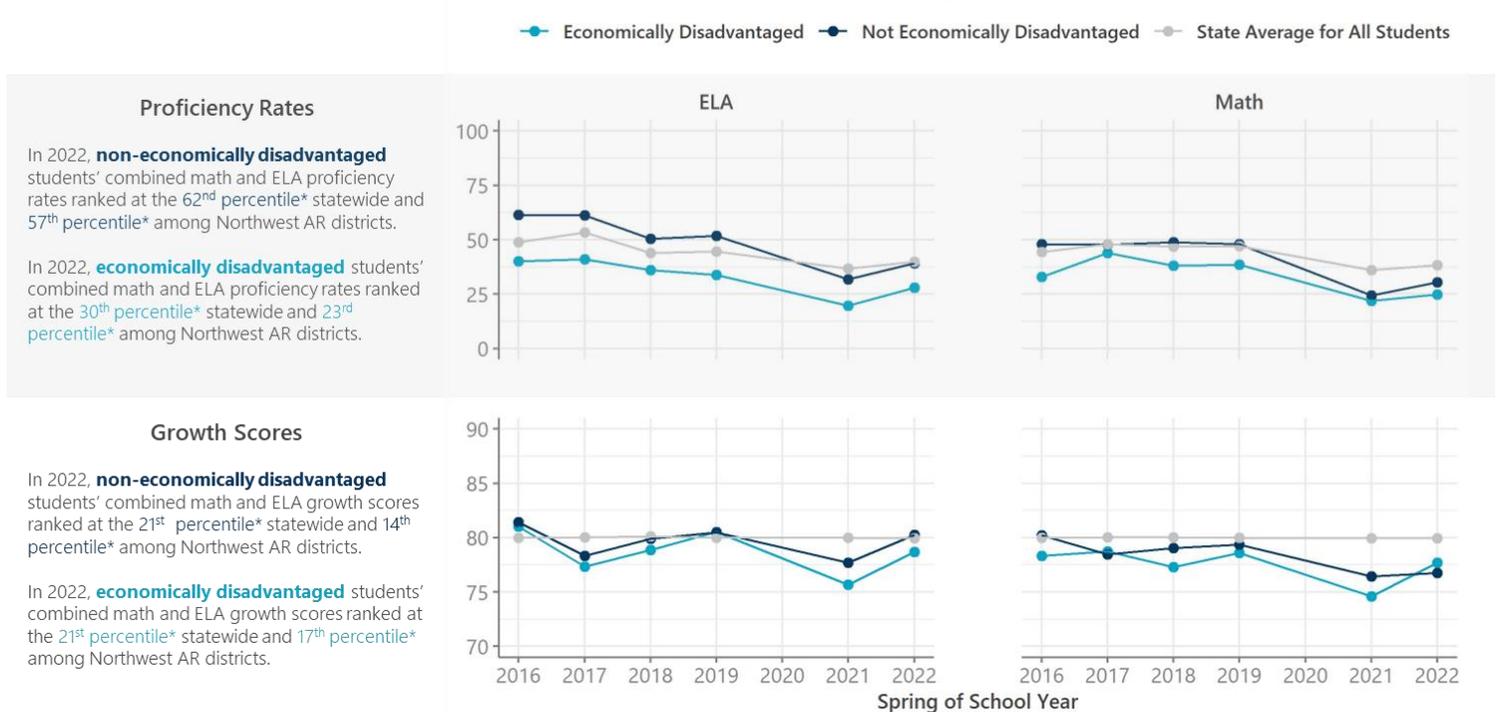
Arkansas provides separate quality scores for each school based *only* on students experiencing economic disadvantage. For example, the state reports the ESSA math and ELA achievement score as well as the ESSA growth score each school would earn if it was based only on students facing economic disadvantage. Therefore, we can use these different ESSA scores to calculate the letter grade a school would earn if it was based only on students facing economic disadvantage – i.e., how economically disadvantaged students *experienced* school.

When comparing the overall letter grades from schools that economically disadvantaged students attended – those based on data from *all* students – to the letter grades a school would have earned if they were based only on students facing economic disadvantage, **we found that 0% of all students facing economic disadvantage in West Fork attended A or B schools, therefore 0% of these students experienced A or B schools.**²

How have test-based outcomes for West Fork students changed over time?

Given the major disruption caused by the pandemic, we looked at students' proficiency rates and growth scores over the last seven years. Importantly, we looked at these test-based outcomes separately for students in the district classified as economically disadvantaged and those who are not to compare differences over time. **In West Fork, students not facing economic disadvantage had slightly more success than those in the district who were economically disadvantaged, but both groups typically had lower achievement and growth than the average Arkansas student. These economic-related differences within the district have remained similar over time.**³

Percent Proficient and Value-Added Growth Score by Economic Disadvantaged Status



² Letter grade equivalents are based on the ESSA School Index score associated with the ED group in the school and the letter grade equivalents were calculated using the conversion tables provided in appendix A of the Arkansas school rating system rules (https://dese.ade.arkansas.gov/Files/20201214170058_ade_334_-_Rules_Governing_the_School_Rating_System.pdf).

³ Proficiency is percent Meets/Exceeds Standards on grades 3-10 ACT Aspire; growth scores are grades 3-10 LEA Mean Value-Added Growth. Combined math and ELA scores are a simple average of the two. Note that it is possible that in some years there were not enough non-ED students to estimate an achievement or growth score. See Footnote 1 for more details.

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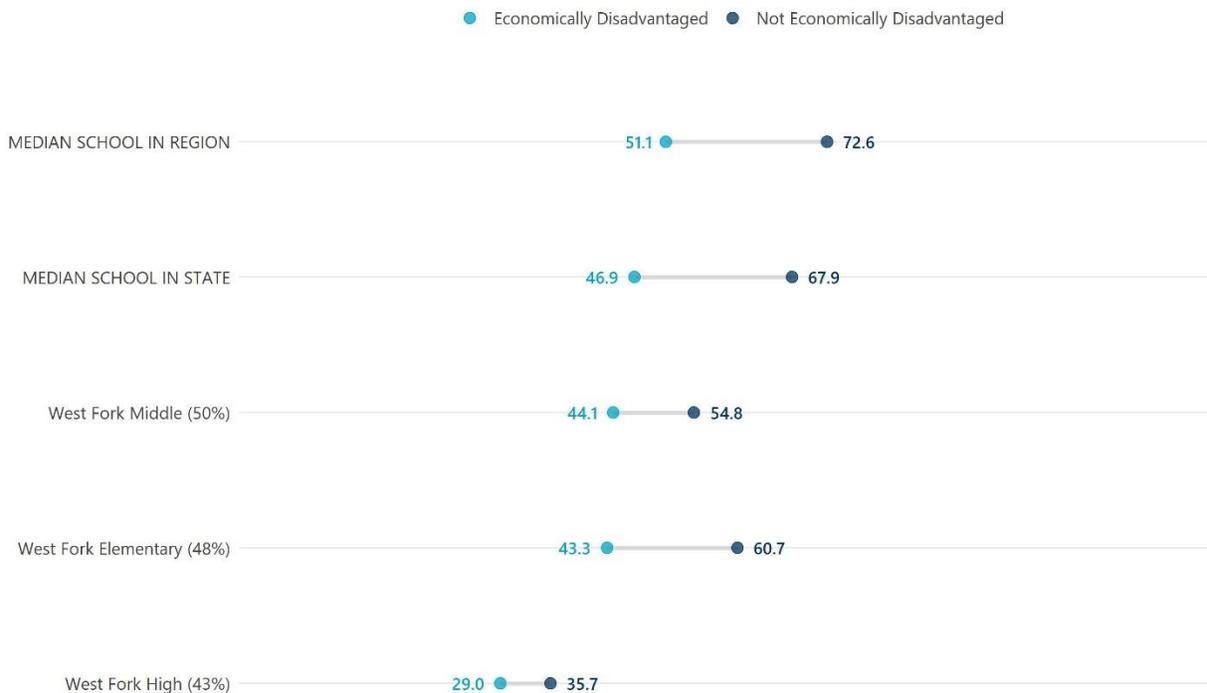
Which schools had the highest achievement for all students?

We examined each school's achievement scores separately for economically disadvantaged students and students who were not economically disadvantaged. **Some schools in West Fork were more effective at getting better results for economically disadvantaged students.** Though in every school, economically disadvantaged students had lower achievement scores than their peers, this difference in performance was much smaller in some schools. But overall, economically disadvantaged students had lower achievement than economically disadvantaged students statewide.

For example, the difference in achievement scores between economically disadvantaged students and others at West Fork Middle (10.7 points) was smaller than this difference in the typical school statewide (21 points). Additionally, this difference was even smaller at West Fork High (6.7 points), but economically disadvantaged students in this school scored much lower than economically disadvantaged students statewide (who had an average score of 46.9).⁴

2021-2022 ESSA Achievement Score Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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Which schools achieved the most growth for all students?

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In West Fork, economically disadvantaged students in most schools grew less than the typical economically disadvantaged student in the state. But there were large differences between schools in how effectively schools grew students' achievement, especially for economically disadvantaged students. The growth some schools made with economically disadvantaged students ranked near the state average (for example, West Fork High), but in other schools, economically disadvantaged students' growth ranked near the bottom of the state (for example, West Fork Elementary and Middle).⁵

2021-2022 ESSA Growth Score Percentile Ranking Based Only on Designated Students by School

With percent of students who are economically disadvantaged in parentheses



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