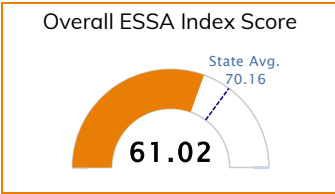




2019 ESSA School Index: Overview

4713705 - Osceola Stem Charter
4713000 - Osceola School District

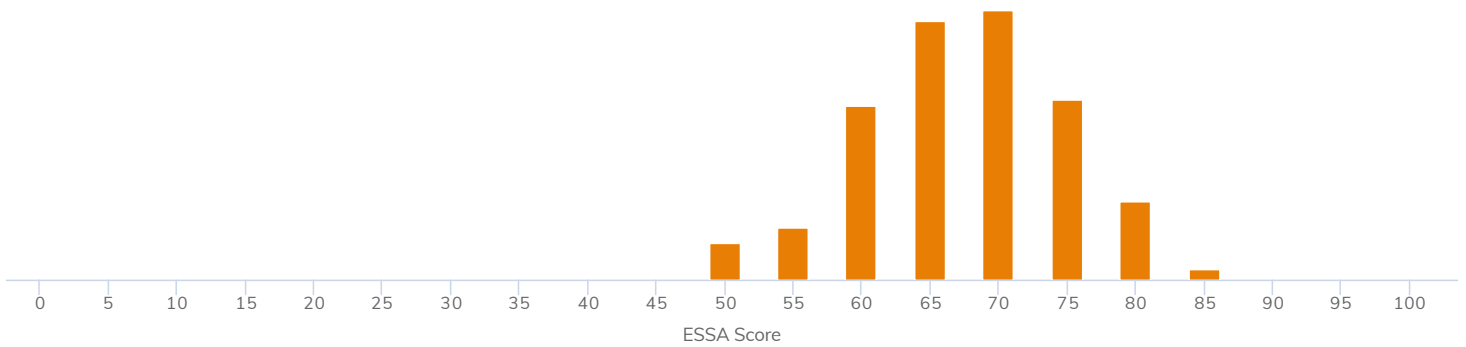
[ESSA Overview](#)



Grade Range
Grade Span

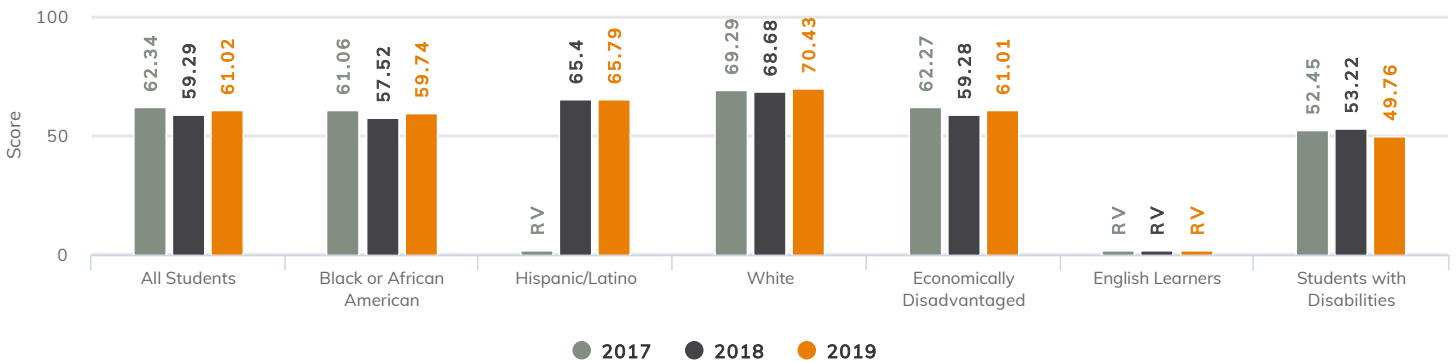
5-8
2 - Middle Level

State Distribution of Overall School ESSA Index Scores



The score 61.02 falls in the 60-65 bar of the state distribution of the overall ESSA index score for the Middle Level grade span.

Three Year School ESSA Index Scores By Subgroup

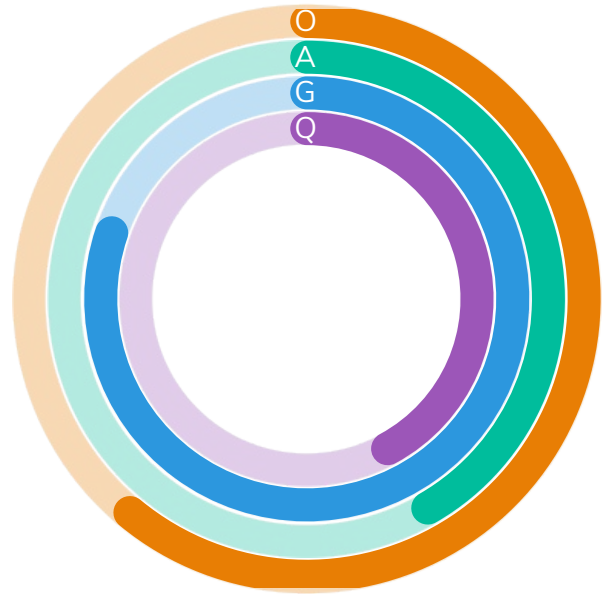


Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	62.34	59.29	61.02
Black or African American	61.06	57.52	59.74
Hispanic/Latino	RV	65.4	65.79
White	69.29	68.68	70.43
Economically Disadvantaged	62.27	59.28	61.01
English Learners	RV	RV	RV
Students with Disabilities	52.45	53.22	49.76



ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	61.02
Weighted Achievement Score	41.67
Value-Added Growth Score	80.22
School Quality and Student Success Score	42.14



Range of Possible Scores for Each Indicator

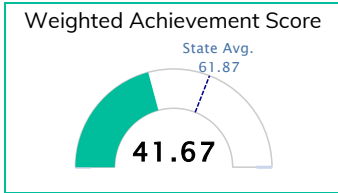
- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).
- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.
- 4-Year and 5-Year Graduation Rates range from 0 to 100 with 0 indicating none of the students expected to graduate in the 4-year or 5-year time frame graduated as expected. Scores of 100 indicate all students expected to graduate in the 4-year or 5-year time frame graduated as expected.
- School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.



2019 ESSA School Index: Weighted Achievement

4713705 - Osceola Stem Charter
4713000 - Osceola School District

[Understanding Weighted Achievement](#)

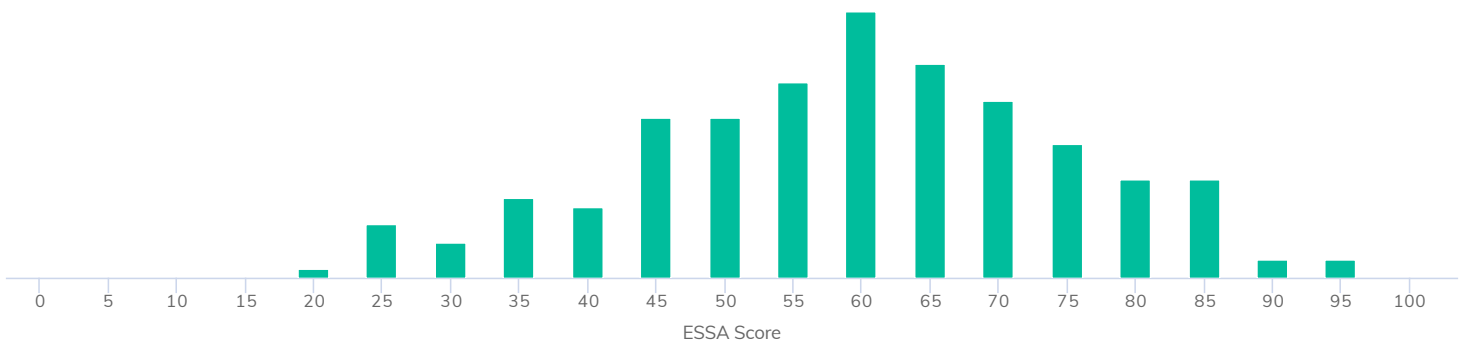


Grade Range	5-8
Grade Span	2 - Middle Level



Weighted Achievement scores reflect the extent to which students are demonstrating higher levels of achievement. When more students are achieving at higher levels, more points are earned. Over time, schools can increase their weighted achievement scores by moving more students from lower to higher achievement levels.

Distribution of School-Level Weighted Achievement Scores



The score 41.67 falls in the 40-45 bar of the state distribution of the weighted achievement score for the Middle Level grade span.



2019 Weighted Achievement Score Details for All Students

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	158	95	0	253
Close (0.5)	58	115	86.5	173
Ready (1.0)	48	65	113	113
Exceeds (1.0 or 1.25*)	27	16	43	43
Totals			242.5	582

Weighted Performance Points Earned = (242.5 / 582) * 100 = 41.67

*Note: If the number of students exceeding grade level-proficiency is not greater than the number of students in the lowest achievement level then schools earn a single point for these students. If the number of students exceeding grade level-proficiency is greater than the number of students in the lowest achievement level then schools earn 1.25 points per student for the number of students greater than the number in the lowest achievement level.



Adjusting the Weighted Achievement Denominator for Percent Tested

To calculate percent tested, all students are included: full academic year and highly mobile students. Percent tested is included in the ESSA School Index calculation when schools test less than 95 percent of the students or test less than 95 percent of a subgroup of students.

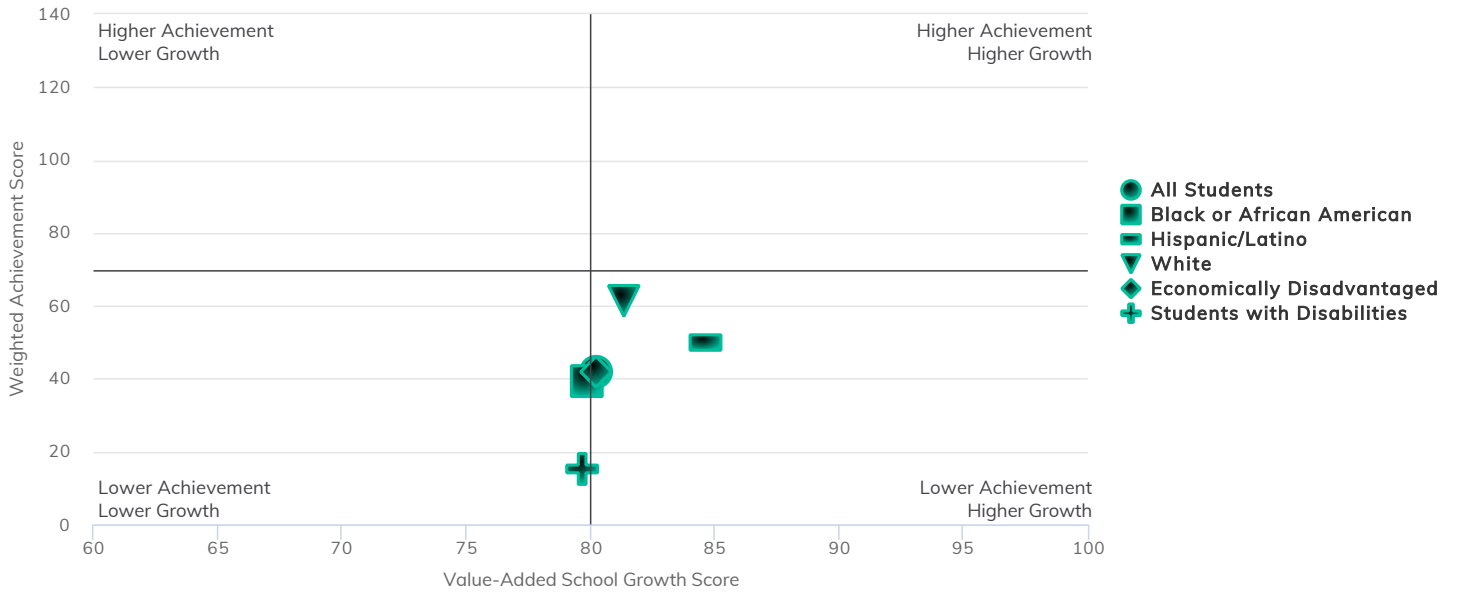
If the percent tested is greater than or equal to 95 percent, then the Final Weighted Achievement Denominator equals the number of full academic year students tested.

If the percent tested is less than 95 percent, then the *Final Weighted Achievement Denominator* is adjusted to include 95 percent of the students expected to test for that subject and group (ESEA Section 1111 (c)(4)(E)(ii)). An adjusted denominator is computed for each subject/subgroup to which it applies. This adjusted denominator is the number that is equal to 95 percent of the number of students expected to test for that subject/subgroup. The adjusted denominator is rounded down to the nearest whole number (whole student). If the number of students tested is greater than the result from multiplying the number of students expected to test by 0.95 rounded down to the nearest whole number, the greater value of the number of students tested is the denominator for the subject/subgroup to which it applies. The denominators for each subject (adjusted or unadjusted depending on percent tested) are added together to get the *Final Weighted Achievement Denominator*.

Final Weighted Achievement Denominator Used	ELA	Math
Percent Tested: Mobile + Nonmobile	99.68	99.68
Number Tested: Mobile + Nonmobile	310	310
Number Expected to Test: Mobile + Nonmobile	311	311
Adjusted N = 0.95 * Number Expected to Test	295	295
Was Denominator Adjusted for Less Than 95% Tested?	No	No
Number of Nonmobile Students with Tests (Used when 95% or more tested)	291	291

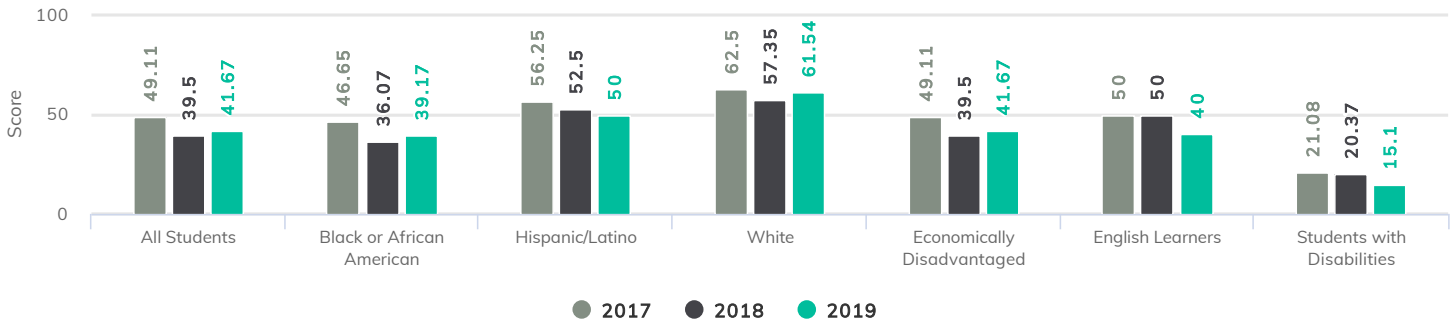


School Value-added Growth Score Plotted with Weighted Achievement for Subgroups





Three Year Weighted Achievement By Subgroup



Population	2017 Weighted Achievement Score	2018 Weighted Achievement Score	2019 Weighted Achievement Score
All Students	49.11	39.5	41.67
Black or African American	46.65	36.07	39.17
Hispanic/Latino	56.25	52.5	50
White	62.5	57.35	61.54
Economically Disadvantaged	49.11	39.5	41.67
English Learners	50	50	40
Students with Disabilities	21.08	20.37	15.1



2019 Number of Full Academic Year Students in Each Achievement Level by Subgroup

	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	Math Level 1	Math Level 2	Math Level 3	Math Level 4
All Students	158	58	48	27	95	115	65	16
Black or African American	141	49	41	16	83	104	52	N<10
Hispanic/Latino	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
White	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Economically Disadvantaged	158	58	48	27	95	115	65	16
English Learners	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Students with Disabilities	38	N<10	N<10	N<10	32	16	N<10	N<10

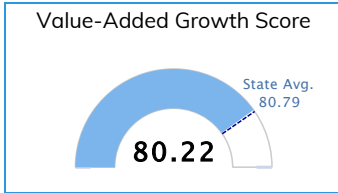
Note: Level 1 = In Need of Support; Level 2 = Close; Level 3 = Ready; Level 4 = Exceeds



2019 ESSA School Index: School Value-Added Growth

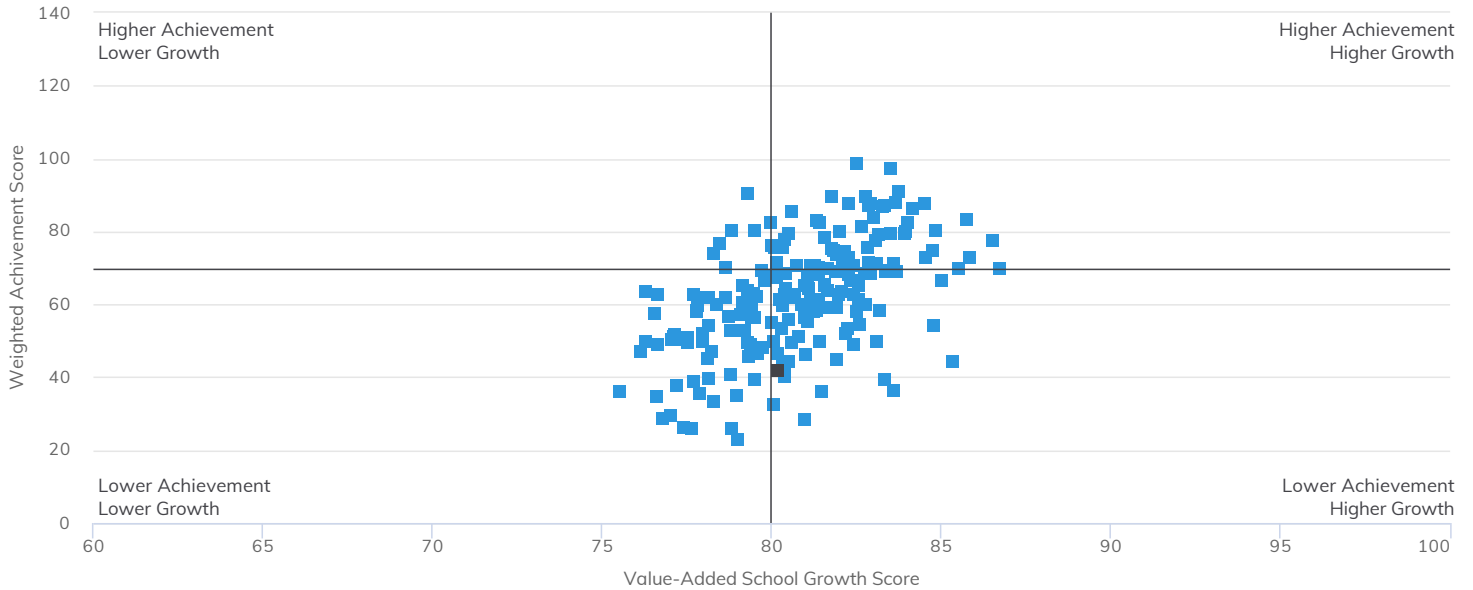
4713705 - Osceola Stem Charter
4713000 - Osceola School District

[Understanding School Value-Added Growth](#)

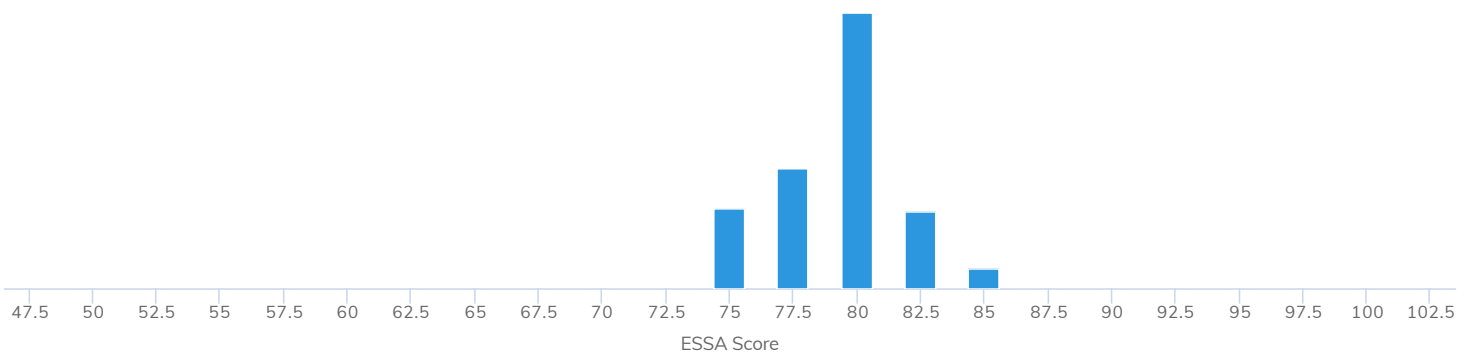


Grade Range	5-8
Grade Span	2 - Middle Level

School Value-Added Growth Score Plotted with Weighted Achievement Scores



Distribution of School-Level Value-Added Growth Scores



School Content Value-Added Growth (VAS) and ELP Growth

	ELA Value-Added Score	Math Value-Added Score	Content Growth Score	ELP Growth Score	School Overall Value-Added Growth Score
Score	79.7	80.42	80.06	94.88	80.22
Number of Students	280	280	280	3	283



Counts for Content Area Growth (Math + ELA)

Subgroup	# ELA Growth	# Math Growth	Total Number of Students Combined Growth*
All Students	280	280	280
Black or African American	238	238	238
Hispanic/Latino	10	10	10
White	25	25	25
Economically Disadvantaged	280	280	280
English Learners	N<10	N<10	N<10
Students with Disabilities	40	40	40

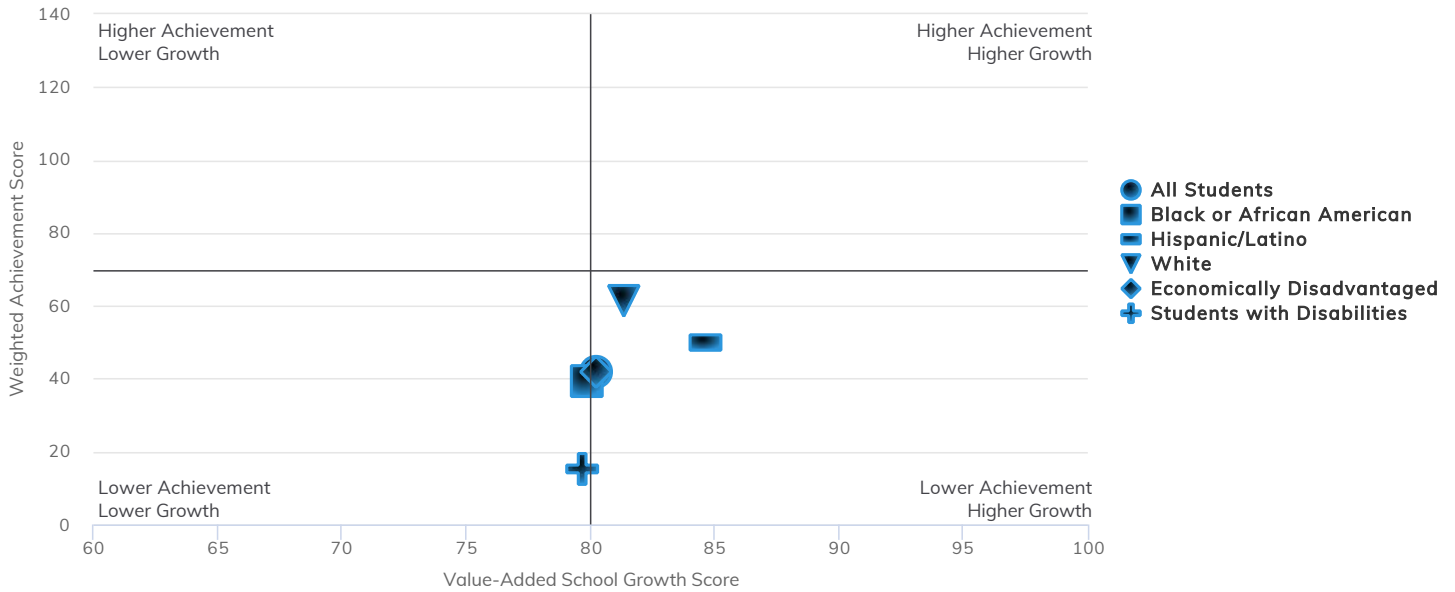
* Each student is counted once for content growth. Some students have both Math and ELA. Some students have only one subject; therefore, the total number is not always the sum of #ELA Growth and #Math Growth.

Counts for ELP Growth

Subgroup	# ELP Growth
All Students	3
Black or African American	N<10
Hispanic/Latino	N<10
White	N<10
Economically Disadvantaged	N<10
English Learners	N<10
Students with Disabilities	N<10



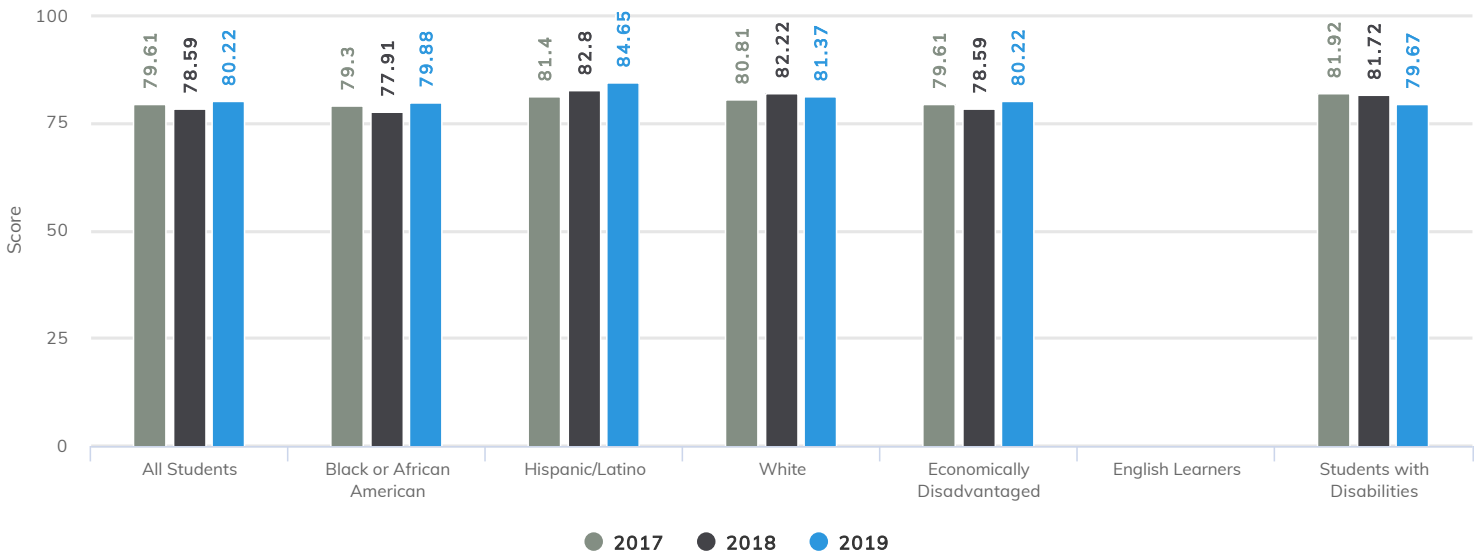
School Value-added Growth Score Plotted with Weighted Achievement for Subgroups



School Value-added Growth Score for Subgroups

Subgroup	Value-added Growth Score	Number of Students
All Students	80.22	283
Black or African American	79.88	238
Hispanic/Latino	84.65	13
White	81.37	25
Economically Disadvantaged	80.22	283
English Learners	RV	N<10
Students with Disabilities	79.67	41

School Value-added Growth Score by Subgroup for 2017 - 2019



Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
All Students	79.61	78.59	80.22



Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
Black or African American	79.3	77.91	79.88
Hispanic/Latino	81.4	82.8	84.65
White	80.81	82.22	81.37
Economically Disadvantaged	79.61	78.59	80.22
English Learners	RV	RV	RV
Students with Disabilities	81.92	81.72	79.67

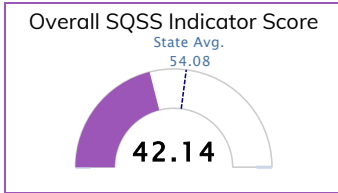


2019 ESSA School Index: School Quality and Student Success (SQSS)

4713705 - Osceola Stem Charter

4713000 - Osceola School District

[Understanding the SQSS Indicator](#)



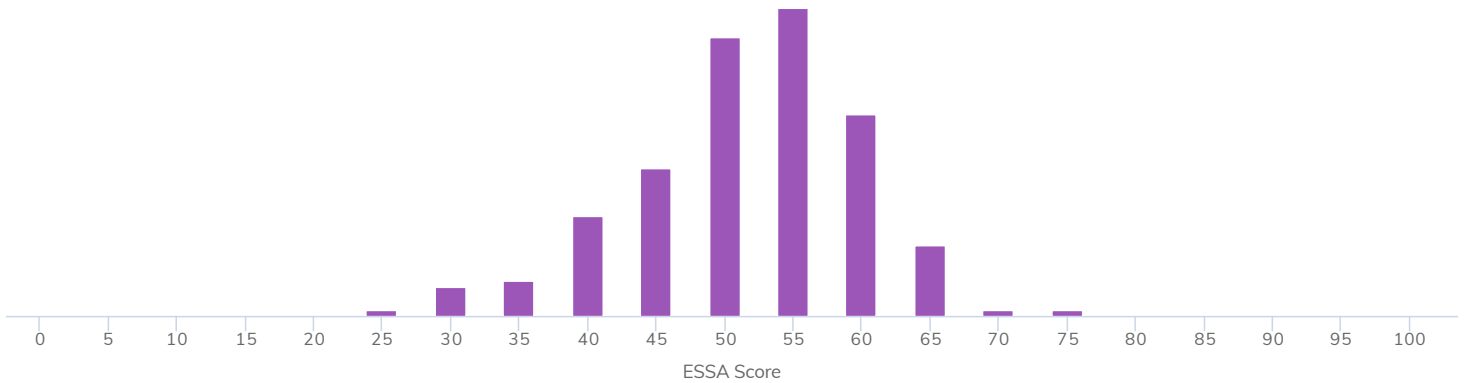
Grade Range

5-8

Grade Span

2 - Middle Level

State Distribution of School-Level Overall SQSS Scores



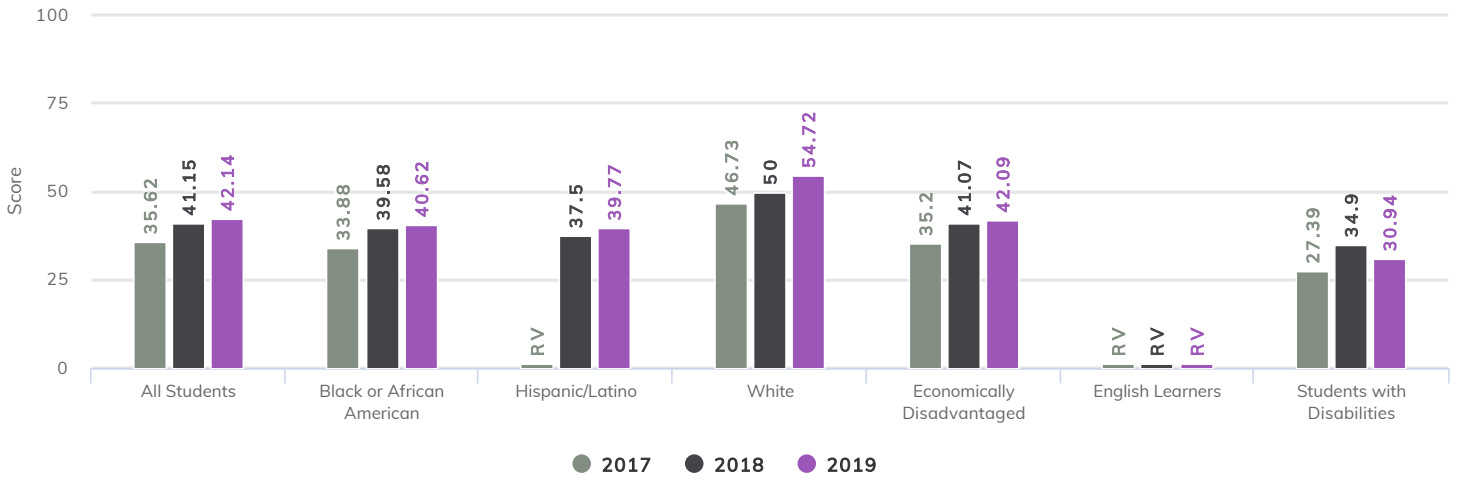
The School Quality and Student Success (SQSS) indicator combines measures of engagement, access, readiness, completion, and success criteria. Each measure focuses on the extent to which students are meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important postsecondary success indicators (attainment of AP, IB, concurrent credits).

Overall SQSS Points Table

Total Students	Total # Points Possible	Total # Points Earned
315	1170	493
Score: (493 / 1170) * 100 = 42.14		



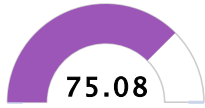
SQSS Overall Indicator Score by Subgroup



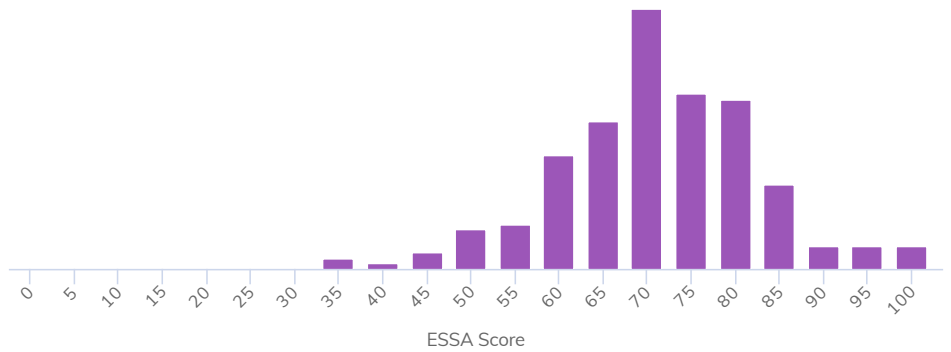
Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	35.62	41.15	42.14
Black or African American	33.88	39.58	40.62
Hispanic/Latino	RV	37.5	39.77
White	46.73	50	54.72
Economically Disadvantaged	35.2	41.07	42.09
English Learners	RV	RV	RV
Students with Disabilities	27.39	34.9	30.94



Student Engagement Score



State Distribution of School-Level Student Engagement



Student Engagement Points Table

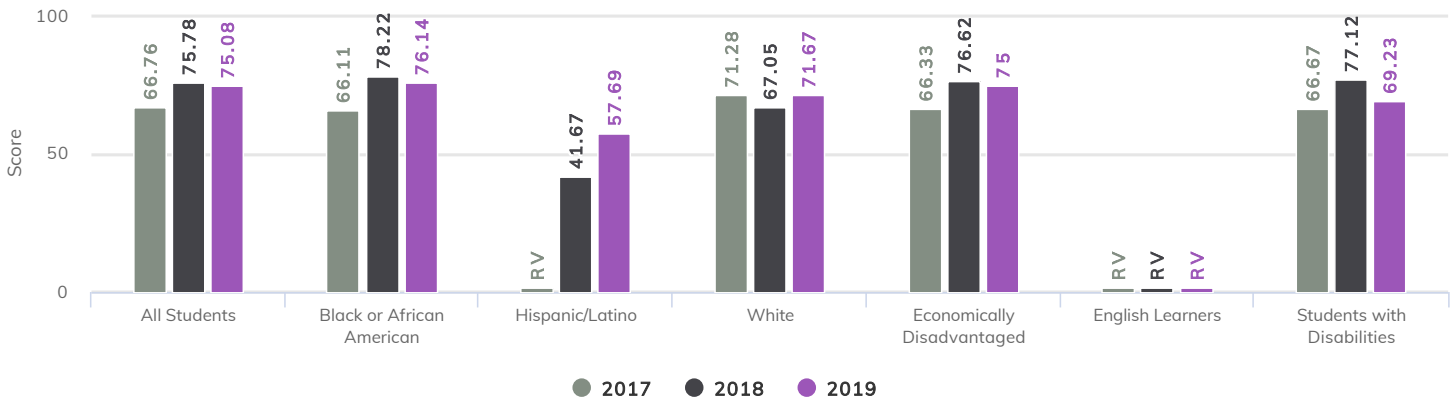
Score: $(236.5 / 315) * 100 = 75.08$

Total Students	315
Total # Points Possible	315
Total # Points Earned	236.5

Points Per Student

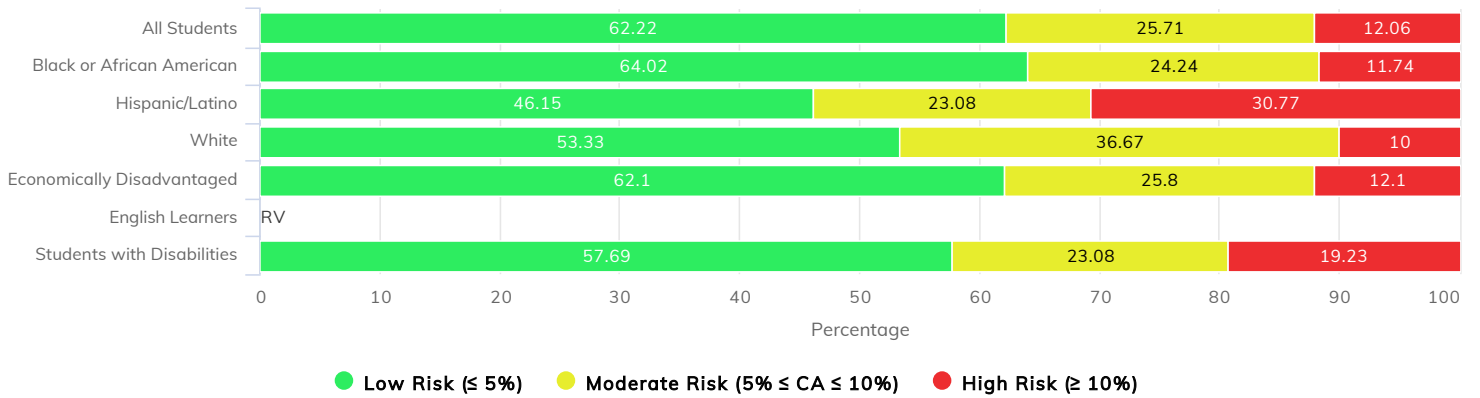
Student at low risk (absent less than 5% of time enrolled)	1.0 Point
Student at moderate risk (absent 5% to less than 10% of days enrolled)	0.5 Points
Student at high risk (absent 10% or more of days enrolled)	0.0 Points

Percent of Points Earned for Student Engagement





Percent of Students in Each Chronic Absence Risk Level



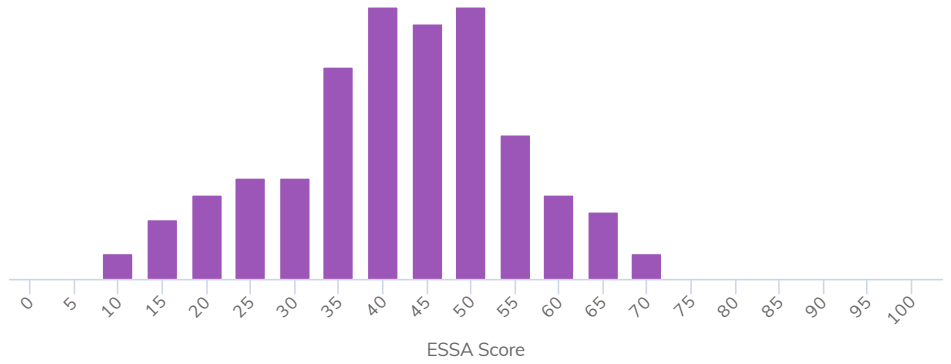
Population	Low Risk	Moderate Risk	High Risk
All Students	62.22	25.71	12.06
Black or African American	64.02	24.24	11.74
Hispanic/Latino	46.15	23.08	30.77
White	53.33	36.67	10
Economically Disadvantaged	62.1	25.8	12.1
English Learners	RV	RV	RV
Students with Disabilities	57.69	23.08	19.23



Reading at Grade Level Score



State Distribution of School-Level Reading at Grade Level

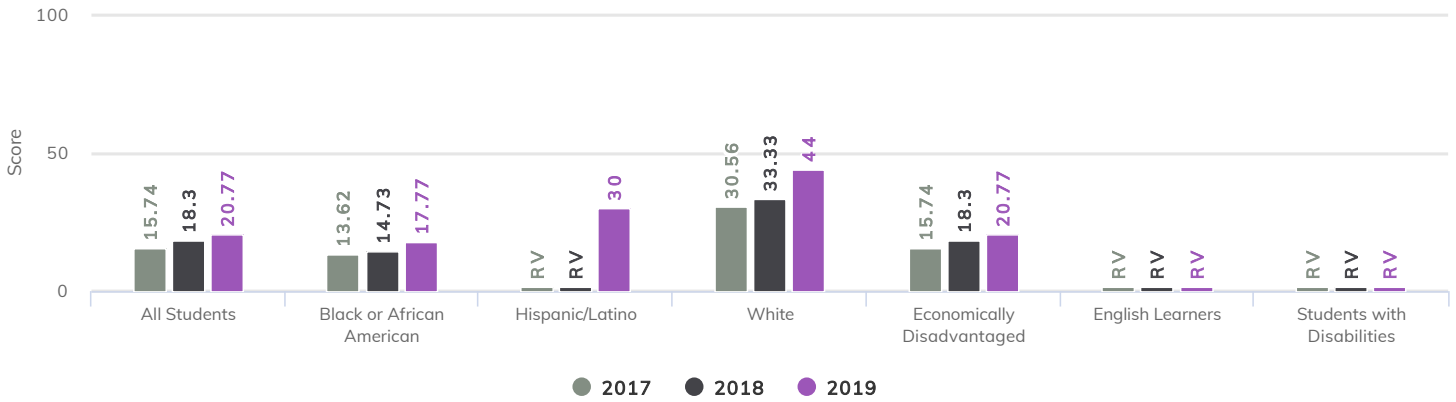


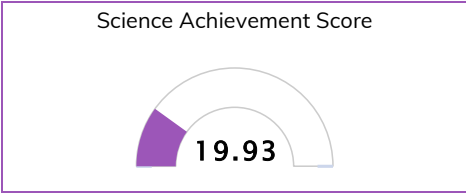
Reading at Grade Level Points Table

Score: $(59 / 284) * 100 = 20.77$

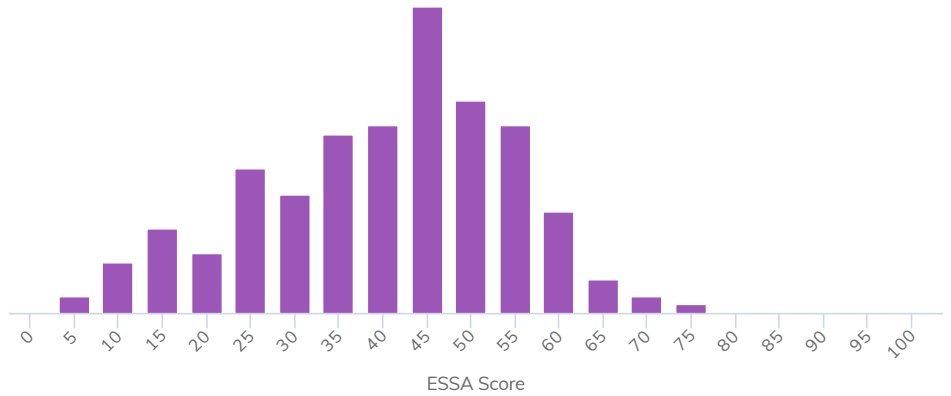
Total Students	284
Total # Points Possible	284
Total # Points Earned	59
Points Per Student	
Student achieved Ready or Exceeds (ACT Aspire) in reading	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Reading at Grade Level





State Distribution of School-Level Science Achievement



Science Achievement Points Table

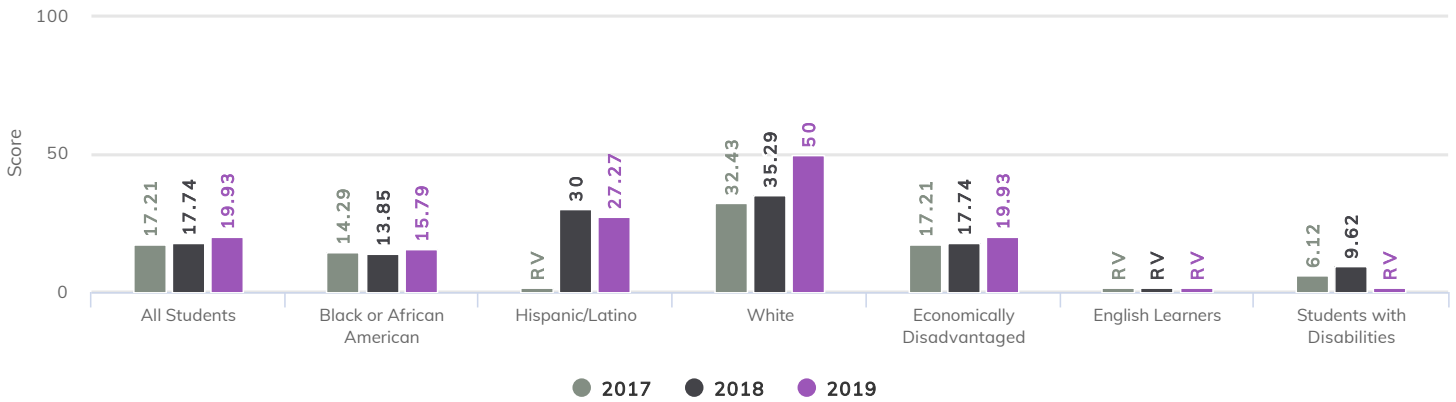
Score: $(58 / 291) * 100 = 19.93$

Total Students	291
Total # Points Possible	291
Total # Points Earned	58

Points Per Student

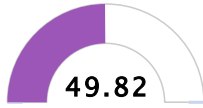
Student achieved Ready or Exceeds (ACT Aspire) in science	1.0 Point
Student achieved "At Target" or "Advanced" on the DLM, in science	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Science Achievement

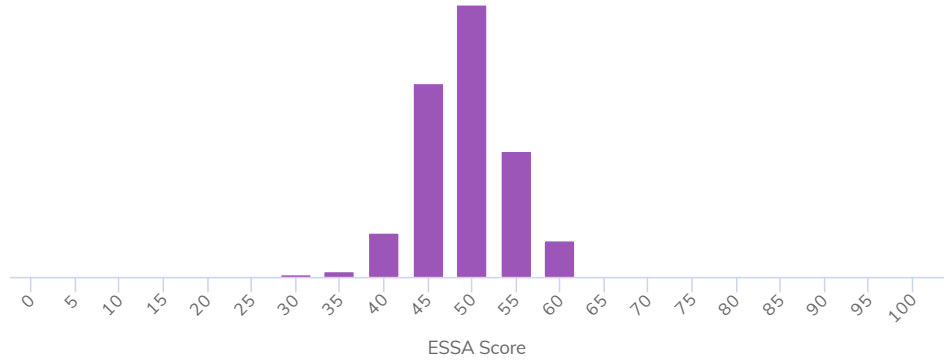




Growth in Science Achievement Score



State Distribution of School-Level Growth in Science Achievement



Growth in Science Achievement Points Table

Score: $(139.5 / 280) * 100 = 49.82$

Total Students	280
Total # Points Possible	280
Total # Points Earned	139.5
Points Per Student	
Growth at/above the 75th percentile of growth of students in the same grade	1.0 Point
Growth at/above the 25th percentile to less than 75th of growth of students in same grade	0.5 Points
Growth below the 25th percentile of growth of students in same grade	0.0 Points

Percent of Points Earned for Growth in Science Achievement

