ESEA Corrections and Appeals System (ESEA CAS) Training

Dr. Christopher Barnes Arkansas Research Center



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)



	School: ARKANSJ LEA: 9999999 Address: 123 SES/ Attendance (3 QTI		Principal Orades: N, AR 70000 Enrollm			formation
OVERALL SCHOOL STATUS:	Poverty Rate:34.6	• •	Scho	ol Accountab	ility Status	
		PERCEN	T TESTED		-	
PERCENT TESTED STATUS:	ACHIEVING	1 Inclus				
		LITERACY			MATHEMATICS	
SEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	719	747	96.25	1085	1128	
argeted Achievement Gap Group	254	264	96.21	348	362	
ESEA Subgroups	N Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	151	157	96.18	204	211	
Tispanie	54	56	96.43	72	74	
N'hite	493	516	95.54	791	824	
Sconomically Disadvantaged	229	239	95.82	315	325	
inglish Language Learners	23	24	95.83	31	32	
Students with Disabilities	56	58	96.55	75	78	
Percent Tester Inform		/				

			STUDENT	PERFORMANC	E LITERACY					
LITERACY STATUS:	ACHIEV								CE LITERAC	
SEA Plexibility Indicators	# Achieved	# Tested		E LITERACY 2013 AMO	90TH PCTL	# Achieved	# Tested		2013 AMO	90TH PCT
USEA Plexinity Indicators	# Actorves 671	# Tested	Percentage 93.32	2013 AMO 85.08	901H PCIL 90.94	# Achieved 421	# Tested	Percentage 94.82	2013 AMO 85.27	901H PC1 92.59
					90.95					92.59
argeted Achievement Gap Group	211	254	83.07	68.41 2013 AMO		118	155	76.13	68.30	
Inee Year Average Performance	# Achieved	# Tested 2137	Percentage 87.93		90TH PCTL	# Achieved	# Tested 1354	Percentage	2013 AMO 89.00	90TH PCT
All Students	1879	2137	87.93	85.08	90.95	1205	1354	89,00	89.00	92.59
Fargeted Achievement Gap Group	561			68.41						
ESEA Subgroups	# Achieved	# Tested	Percentage		AMO	# Achieved	# Tested	Percentage		AMO
African American	128	151	84.77		1.23	84	95	88,42		.94
tispanie	45	54	80.33		1.81	30	35	85.71		.54
Vhite	478	493			1.05	305	313			2,47
Iconomically Disadvmtaged	192	229			.09	124	141			.99
Inglish Language Learners	16	23			117	12	15			1.17
Students with Disabilities	3.5	56	62.50	34	1.44	19	27	70.37	35	.65
			STUDINT BU	DECENTANCE	MATHEMATE	-				
MATHEMATICS STATUS:	ACHIEV		DIGDENTIL	id of an article	- nournemourn					
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SEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Texted	Percentage	2013 AMO	90TH PCT
All Shudards	082	1084	00.51	90.14	91.41	476	\$12	89.47	88.20	10.90
Darasted Achievement Ose Oroup	261	348	75.00	74.39	11.51	130	171	76.02	72.89	00100
Dree Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCT
All Students	2946	3278	89.87	90.14	91.41	1458	1642	88.79	88.29	\$0.90
Fargeted Achievement Gap Group	754	1017	74.14	74.39	91.51	381	\$10	24.71	72.89	60,10
INTA Subgroups	# Achieved	# Tested	Percentage		AMO	# Achieved	# Tested	Percentage		AMO
African American	144	204	70.59		46	72	98	23.47		32
timmic	144	204	81.94		1.04	28	90	82.35		1.72
anpanie B/hite	765	74	96.71		1.72	28	382	04.44		1.63
Scenomically Disadvantaged	242	315	76.83		1.72	365	151	77.48		1.77
inglish Language Learners	242	315	70.63		.35	117	151	77,68		1.63
inglish Language Learners Students with Disabilities	38	75	50.67		138	11	36	73.33		.88

Glauu	ation Rat	te (when	Арри	icabii	J
	2012	SCHOOL ORADUATION RATE			
GRADUATION RATE STATUS:	ACHIEVING	A CONTRACTOR OF			
		2012 SCHOOL ORAL	DUATION RATE		
ESEA Flexibility Indicators	# Actual Oraduates	# Expected Oradiates	Percentage	2012 AMO	90TH PCTL
All Students	191	229	83.41	83.11	93.55
Departed Achievement Oap Oroup	69	84	82.14	80.45	
Three Year Average Performance	# Actual Oraduates	# Expected Oradiates	Percentage	2012 AMO	90TH PCTL
All Students	576	690	83.48	83.11	93.55
argeted Achievement Oop Oroup	209	255	81.96	80.45	
ESEA Subgroups	# Actual Oraduates	# Expected Oraduates	Percentage	2013	2 AMO
African American	45	58	77.59		7.35
tiopanic	12	15	80.00		0.93
White	131	150	87.33		6.42
Sconomically Disadvantaged	48	65	73.85		6.75
English Language Learners	7	9	77.78		5.50
Students with Disabilities	25	33	75.76	7:	5.18

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:
 - <u>BOTH</u> all students and Targeted Achievement Gap Group (TAGG) in status performance <u>OR</u>
 - <u>BOTH</u> 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
- <u>Number Expected</u> derived by all students enrolled on first day of testing (including mobile students)
- <u>Number Attempted</u> derived by the number of students with at testing record
- Must be 95% for both Literacy and Math

Status Performance

- Number Achieved <u>DIVIDED BY</u> 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 statemandated 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

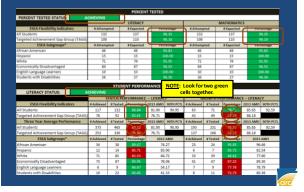
- District Level Literacy and District Level Math
- District Level Literacy includes the Literacy portions of the Alternate Portfolio Assessments in Grades 3-8 and Grade 11
- District Level Math includes the Math portions of the Alternate Portfolio Assessments in Grades 3-8
- Only non-mobile students 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
 <u>DIVIDED BY</u> 100 (Rounded down)
- District Level Math
 - Number of Students Tested in Math in District
 <u>DIVIDED BY</u> 100 (Rounded down)

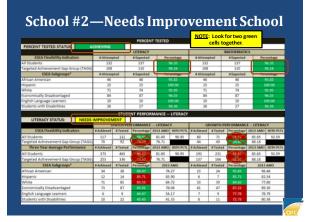
School Accountability Examples

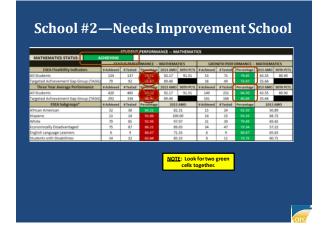
School #1—Achieving School



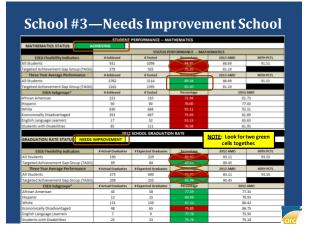
School #1—Achieving School







		PERCENT		IOTE: Look fo cells tog		
PERCENT TESTED STATUS:	CHIEVING	LITERACY			MATHEMATICS	_
ESEA Flexibility Indicators	RAttempted	#Expected	Percentere	#Attempted	#Expected	Percentage
All Students	570	587	97.10	1096	1128	97.16
Fargeted Achievement Gap Group (TAGG)	219	230	95.22	503	528	95.27
ESEA Subgroups*	# Attempted	# Expected	Percentage	# Attempted	#Expected	Percentage
African American	138	143	96.50	310	321	96.57
Hispanic	33	34		80	84	95.24
White	38	402	9.45	684	699	97.85
Economically Disadvantaged	189	198	95.45	467	487	95.89
English Language Learners	11	11	100.00	32	33	96.97
Students with Disabilities	67	70		111	116	95.69
	STU	DENT PERFORM	ANCE LITERACY			
LITERACY STATUS:	CHIEVING					
		,	STATUS PERFORM	AANCE LITERACY		
ESEA Flexibility Indicators	# Achieved	# Tested	Perce Perce	entage i	2013 AMO	90TH PCTL
All Students	461	570	8).88	76.06	90.95
Fargeted Achievement Gap Group (TAGG)	135	219	6	L.64	54.37	
Three Year Average Performance	# Achieved	# Tester	-	and and a second se	2013 AMO	90TH PCTL
All Students	1293	1738		142	76.06	90.95
	327	650		1.11	54.37	
	# Achieved	# Tested	Pero	entage	2013 A	MO
				5.67	51.4	7
Targeted Achievement Gap Group (TAGG)	92	138				
Targeted Achievement Gap Group (TAGG) ESEA Subgroups* African American		138		1.64	54.1	7
Targeted Achievement Gap Group (TAGG) ESEA Subgroups* African American Hispanic	92		61		54.1 87.6	
Fargeted Achievement Gap Group (TAGG) ESEA Subgroups* African American Hispanic White	92 21	33	6	1.64		8
Targeted Achievement Gap Group (TAGG) ESEA Subgroups*	92 21 340	33	6 8 6	7.63	87.6	8 5



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)

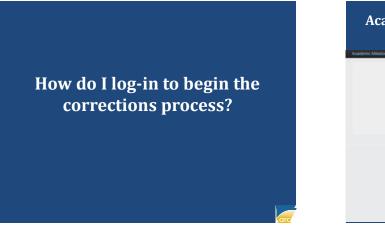
ESEA Corrections and Appeals System (CAS) Training

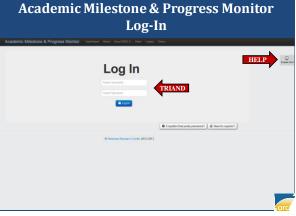


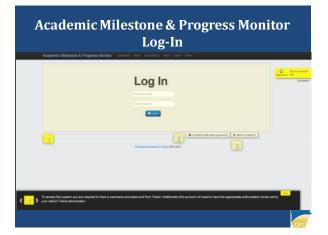
Recommended Internet Browsers

- 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.









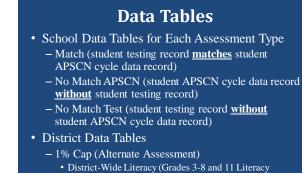
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How is student level data displayed in ESEA CAS?



- Alternate)
- District-Wide Mathematics (Grades 3-8 Math Alternate)

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 <u>AND</u> 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

 $20\ensuremath{\text{\ast}-\text{Special}}$ 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.

No Match APSCN (Cycle Reporting)

- Indicates a student attendance record (APSCN) present but no testing record (Questar) found
- GOAL: Review the demographic information to ensure accuracy.
- <u>ADD</u> Alternate ID if the National ID is incorrect
- Check the Reason Not Tested Code to ensure that the correct reason is provided
- Make notes in the note field to provide more detailed information and submit evidence

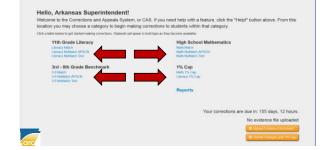
No Match Test (Questar Reporting)

- Indicates a testing record (Questar) present but no attendance record (APSCN) found
- GOAL: Review the demographic information to ensure accuracy.
- <u>ADD</u> Alternate ID if the National ID is incorrect
- Make notes in the note field to provide more detailed information



ESEA CAS Main Page: District Admin View

Welcome to CAS



Student Data Table View

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How do I navigate the student data tables in ESEA CAS?

Navigating Student Data Tables

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

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Student Data Table View: Print Options

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10	10089	25002-6337	350104207		200003538	HARD?	SELEDY	102134	н.,	F	WHIT	¥.	N	18	N	.91	N		н	11	
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Student Data Table View: Copying Student Data

	726733	Questarid ID 611726733	Alternate ID	\$5N	Last	First	DOB									
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02 591	1035062	691035062		300	Co	pled 1844 ros	is to the	cipboar	d.		£	N	N	N.	N	
02 812	1432938	812432938		xo							r	N	N	N	N	
02 9590	286556	959286556		xo								N	N	N:	14	
02 353	429226	353429226		3000004831	ADAMS	DAVAD	100696	46	м	BLK	¥.	N	N	N	N	
02 610	057571	610057571		3000012710	ADAMS	DEJAUNY	061096	08	м.	WHT	Y	N	N	N.	N	
02 216	1434526	218434526		XXXXX4552	ADAMS	DESTINY	053031	05	1	WHT	Y.	N	N	N.	N	
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Student Data Table View: Downloading Student Data to Excel

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Student Data Table View: Printing Student Data from Browser

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Edited	School LEA	National ID	Questarid ID	Alternate ID	SSN	Lost	Fint	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	District	Gifted & Talented	Current	1
	9999902	\$11726733	611726733		X00001291	ACORD	AVERY	110100	95	M	WHE	B.	<u>N</u>	N	8	21	i
	9999001	360307608	369007568		200006710	ACORD	BALEY	012602	04	F	WHIT	¥.	N	N	N	N.	
	9999002	575892155	675892155		3000039191	ADAMS	AREON	083097	08	F	WHT	ы	N	N	N	Ν.	9
	99999102	691036062	691036462		X02008356	ADAMS	RECOV	431301	AL	44	MART	14	N	N	N.	N	1
X .	9999102	862432938	862432938		2000							Y.	N	N	N	N	į,
	9999002	959286556	959286556		200		PRINT	VIE	W			16	N	Ν.,	N .	N	į,
	9999002	353429225	353429226		X00							Y	N	N	N	81	1
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	9999002	168515783	160615783		X000084803	ADAMS	HUNTER	101598	05	м	WHT	¥.	N	Ν	8	11	1
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	9999002	776701264	776701264		2000011714	ADAMS	MALLORY	122100	95	F	WHT	¥.	14	N.:	N	N	1
	9999001	154355912	154355312		X00001896	ADAMS	PRYTEN	061702	04	м	WHT	Y	74	N	N	N	1
	5959002	119875497	119879497		2000018456	ADAMS	ROYUNNA.	630899	07	F	WHT	N	N	Ν	N	N	1
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ESEA Corrections and Appeals System (CAS) Training

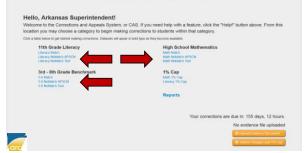
How do I make corrections to student data?

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

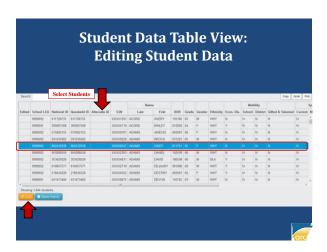
ESEA CAS Main Page: District Admin View

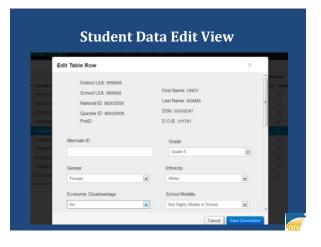
Welcome to CAS



Student Data Table View

	chool (FA					No	me						Mol	sility			- 51
95		National ID	Questarid ID	Alternate 10	558	Lest	First	DOB	Grade	Gender	Ethnicity	Écon. Dis.	School	District	Gitted & Talented	Curren	-
	999002	611726733	611726733		3000001291	ACORD	AVERY	110100	05	M	WHT	14	N	24	14	14	
91	999001	300007600	807500880		2000014710	ACORD	BALEY	012002	04	Ŧ	WHT	¥.	N	N	N	N	
93	099602	575892155	575892155		X00009191	ADAMS	AREON	083097	48	F	WHT.	N .	N	N	N.	N	
91	191002	591035062	691035062		1000019226	ADAMS	BROOK	031201	05	м	WHT	N	N	14	14	14	
91	999002	062432930	852432930		300008347	ADAMS	CNDY	011701	05	F	WHT	N	N	14	14	N	
99	999002	951236556	958286366		100002363	ADAMS	DAVIEL.	102599	06	м	WHI	N	N	14	N	14	
93	999002	353429229	353429226		200004831	ADAMS	DAVID	100698	05	м	BLK	¥.	N	N	16	N	
93	999002	610057571	610057571		300002710	ADAMS	DEJAUNY	061036	05	6.5	15947	٧	N	14	N	N	
95	999002	210434526	218434526		300004652	ADAMS	DESTINY	063001	05	۴	WHI	Y	N	N.	14	N	
99	999001	451473460	451473400		XXXXXX0975	ADAMS	DEVON.	110702	03	м.	WHIT	14	N	11	N	11	٦.
	1 044 studen			10	10.1		-111				-						





Arkansas Research Center

E	dit Table Row		c
Oisvetarti Sti 172473 Schoortso Srisso 11 Si 10056 Si 20057 Si 200	District LEA: 9999000 School LEA: 9999002 National ID: 802432538 Questar ID: 802432538 PreID: Alternate ID	First Name: CHDY Last Name: ADAMS SSN: XXXXX3347 D.O.B.: 011701 Grade Grade 5	n abrilly n Division n n n n n n n n n n n n n
21643452	Gender	Ethnicity	
45147348	Female	• White •	182

Edit Table Row		X	
No	No	•	a oblin
Monitored Former LEP	Student Not Tested Reason		
36900750 No	00 - Not Applicable		1.1
57599215 Notes:			
5622659 3534792 6106779 4544736 454736			

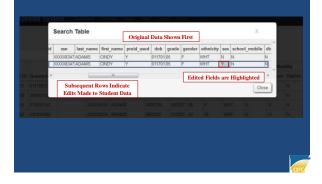
Student Data Table View: Editing Student Data

		S	uccess			Success!										
		Not	ification	-												
	STREET LEFT	TRADICIDES INC	QUESCITO IN ADDITION	10 538	Lass	Click to class	000	Graue	Cannor	contractory	ECOIL DIS	action	UNITE	GINES & TRIVING		
3	\$101666	611726733	611729733	X00XX1291	ACORD	AVERY	110100	05	м	WHIT	N	N	Ν.	N	N	
9	9999001	369007508	369007608	300004718	ACORD	BALEY	012602	04	P.	WHE	¥	N	N :	N	N	
9	9999002	675892155	575892155	2000009151	ADAMS	ARIEON	083097	08	F.	WHT	N	N	Ν.	N	N	
9	500666	691035062	591035062	300000150226	ADAMS	BROCK	031201	05	M	WHT	24	N	N.	N	N	
	1999002	862432938	862432938	X00000E347	ADAMS	CINDY	011701	0 5	F	WHT	¥	21	N	н	N	
9	9999002	959286556	959286556	10000(2363	ADAMS	DANEL.	102599	05	M	WHT	N	N	N:	N	N	
9	9991032	353429226	353429226	X00004831	ADAMS	DAMD	100598	05	м	BLK	γ.	14	N.	N	N.	
9	9999032	610057571	610057571	300002710	ADAMS	DEJAUNY	061895	08	м	WHT	Υ.	N	Ν.	11	Ν.	
9	9999032	218434526	218434526	1000044552	ADAMS	DESTINY	063001	05	F	WHT	Y	Ν.	N.	н	N	
9	9999001	451473460	451473460	X000000975	ADAMS	DEVON	110702	03	M.	WHIT	14	22	52	н	21	
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Student Data Table View: Show Edit History

dited 5						Na	me						Mol	sility			
	School LEA	National ID	Questarid ID	Alternate ID	SSN	Last	First	DOB	Grade	Gender	Ethnicity	Econ. Dis.	School	District	Gifted & Talented	Curre	int
9	9999002	611726733	611726733		3000001291	ACORD	AVERY	110100	05	м	WHT	N	N	N	N	N	
9	9999001	369007508	369007508		3000064710	ACORD	BALEY	012602	04	P.	WHIT	٧	N	N	N	N	
9	9999002	676892155	675892155		3000019191	ADAMS	AREON	083097	08	F	WHIT	N	N	N	N	N	
9	9999002	691035062	691035062		3000019226	ADAMS	BROCK	031201	05	м	WHT	N	N	N	N	Ν	
1	9999402	862432938	862432938		300008347	ADAMS	CNDY	011701	05	7	WHIT	٧	N	N	н	N	
9	99990102	959200555	959286566		30000(2363	ADAMS	DANEL	102699	06	м	WHT	N	N	N	N	Ν	
9	9999002	353429225	353429226		3000064831	ADAMS	DAMD	100698	06	м	BLK	Y	N	N	N	N	
9	9999002	610057571	610057571		30000(2710	ADAMS	DEJAUNY	061895	08	м	WHT	Y	N	N	N	Ν	
9	9999002	218434525	218434526		300004552	ADAMS	DESTINY	063001	05	F	WHT	Y	N	N	N	N	
8	9999001	451473460	451473460		3000018975	ADAMS	DEVON	110762	03	м	WHT	N	N	N	N	N	
Showing	1,844 studen																

Student Edit History View



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

DISTRICT ADMIN ONLY



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															Ontry Excat
front The		Albertain (1)		1 and		100	and .	Center	Cheleford	Gross Dia	Search Cd	Current	1.0		Comm.
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District 1% Can Table View

District 1% Cap Table View: Selecting Students



District 1% Cap Table View: Selecting Students

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District 1% Cap Table View: Selecting Students



District 1% Cap Table View: Selecting Students

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District 1% Cap Table View: Selecting Students

District 1% Cap Table View: Selecting Students



District 1% Cap Table View: Selecting Students



District 1% Cap Table View: Selecting Students



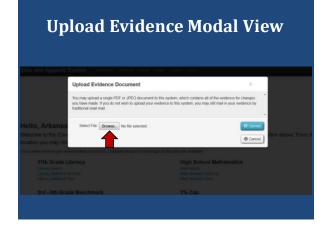
District 1% Cap Table View: Selecting Students

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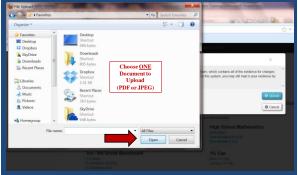
How can I upload appeals evidence through ESEA CAS?

DISTRICT ADMIN ONLY

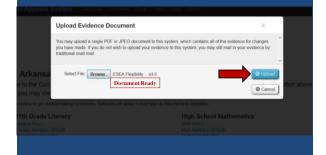
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Upload Evidence Modal View: Selecting Document for Upload

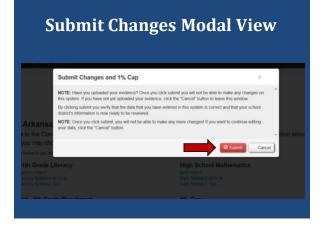


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How do I submit my data corrections and 1% Cap for both Literacy and Math in ESEA CAS?

DISTRICT ADMIN ONLY

Distric	AS Main Page: t Admin View
Corrections and Appeals System Outcom Over Weico	ome to CAS
Hello, Arkansas Superintendent! Welcome to the Corrections and Appeals System, or Cr location you may choose a category to begin making or Citic a table bale to get table melling controls. Datasets all gene in t 1110 Grade Literary Litrary Mark 1 Strary Mark	
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Corrections and Evidence Submitted



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 Conway, AR 72034 Phone: (501) 852-2296 Email: christopher.barnes@arkansas.gov

