

ESEA Corrections and Appeals System (ESEA CAS) Training

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2012-2013 ARC Development Focus

- ESEA Flexibility School Accountability Reports
 - Preliminary
 - Final (Post-Appeals)
- ESEA Corrections and Appeals System (ESEA CAS)
- Academic Progress Monitor
 - Academic Improvement Plans (AIPs)
 - Intensive Reading Interventions (IRIs)



Development Considerations

- **Userability**
 - Simple, straightforward design principles employed
 - Keeping in mind the immense workload of teachers and administrators
- **Interoperability**
 - User login corresponds with TRIAND username and password
 - Permissions assigned by school TRIAND administrator
- **Consistency**
 - Mindful of past systems in development
 - Promotes user familiarity in the newly developed systems
- **Flexibility**
 - Systems able to be adapted to fit the specific needs of state and constituents, particularly with future ESEA reauthorizations



ESEA FLEXIBILITY SCHOOL ACCOUNTABILITY REPORTS



School Accountability Reports

- Generated from school improvement calculations specified in ESEA Flexibility
 - Meet 95% testing on all students and TAGG group in both literacy and math
 - Meet the established individualized annual measurable objective (AMO) for status, and growth if school contains any students in Grades 3-8, in both literacy and math
 - Meet the established individualized annual measurable objective (AMO) for prior year graduation rate for schools that include 12th grade students.
- Provided based on calculations made prior to (preliminary) and after (final) appeals and corrections



Three Different Reporting Scenarios

- Schools that report percent tested and status and growth performance (Ex. Grade K-4 school, Grade K-8 school, Grade K-2 feeder school, Grade 7-9 school)
- Schools that report percent tested, status performance, and graduation rate (Ex. Grade 9-12 school, Grade 9-10, Grade 11-12 school)
- Schools that report percent tested, status and growth performance, and graduation rate (Ex. Grade 7-12 school, Grade 8-12 school, District Reports)



Report Design

Color Coded Reports

Status Indicators

ACHIEVING

NEEDS IMPROVEMENT

Subgroup Performance Indicators

MEETS STANDARD

DOES NOT MEET STANDARD

Sample Accountability Report

Demographic Information

DISTRICT: ARKANSAS SCHOOL DISTRICT
 School: ARKANSAS HIGH SCHOOL
 LEA: 9999999
 Address: 123 WESAM STREET ANYTOWN, AR 70000
 Attendance (3 QTR AVG): 96.97
 Poverty: 346/34.65

Superintendent: JOHN DOE
 Principal: JOE SMITH
 Grades: 7-12
 Enrollment: 145
 Phone: 501-555-5555

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School Accountability Status

ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	719	807	89.23	1005	1128	89.17
Targeted Achievement Gap Group	254	264	96.21	348	362	96.13
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	151	157	96.18	204	231	88.31
Hispanic	54	56	96.43	72	74	97.16
White	493	536	91.81	791	824	86.29
Economically Disadvantaged	229	239	95.82	315	325	96.92
English Language Learners	23	24	95.83	31	32	96.88
Students with Disabilities	76	79	96.21	75	78	96.15

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Percent Tested Status and Information

Student Performance (Lit and Math)

LITERACY STATUS	STUDENT PERFORMANCE - LITERACY						
	ACHIEVING			NEEDS IMPROVEMENT			
	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage	
All Students	671	719	93.32	43	444	96.62	
Targeted Achievement Gap Group	211	254	83.07	68	115	76.13	
Year Year Average Performance	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage	
All Students	1879	2137	87.93	85.08	1205	1354	89.06
Targeted Achievement Gap Group	561	762	73.62	68.41	484	713	67.88
ESEA Subgroups	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage	
African American	128	151	84.77	70.25	86	95	88.42
Hispanic	47	54	87.04	80.81	30	37	81.35
White	476	493	96.56	60.05	305	312	97.44
Economically Disadvantaged	192	229	83.84	71.09	124	141	87.94
English Language Learners	16	23	69.57	54.17	12	15	80.00
Students with Disabilities	15	56	26.79	38.44	19	27	70.37

MATHEMATICS STATUS	STUDENT PERFORMANCE - MATHEMATICS							
	ACHIEVING			NEEDS IMPROVEMENT				
	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage		
All Students	982	1083	90.73	80.14	81.51	476	522	91.17
Targeted Achievement Gap Group	261	349	74.79	74.30	138	171	76.02	
Year Year Average Performance	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage		
All Students	2946	3278	90.17	90.16	81.51	1652	1879	88.20
Targeted Achievement Gap Group	764	1017	75.14	74.30	381	516	74.51	
ESEA Subgroups	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage		
African American	144	201	71.64	72.66	72	98	73.47	
Hispanic	59	72	81.94	90.04	28	34	82.35	
White	765	791	96.71	64.52	368	382	96.35	
Economically Disadvantaged	242	281	86.12	76.52	117	151	77.48	
English Language Learners	22	31	71.31	11.15	11	15	73.33	
Students with Disabilities	38	79	48.09	49.38	18	36	50.00	

NOTE: Performance on individual ESEA subgroups is NOT used to determine school accountability status under ESEA Flexibility.

Graduation Rate (When Applicable)

GRADUATION RATE STATUS	2012 SCHOOL GRADUATION RATE			
	ACHIEVING		NEEDS IMPROVEMENT	
	# Actual Graduates	# Expected Graduates	Percentage	2012 ASMO
All Students	191	229	83.41	83.11
Targeted Achievement Gap Group	69	84	82.14	89.45
Year Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 ASMO
All Students	576	690	83.48	83.11
Targeted Achievement Gap Group	209	253	82.61	89.45
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 ASMO
African American	45	58	77.59	77.35
Hispanic	12	15	80.00	79.91
White	131	150	87.33	86.42
Economically Disadvantaged	48	65	73.85	86.75
English Language Learners	7	9	77.78	75.86
Students with Disabilities	28	33	84.85	79.18

Accountability Calculations Overview

What does it take to be an Achieving School?

- School must meet 95% tested for both literacy and math for all students (including highly mobile students)
- School must meet individualized AMOs in both literacy and math for:
 - **BOTH** all students and Targeted Achievement Gap Group (TAGG) in status performance **OR**
 - **BOTH** all students and Targeted Achievement Gap Group (TAGG) in growth performance (where applicable)
- School must meet individualized AMOs for graduation rate (for high schools)



Percent Tested

- Number Attempted **DIVIDED BY** Number Expected
- Number Expected derived by all students enrolled on first day of testing (including mobile students)
- Number Attempted derived by the number of students with at testing record
- Must be 95% for both Literacy and Math



Status Performance

- Number Achieved **DIVIDED BY** Number Tested
- Number Achieved is the number of students who scored at least proficient or its equivalent in literacy and/or math on the state-mandated assessment
- Number Tested is the total number of students who participated in the state mandated assessment
- **NOTE:** Students who are school mobile are excluded from these counts at the school level. Students who are district mobile are excluded from these counts at the district level.



Growth Performance

- Number Achieved **DIVIDED BY** Number Tested
- Number Achieved is the number of students in Grades 4-8 who met their individual growth trajectory in literacy and/or math as based on their 3rd Grade baseline performance on the state-mandated assessment
- Number Tested is the number of students in Grades 4-8 who had an individual growth trajectory and participated in the state-mandated assessment
- **NOTE:** Students who are school mobile are excluded from these counts at the school level. Students who are district mobile are excluded from these counts at the district level.



Graduation Rate

- Configured by using the Four-Year Adjusted Cohort Rate
- Reported based on prior year graduating class (lagging rate)
- 2012 Graduation Rate for 2013 Accountability
- 2013 Graduation Rate for 2014 Accountability



1% Cap Population

- District Level Literacy and District Level Math
- District Level Literacy includes the Literacy portions of the Alternate Portfolio Assessments in Grades 3-8 and Grade 11
- District Level Math includes the Math portions of the Alternate Portfolio Assessments in Grades 3-8
- Only non-mobile students scoring at the Independent or Functionally Independent levels on applicable Alternate Portfolio Assessments included in the 1% Cap pool
- District decides which students in the pool to include and exclude in the final 1% Cap population



1% Cap Calculation

- District Level Literacy
 - Number of Students Tested in Literacy in District **DIVIDED BY** 100 (Rounded down)
- District Level Math
 - Number of Students Tested in Math in District **DIVIDED BY** 100 (Rounded down)



School Accountability Examples



School #1—Achieving School

PERCENT TESTED STATUS	ACHIEVING						PERCENT TESTED					
	LITERACY			MATHEMATICS			LITERACY			MATHEMATICS		
ESEA Feasibility Indicators	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage
All Students	112	117	96.35	112	117	96.35	112	117	96.35	112	117	96.35
Targeted Achievement Gap Group (TAGG)	108	110	96.18	108	110	96.18	108	110	96.18	108	110	96.18
ESEA Subgroups*	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage
African American	46	48	95.83	46	48	95.83	46	48	95.83	46	48	95.83
Hispanic	15	15	100.00	15	15	100.00	15	15	100.00	15	15	100.00
White	71	74	95.95	71	74	95.95	71	74	95.95	71	74	95.95
Economically Disadvantaged	84	87	96.35	84	87	96.35	84	87	96.35	84	87	96.35
English Language Learners	10	10	100.00	10	10	100.00	10	10	100.00	10	10	100.00
Students with Disabilities	26	27	96.40	26	27	96.40	26	27	96.40	26	27	96.40

LITERACY STATUS	ACHIEVING						STUDENT PERFORMANCE - LITERACY						GROWTH PERFORMANCE - LITERACY					
	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	2011 AMO	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL		
All Students	117	132	88.64	81.00	90.95	63	71	87.32	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Targeted Achievement Gap Group (TAGG)	79	92	85.87	76.71	84.41	43	49	87.76	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Three Year Average Performance	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL			
All Students	373	465	80.22	81.00	90.95	193	231	83.55	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Targeted Achievement Gap Group (TAGG)	253	336	75.30	76.71	84.41	137	166	82.53	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
ESEA Subgroups*	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
African American	34	38	89.47	84.27	90.95	23	24	95.83	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Hispanic	12	14	85.71	85.90	90.95	6	7	85.71	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
White	73	85	85.88	84.72	90.95	33	39	84.62	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Economically Disadvantaged	79	87	90.81	86.96	90.95	41	47	87.23	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
English Language Learners	6	9	66.67	54.17	70.95	7	9	77.78	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Students with Disabilities	10	22	45.45	41.33	60.95	8	11	72.73	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		



School #1—Achieving School

MATHEMATICS STATUS	ACHIEVING						STUDENT PERFORMANCE - MATHEMATICS						GROWTH PERFORMANCE - MATHEMATICS					
	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	2011 AMO	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL		
All Students	118	117	99.91	92.17	93.11	55	71	77.46	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Targeted Achievement Gap Group (TAGG)	79	92	85.87	80.48	84.41	36	49	73.47	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Three Year Average Performance	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
All Students	420	465	90.32	92.17	93.11	149	231	64.50	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Targeted Achievement Gap Group (TAGG)	292	336	86.90	80.48	84.41	121	166	72.29	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
ESEA Subgroups*	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
African American	32	38	84.21	82.31	90.95	15	24	62.50	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Hispanic	13	14	92.86	100.00	100.00	14	15	93.33	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
White	79	85	92.94	92.97	93.11	31	39	79.49	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Economically Disadvantaged	75	87	86.21	89.03	90.95	34	47	72.34	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
English Language Learners	6	9	66.67	71.35	70.95	6	9	66.67	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Students with Disabilities	14	22	63.64	63.33	60.95	8	11	72.73	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		



School #2—Needs Improvement School

PERCENT TESTED STATUS	ACHIEVING						NEEDS IMPROVEMENT						PERCENT TESTED					
	LITERACY			MATHEMATICS			LITERACY			MATHEMATICS			LITERACY			MATHEMATICS		
ESEA Feasibility Indicators	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage
All Students	112	117	96.35	112	117	96.35	112	117	96.35	112	117	96.35	112	117	96.35	112	117	96.35
Targeted Achievement Gap Group (TAGG)	108	110	96.18	108	110	96.18	108	110	96.18	108	110	96.18	108	110	96.18	108	110	96.18
ESEA Subgroups*	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage	# Attempted	# Reported	Percentage
African American	46	48	95.83	46	48	95.83	46	48	95.83	46	48	95.83	46	48	95.83	46	48	95.83
Hispanic	15	15	100.00	15	15	100.00	15	15	100.00	15	15	100.00	15	15	100.00	15	15	100.00
White	71	74	95.95	71	74	95.95	71	74	95.95	71	74	95.95	71	74	95.95	71	74	95.95
Economically Disadvantaged	84	87	96.35	84	87	96.35	84	87	96.35	84	87	96.35	84	87	96.35	84	87	96.35
English Language Learners	10	10	100.00	10	10	100.00	10	10	100.00	10	10	100.00	10	10	100.00	10	10	100.00
Students with Disabilities	26	27	96.30	26	27	96.30	26	27	96.30	26	27	96.30	26	27	96.30	26	27	96.30

LITERACY STATUS	NEEDS IMPROVEMENT						STUDENT PERFORMANCE - LITERACY						GROWTH PERFORMANCE - LITERACY					
	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	2011 AMO	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL		
All Students	117	132	88.64	81.00	90.95	60	71	84.51	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Targeted Achievement Gap Group (TAGG)	79	92	85.87	76.71	84.41	44	49	89.80	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Three Year Average Performance	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
All Students	373	465	80.22	81.00	90.95	193	231	83.55	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Targeted Achievement Gap Group (TAGG)	253	336	75.30	76.71	84.41	137	166	82.53	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
ESEA Subgroups*	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
African American	34	38	89.47	84.27	90.95	23	24	95.83	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Hispanic	12	14	85.71	85.90	90.95	6	7	85.71	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
White	73	85	85.88	84.72	90.95	33	39	84.62	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Economically Disadvantaged	79	87	90.81	86.96	90.95	41	47	87.23	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
English Language Learners	6	9	66.67	54.17	70.95	7	9	77.78	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		
Students with Disabilities	10	22	45.45	41.33	60.95	8	11	72.73	85.65	92.59	85.65	92.59	85.65	92.59	85.65	92.59		



School #2—Needs Improvement School

MATHEMATICS STATUS	ACHIEVING						STUDENT PERFORMANCE - MATHEMATICS						GROWTH PERFORMANCE - MATHEMATICS					
	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	2011 AMO	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage	2011 AMO	2011 PCTL		
All Students	118	117	99.91	92.17	93.11	55	71	77.46	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Targeted Achievement Gap Group (TAGG)	79	92	85.87	80.48	84.41	36	49	73.47	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Three Year Average Performance	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td></td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th> <td># Achieved</td> <td># Tested</td> <td>Percentage <th>2011 AMO</th> <th>2011 PCTL</th> </td>	2011 AMO	2011 PCTL	# Achieved	# Tested	Percentage <th>2011 AMO</th> <th>2011 PCTL</th>	2011 AMO	2011 PCTL			
All Students	420	465	90.32	92.17	93.11	149	231	64.50	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
Targeted Achievement Gap Group (TAGG)	292	336	86.90	80.48	84.41	121	166	72.29	85.55	90.95	85.55	90.95	85.55	90.95	85.55	90.95		
ESEA Subgroups*	# Achieved	# Tested																

School #3—Needs Improvement School

NOTE: Look for two green cells together.

PERCENT TESTED STATUS		ACHIEVING		PERCENT TESTED	
STUDENT PERFORMANCE – LITERACY					
ESEA Flexibility Indicators		# Attempted	# Expected	Percentage	2013 AMO
All Students	411	576	97.38	80.84	75.06
Targeted Achievement Gap Group (TAGG)	219	285	95.22	61.64	54.37
STUDENT PERFORMANCE – MATHEMATICS					
ESEA Flexibility Indicators		# Attempted	# Expected	Percentage	2013 AMO
All Students	411	1094	112.5	112.5	97.34
Targeted Achievement Gap Group (TAGG)	219	363	165.77	165.77	95.27
ESEA Subgroups*					
African American	134	141	95.50	105	95.57
Hispanic	33	34	97.06	80	95.24
White	38	462	97.62	284	97.89
Economically Disadvantaged	189	198	95.45	467	96.98
English Language Learners	11	11	100.00	32	96.97
Students with Disabilities	67	70	95.71	111	95.69

LITERACY STATUS		ACHIEVING		PERCENT TESTED	
STUDENT PERFORMANCE – LITERACY					
ESEA Flexibility Indicators		# Achieved	# Tested	Percentage	2013 AMO
All Students	411	576	97.38	80.84	75.06
Targeted Achievement Gap Group (TAGG)	219	285	95.22	61.64	54.37
Three Year Average Performance					
All Students	1293	1718	94.27	79.06	90.05
Targeted Achievement Gap Group (TAGG)	1217	650	53.12	54.37	90.05
ESEA Subgroups*					
African American	50	138	66.67	11.47	51.47
Hispanic	21	33	81.82	34.17	54.17
White	340	388	87.63	87.68	87.68
Economically Disadvantaged	127	189	67.20	57.35	57.35
English Language Learners	2	11	18.18	21.43	21.43
Students with Disabilities	18	67	68.66	34.17	34.17

School #3—Needs Improvement School

NOTE: Look for two green cells together.

MATHEMATICS STATUS		ACHIEVING		PERCENT TESTED	
STUDENT PERFORMANCE – MATHEMATICS					
ESEA Flexibility Indicators		# Achieved	# Tested	Percentage	2013 AMO
All Students	911	1096	84.36	88.69	81.51
Targeted Achievement Gap Group (TAGG)	179	303	75.58	81.19	81.19
Three Year Average Performance					
All Students	2782	3114	86.34	88.69	81.51
Targeted Achievement Gap Group (TAGG)	1182	1295	83.30	81.19	81.19
ESEA Subgroups*					
African American	223	310	71.94	81.74	81.74
Hispanic	56	80	70.00	77.43	77.43
White	480	684	84.81	82.31	82.31
Economically Disadvantaged	353	467	75.59	81.89	81.89
English Language Learners	17	32	53.13	65.63	65.63
Students with Disabilities	80	111	71.98	81.90	81.90

GRADUATION RATE STATUS		NEEDS IMPROVEMENT		PERCENT TESTED	
2012 SCHOOL GRADUATION RATE					
ESEA Flexibility Indicators		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO
All Students	190	229	82.97	83.11	93.25
Targeted Achievement Gap Group (TAGG)	69	84	82.14	80.45	93.25
Three Year Average Performance					
All Students	573	690	84.36	83.11	93.25
Targeted Achievement Gap Group (TAGG)	209	255	81.96	80.45	93.25
ESEA Subgroups*					
African American	45	58	77.59	77.25	77.25
Hispanic	12	15	80.00	76.53	76.53
White	111	130	85.38	86.42	86.42
Economically Disadvantaged	48	65	73.85	86.75	86.75
English Language Learners	7	9	77.78	75.30	75.30
Students with Disabilities	25	33	75.76	75.18	75.18

ESEA Corrections and Appeals System (ESEA CAS)

Purpose of ESEA CAS

To allow district and school administrators the ability to review student demographic information used in assigning school improvement accountability designations, to make corrections to any inaccurate information, and to submit evidence supporting these corrections to the ADE

Features of ESEA CAS

- Student Level Demographic Data
 - Grades 3-8 Literacy and Mathematics (Augmented Benchmark and Alternate Portfolio Assessment)
 - High School Literacy (Grade 11 Literacy and Alternate Portfolio Assessment)
 - High School Mathematics (Algebra EOC, Geometry EOC, and Grade 9 Math Alternate Portfolio Assessment)
- Preliminary and Post-Appeals Reports for schools and districts
- Upload of supporting evidence
- Submission of data corrections and uploaded supporting evidence to ADE

Security Features

- Historical Tracking
 - System Level Tracking (Login and Submission by Date, Time, and TRIAND login username)
 - Student Level Tracking (Data Changes by Date, Time, TRIAND login username)
- System Correction Lockout
 - System automatically locks for corrections
 - After 30 calendar days from receipt of preliminary reports
 - Upon submission of appeals information to ADE by superintendent (via Submission button)

ESEA CAS Navigation

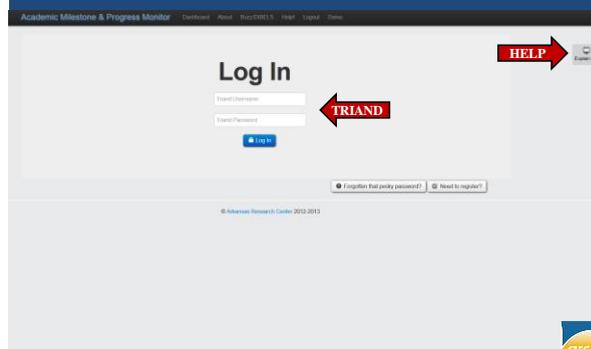
Recommended Internet Browsers

- Mozilla Firefox 15+
- Google Chrome 22+
- Opera 12+
- Safari 5+

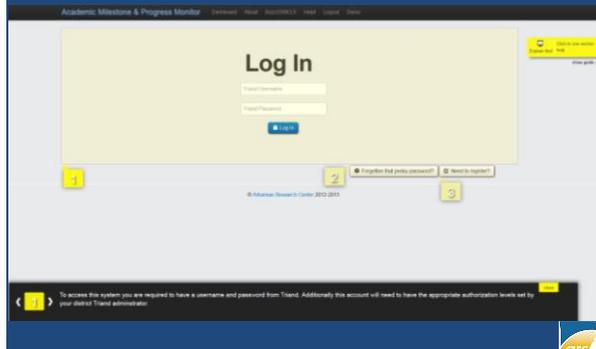
NOTE: Internet Explorer is not a recommended internet browser for use with ESEA CAS. Please refrain from its use with this system if at all possible.

How do I log-in to begin the corrections process?

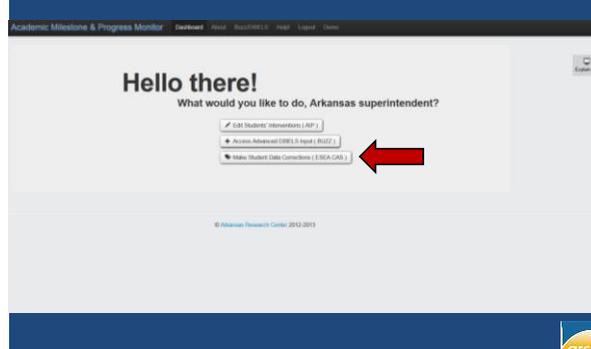
Academic Milestone & Progress Monitor Log-In

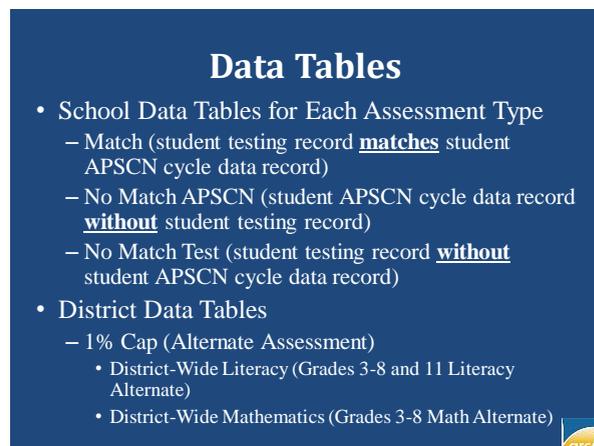
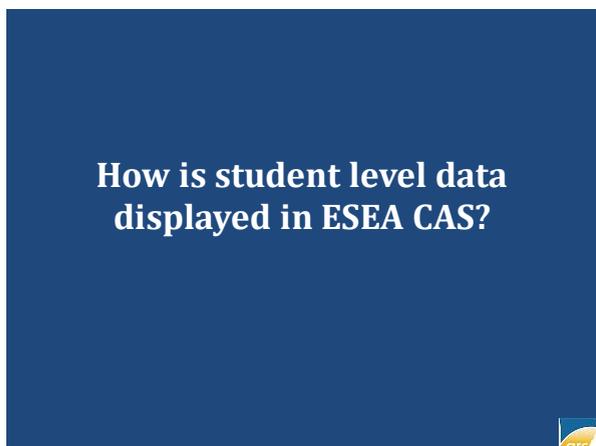
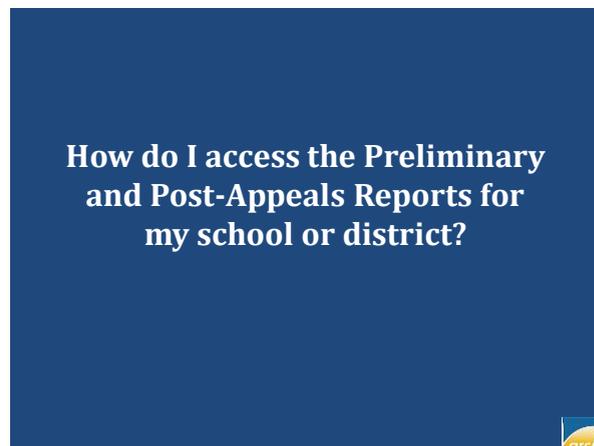


Academic Milestone & Progress Monitor Log-In



Academic Milestone & Progress Monitor Main View





Static Fields for Each Student

- Student Demographic Data
 - National ID (TRIAND ID or Research Generated ID)
 - Questar ID (ID used by Questar for reporting)
 - School LEA assigned
 - Social Security Number
 - Last Name
 - First Name
 - Date of Birth



Possible Editable Fields

- Student Demographic Data
 - Grade
 - Race/Ethnicity
 - Mobility
 - Economically Disadvantaged
 - Special Education (including Monitored Former)
 - Gifted and Talented
 - Limited English Proficient (including First Year in the US and Monitored Former)
- Reason Not Tested
- Alternate ID
- Notes



Possible Data Values

- Gender
 - Female
 - Male
- Race/Ethnicity
 - American Indian/Alaska Native
 - Asian
 - Black/African American
 - Hispanic
 - Native Hawaiian/Other Pacific Islander
 - White
 - Two or More Races/Ethnicities



Possible Data Values

- Yes and No Values
 - Economically Disadvantaged
 - School Mobility
 - District Mobility
 - Gifted and Talented
 - Special Education
 - Limited English Proficient
 - Limited English Proficient (in US less than 1 year)



Possible Data Values

- Monitored Former Special Education
 - No
 - Year 1
 - Year 2
- Monitored Former Limited English Proficient
 - No
 - Year 1
 - Year 2



Alternate ID

- Enables users to provide a more accurate ID for students for tracking purposes
- EXAMPLE OF USE:
 - National ID in CAS does not match the National ID you show in APSCN for a student. Provide that ID in the Alternate ID field for that student.
- Enter ID as a ten-digit number without spaces



Note Field

- Enables users to provide additional information regarding a student
- **EXAMPLES OF USE:**
 - Providing Exit date for students in Monitored Former SPED/LEP status
 - Providing explanation of special circumstance
 - Providing explanation of student demographic changes



Evidence

- ADE will require evidence to be submitted for any requested demographic change.
- **Examples:**
 - Race/Ethnicity (Parent Signature)
 - Monitored Former SPED/LEP Status (Program Exit date in Note field AND evidence supplied)



Reason Not Tested Codes

- 0-Not Applicable
- 1-Absent on ALL days of the test administration, including the make-up test administration
- 2-Expelled/suspended
- 3-Extended hospitalization
- 4-Residential treatment
- 5-Homebound
- 6-Incarcerated
- 7-Juvenile detention
- 8*-Transferred to a different school/district in Arkansas**
- 9*-Moved to a different state/out of country**
- 10*-Enrolled in a home school/private school**

*Documentation must be provided to ADE in an official appeal.



Reason Not Tested Codes

- 11-Student qualified for Alternate Portfolio Assessment but enrolled too late
- 12-Special Education services for home school/private school
- 13*-Withdrew from school or course**
- 14*-Student was incorrectly identified as taking this course**
- 15*-Previously taken the Algebra I EOC, Biology EOC, Geometry EOC, or Grade 11 Literacy Examination**
- 16-Student Refused to Test
- 17*-Deceased**
- 18-School district/school failed to administer the examination
- 19*-Student administered the current year assessment in another school or district**
- 20*-Special Circumstances (include explanation and documentation to ADE)**

*Documentation must be provided to ADE in an official appeal.



Reasons Not Tested that Require Documentation to be provided to ADE

- 8*-Transferred to a different school/district in Arkansas**
- 9*-Moved to a different state/out of country**
- 10*-Enrolled in a home school/private school**
- 13*-Withdrew from school or course**
- 14*-Student was incorrectly identified as taking this course**
- 15*-Previously taken the Algebra I EOC, Biology EOC, Geometry EOC, or Grade 11 Literacy Examination**
- 17*-Deceased**
- 19*-Student administered the current year assessment in another school or district**
- 20*-Special Circumstances (include explanation and documentation to ADE)**



Match Tables

- Indicate a match between student attendance record (APSCN) and the testing record (Questar)
- Goal: Review the demographic information to ensure accuracy and make changes where inaccurate information occurs.
- Remember: Corrections made to student data requires evidence submitted to the ADE in order for the correction to be considered and approved. Use the Note field in CAS to detail any information.



Navigating Student Data Tables

- Sort and Search Capabilities
- Copy, Print, or Download Student Demographic Data

Student Data Table View

Open Search Bar
Sort by Clicking the Header of each column

Search	Name										Mobility				Special Ed					
Edited	School LEA	National ID	QueueID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	District	Gifted & Talented	Current	Medicaid Former	Current	Medicaid Former	
9999002	14212476	14212476	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000	00000000

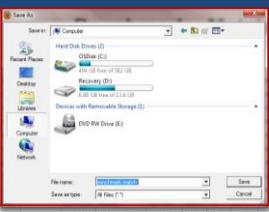
Student Data Table View: Print Options

Copy, Download to Excel, or Print

Student Data Table View: Copying Student Data

TABLE COPIED
Copied 1844 rows to the clipboard

Student Data Table View: Downloading Student Data to Excel



Student Data Table View: Printing Student Data from Browser

PRINT VIEW
Please use your browser's print function to print this table. Press escape when finished.

How do I make corrections to student data?



Editing Student Level Data

- Capability in Match or No Match Tables
- Drop Down Menus for each editable field
- Text Input for Alternate ID and Notes



ESEA CAS Main Page: District Admin View

Corrections and Appeals System

Welcome to CAS

Hello, Arkansas Superintendent!
Welcome to the Corrections and Appeals System, or CAS. If you need help with a feature, click the "Help" button above. From this location you may choose a category to begin making corrections to students within that category.

Click a table below to get started making corrections. Datacells will appear in bold type as they become available.

11th Grade Literacy

Literacy Match
Literacy NoMatch AP/TCN
Literacy NoMatch Test

High School Mathematics

Math Match
Math NoMatch AP/TCN
Math NoMatch Test

←
→

3rd - 8th Grade Benchmark

3-8 Match
3-8 NoMatch AP/TCN
3-8 NoMatch Test

1% Cap

Math 1% Cap
Literacy 1% Cap

[Reports](#)

Your corrections are due in: 155 days, 12 hours.

No evidence file uploaded

[Upload Evidence Document](#)
[Upload Changes with 1% Cap](#)



Student Data Table View

Edited	School LEA	National ID	Questar ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	District	Gifted & Talented	Current	Sp
999902	611728733	611728733			00001291	ACORD	AVERY	110100	05	M	WHT	N	N	N	N	N	N
999901	36907108	36907108			00004719	ACORD	BAILEY	512062	04	F	WHT	Y	N	N	N	N	N
999902	57492765	57492765			00000191	ADAMS	AREON	082097	08	F	WHT	N	N	N	N	N	N
999902	59105082	59105082			00000026	ADAMS	BROCK	010201	05	M	WHT	N	N	N	N	N	N
999902	86243238	86243238			00000347	ADAMS	CRDY	011701	05	F	WHT	N	N	N	N	N	N
999902	95308856	95308856			00002263	ADAMS	DANIEL	102599	05	M	WHT	N	N	N	N	N	N
999902	35342928	35342928			00004831	ADAMS	DAVID	100598	06	M	BLK	Y	N	N	N	N	N
999902	616067571	616067571			00002270	ADAMS	DEALUHY	061096	08	M	WHT	Y	N	N	N	N	N
999902	21843426	21843426			00004852	ADAMS	DESTROY	083001	05	F	WHT	Y	N	N	N	N	N
999901	45147468	45147468			00000975	ADAMS	DEVON	110702	03	M	WHT	N	N	N	N	N	N

Showing 1,844 students

[Refresh](#) [Show Filters](#)



Student Data Table View: Editing Student Data

Select Students

Edited	School LEA	National ID	Questar ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	District	Gifted & Talented	Current	Sp
999902	611728733	611728733			00001291	ACORD	AVERY	110100	05	M	WHT	N	N	N	N	N	N
999901	36907108	36907108			00004719	ACORD	BAILEY	512062	04	F	WHT	Y	N	N	N	N	N
999902	57492765	57492765			00000191	ADAMS	AREON	082097	08	F	WHT	N	N	N	N	N	N
999902	59105082	59105082			00000026	ADAMS	BROCK	010201	05	M	WHT	N	N	N	N	N	N
999902	86243238	86243238			00000347	ADAMS	CRDY	011701	05	F	WHT	N	N	N	N	N	N
999902	95308856	95308856			00002263	ADAMS	DANIEL	102599	05	M	WHT	N	N	N	N	N	N
999902	35342928	35342928			00004831	ADAMS	DAVID	100598	06	M	BLK	Y	N	N	N	N	N
999902	616067571	616067571			00002270	ADAMS	DEALUHY	061096	08	M	WHT	Y	N	N	N	N	N
999902	21843426	21843426			00004852	ADAMS	DESTROY	083001	05	F	WHT	Y	N	N	N	N	N
999901	45147468	45147468			00000975	ADAMS	DEVON	110702	03	M	WHT	N	N	N	N	N	N

Showing 1,844 students

[Refresh](#) [Show Filters](#)



Student Data Edit View

Edit Table Row

District LEA: 9999000 First Name: CRDY

School LEA: 9999002 Last Name: ADAMS

National ID: 86243238 SSN: 00000347

Questar ID: 86243238 PreID: D.O.B.: 011701

Alternate ID:

Grade:

Gender:

Ethnicity:

Economic Disadvantage:

School Mobility:

[Cancel](#) [Save Corrections](#)



Student Data Edit View

Student Data Edit View

Student Data Table View: Editing Student Data

Edited	School LEA	National ID	Questar ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	Student	Gifted & Talented	Current	M
	9999002	611728733	611728733	X0001291	ACORD	AVERY	110100	05	M	WHT	N	N	N	N	N	N	N
	9999001	369807588	369807588	X0004710	ACORD	BAILEY	613602	04	F	WHT	Y	N	N	N	N	N	N
	9999002	57892155	57892155	X0009191	ADAMS	AREON	083097	08	F	WHT	N	N	N	N	N	N	N
	9999002	59193082	59193082	X0009226	ADAMS	BROCK	031201	05	M	WHT	N	N	N	N	N	N	N
X	9999002	862432938	862432938	X0008347	ADAMS	CINEY	011701	05	F	WHT	Y	N	N	N	N	N	N
	9999002	95389558	95389558	X0002383	ADAMS	DANIEL	102599	06	M	WHT	N	N	N	N	N	N	N
	9999002	35342928	35342928	X0004831	ADAMS	DAVID	100998	06	M	BLK	Y	N	N	N	N	N	N
	9999002	619657571	619657571	X0002710	ADAMS	DEJAUNY	061996	08	M	WHT	Y	N	N	N	N	N	N
	9999002	21843626	21843626	X0004552	ADAMS	DESTINY	063001	05	F	WHT	Y	N	N	N	N	N	N
	9999001	45147360	45147360	X0000975	ADAMS	DEVON	110702	03	M	WHT	N	N	N	N	N	N	N

Student Data Table View: Show Edit History

Student Edit History View

ID	Last Name	First Name	preid_used	dob	grade	gender	ethnicity	ses	school_mobile	dis
X0008347	ADAMS	CINEY	Y	01170105	F	WHT	N	N	N	N
X0008347	ADAMS	CINEY	Y	01170105	F	WHT	N	N	N	N

How do I select students for the 1% Cap in both Literacy and Math in my district?

DISTRICT ADMIN ONLY

District 1% Cap Table View: Selecting Students

Select Students ↓

Available 1% - Literacy

School LEA	National ID	Quarter ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ Dis.	Special Ed.	Current	v1	Modified	Former	No Test Code
800001	1400000	1400000	00000001	00000001	00000001	00000001	01/01/00	10	M	WHT	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000002	00000002	00000002	01/01/00	10	F	BLK	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000003	00000003	00000003	01/01/00	10	M	WHT	N	Y	N	N	N	N	00

Showing 27 students. You have selected 15 out of 27 for your 1% cap.

District 1% Cap Table View: Selecting Students

Available 1% - Literacy

School LEA	National ID	Quarter ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ Dis.	Special Ed.	Current	v1	Modified	Former	No Test Code
800001	1400000	1400000	00000001	00000001	00000001	00000001	01/01/00	10	M	WHT	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000002	00000002	00000002	01/01/00	10	F	BLK	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000003	00000003	00000003	01/01/00	10	M	WHT	N	Y	N	N	N	N	00

Showing 27 students. You have selected 15 out of 27 for your 1% cap.

Active Button ↑

District 1% Cap Table View: Selecting Students

Available 1% - Literacy

School LEA	National ID	Quarter ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ Dis.	Special Ed.	Current	v1	Modified	Former	No Test Code
800001	1400000	1400000	00000001	00000001	00000001	00000001	01/01/00	10	M	WHT	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000002	00000002	00000002	01/01/00	10	F	BLK	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000003	00000003	00000003	01/01/00	10	M	WHT	N	Y	N	N	N	N	00

Showing 27 students. You have selected 11 out of 27 for your 1% cap.

Inactive Button ↑

District 1% Cap Table View: Selecting Students

Available 1% - Literacy

School LEA	National ID	Quarter ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ Dis.	Special Ed.	Current	v1	Modified	Former	No Test Code
800001	1400000	1400000	00000001	00000001	00000001	00000001	01/01/00	10	M	WHT	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000002	00000002	00000002	01/01/00	10	F	BLK	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000003	00000003	00000003	01/01/00	10	M	WHT	N	Y	N	N	N	N	00

Showing 27 students. You have selected 15 out of 27 for your 1% cap.

Active Button ↑

District 1% Cap Table View: Selecting Students

Success Notification → **Success**

15 students have been successfully added to the 1% cap table.

Available 1% - Literacy

School LEA	National ID	Quarter ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ Dis.	Special Ed.	Current	v1	Modified	Former	No Test Code
800001	1400000	1400000	00000001	00000001	00000001	00000001	01/01/00	10	M	WHT	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000002	00000002	00000002	01/01/00	10	F	BLK	N	Y	N	N	N	N	00
800001	1400000	1400000	00000001	00000003	00000003	00000003	01/01/00	10	M	WHT	N	Y	N	N	N	N	00

Showing 27 students. You have selected 15 out of 27 for your 1% cap.

How can I upload appeals evidence through ESEA CAS?

DISTRICT ADMIN ONLY

ESEA CAS Main Page: District Admin View

Welcome to CAS

Hello, Arkansas Superintendent!
 Welcome to the Corrections and Appeals System, or CAS. If you need help with a feature, click the "Help" button above. From this location you may choose a category to begin making corrections to students within that category.

Click a table below to get started making corrections. Datasets will appear in bold type as they become available.

11th Grade Literacy Literacy Math Literacy Math AP/SCN Literacy Math Test	High School Mathematics Math Math Math Math AP/SCN Math Math Test
3rd - 8th Grade Benchmark 3-8 Math 3-8 Math AP/SCN 3-8 Math Test	1% Cap Math 1% Cap Literacy 1% Cap

Your corrections are due in: 155 days, 12 hours
 No evidence file uploaded

Upload Evidence Modal View

Upload Evidence Document

You may upload a single PDF or JPEG document to this system, which contains all of the evidence for changes you have made. If you do not wish to upload your evidence to this system, you may still mail in your evidence by traditional snail mail.

Select File: No file selected

Upload Evidence Modal View: Selecting Document for Upload

File Upload

Organize + Favorites

Desktop 484 Bytes

Downloads 855 Bytes

Dropbox 1.61 KB

Recent Places 363 Bytes

SkyDrive 648 Bytes

File name: All Files

Choose ONE Document to Upload (PDF or JPEG)

Upload Evidence Modal View: Selecting Document for Upload

Upload Evidence Document

You may upload a single PDF or JPEG document to this system, which contains all of the evidence for changes you have made. If you do not wish to upload your evidence to this system, you may still mail in your evidence by traditional snail mail.

Select File: ESEA Flexibility ... icf.0

Document Ready

Evidence Uploaded

Welcome to CAS

Hello, Arkansas Superintendent!
 Welcome to the Corrections and Appeals System, or CAS. If you need help with a feature, click the "Help" button above. From this location you may choose a category to begin making corrections to students within that category.

Click a table below to get started making corrections. Datasets will appear in bold type as they become available.

11th Grade Literacy Literacy Math Literacy Math AP/SCN Literacy Math Test	High School Mathematics Math Math Math Math AP/SCN Math Math Test
3rd - 8th Grade Benchmark 3-8 Math 3-8 Math AP/SCN 3-8 Math Test	1% Cap Math 1% Cap Literacy 1% Cap

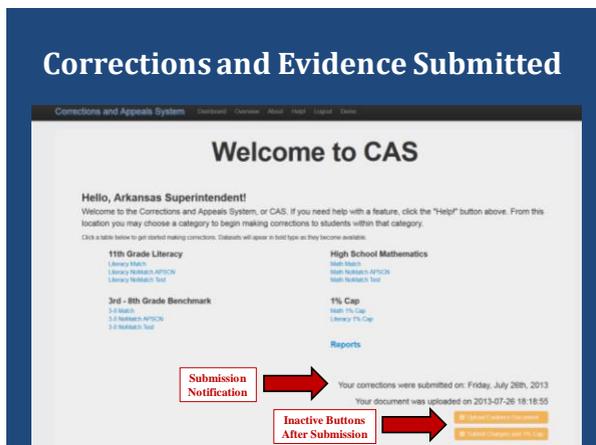
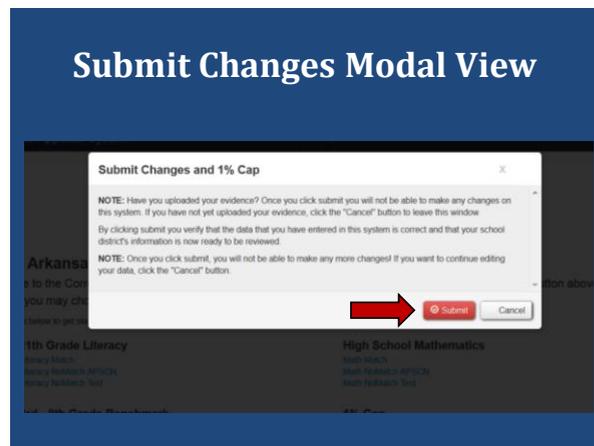
Your corrections are due in: 155 days, 6 hours

Your most recent evidence document file (ESEA Flexibility Evidence (Arkansas School District-9999000).pdf) was uploaded on: 2013-07-26 18:18:55

Upload Notification

How do I submit my data corrections and 1% Cap for both Literacy and Math in ESEA CAS?

DISTRICT ADMIN ONLY



- Gotta Love the Quirks!**
- Quirks and snags will probably occur in the system.
 - These occur in every newly-developed software program and even in legacy software programs (i.e., Microsoft Windows XP).
 - Revisions and system updates will occur based on feedback from users.
 - System integrity, however, remains intact.

Contact Information

Dr. Christopher Barnes
Assessment & Accountability Coordinator
Arkansas Research Center
1355 Dave Ward Drive, Suite 102
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QUESTIONS?

