

Arkansas ESEA Flexibility

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School Performance Unit
August 2014



What Are ESEA and NCLB?

- The Elementary and Secondary Education Act (ESEA) was passed in 1965 to provide federal funds to reduce achievement gaps between economically disadvantaged students and middle class students.
- No Child Left Behind (NCLB) was created by congress to reauthorize ESEA. This was signed into law by George W. Bush in January of 2002.
- NCLB had Proficiency targets that were the same for all schools based on state averages.
- NCLB targets increased by around eight percent per year. By 2014, the proficiency targets were 100 percent.

Why Request Flexibility?

- If a school missed the NCLB proficiency targets for several years, they had to use twenty percent of their Title I Part A funds on school choice and supplemental educational services. They also had to spend ten percent of their Title I Part A funds on professional development.
- Under Flexibility, schools are not required to spend their Title I Part A funds on school choice, supplemental educational services and professional development.
- Flexibility targets are unique to each school. Targets were created based on each school's performance in 2011.
- The Arkansas ESEA Flexibility Request was approved by the US. Department of Education on June 29, 2012.



Reduce Gaps

- To calculate the proficiency gap, each school's percent proficient and advanced in year 2011 was subtracted from 100.
- The graduation rate gap for 2010 was subtracted from 100 to get the graduation rate gap.
- Annual Measurable Objectives (AMOs) were calculated to reduce proficiency, growth and graduation rate gaps by fifty percent by year 2017.

Annual Measurable Objectives (AMOs)

If the percent proficient and advanced in 2011 was 76%, the proficiency gap was 24% ($100-76$). The proficiency gap must be cut in half in six years - reduced by 12% ($24/2$) during the six years. The yearly reduction would be 2% ($12/6$). Therefore, the 2012 AMO would be 78% proficient and advanced. The 2013 AMO would be 80% proficient and advanced.

Amendment to Arkansas Flexibility, October of 2012

- Schools get credit for meeting AMOs if they reach the 90th percentile of the state distribution for performance or growth and graduation rate (for high schools). The 90th percentile of distribution is shown below:
- Literacy Performance 91 percent
- Math Performance 92 percent
- Literacy Growth 93 percent
- Math Growth 81 percent
- Graduation Rate 94 percent

Growth Used in ESEA Calculations

- Growth trajectories show scores that students need each year in order to be proficient by the eighth grade.
- Match student identification numbers from the last test to their grade 3 growth calculations.
- Percentage meeting growth is the number of students in a school that met growth divided by the number applicable for growth. If a student is highly mobile or a match is not found based on student identification numbers, the number applicable for growth is reduced.

Mobile Students

- Not continuously enrolled in the same school from October 1 through the date of the test.
- Mobile students are included in percent tested calculations.
- Mobile students are not included in percent proficient and percentage meeting growth.



Targeted Achievement Gap Group (TAGG)

- TAGG includes Economically Disadvantaged Students, English Learners and Students with Disabilities.
- A student is only counted once in the TAGG even if he is in more than one TAGG subgroup.
- Non-TAGG students are the students who are not in a TAGG student subgroup.



Four-Year Adjusted Cohort Graduation Rate

- The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.
- Students who repeat a grade starting with grade 9, then transfer to a different school, are not added to the cohort of the receiving school.
- Arkansas uses lagging graduation rates so that students who graduate by August 15 can be included as graduates. Lagging means that graduation rates are one year behind other accountability measures. The 2013 graduation rate is used in reports along with test scores from 2014.

Cohort Graduation Rate Websites

- Graduation rates for years 2010 through 2013 are available on the School Performance website:
<http://www.arkansased.org/divisions/public-school-accountability/school-performance/graduation-rate>.
- US. Department of Education federal guidance on graduation rate calculation is on website:
http://www.arkansased.org/public/userfiles/Public_School_Accountability/School_Performance/Federal_Guidance_for_High_School_Graduation_Rate_USDOE_Non-Regulatory_Guidance.pdf.

Flexibility Labels

- Achieving
- Needs Improvement
- Needs Improvement Focus
- Needs Improvement Priority
- Exemplary

Achieving and Needs Improvement

- To be Achieving, both the All Students group and TAGG meet AMOs for Performance, or both groups meet AMOs for growth.
- Percent tested must be at least 95 percent for both the All Students group and TAGG.
- Graduation Rate targets must be met for both the All Students group and TAGG.
- If a school does not meet requirements to be achieving, then they are classified as needs improvement.

Needs Improvement Focus

- Focus schools include 10% of Title I schools with the largest TAGG/Non-TAGG gaps. Non-Title I schools with the same size gaps were also included.
- Achievement gaps were calculated by subtracting the three year TAGG percent proficient and advanced in math and literacy from the Non-TAGG three year percent proficient and advanced in math and literacy within each school. If the school Non-TAGG group was less than minimum N (25), the median of all schools' Non-TAGG (88.8%) was compared to the school TAGG.
- The three year TAGG percent proficient and advanced (prof) is the number (#) of TAGG students prof in 2011 for math plus # prof in 2011 for literacy plus # prof in 2010 for math plus # prof in 2010 for literacy plus # prof in 2009 for math plus # prof in 2009 for literacy divided by the number of TAGG students tested in math and literacy in 2009, 2010 and 2011.
- To exit Focus or Priority, a school must meet AMOs for two consecutive years for All Students and TAGG, have percent tested 95% and make satisfactory progress on their Targeted Improvement Plan or Priority Improvement Plan.

Added Ranks for Priority Label

- A. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2011. Each school was assigned a rank based on this order with 1 representing the best.
- B. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2011. Each school was assigned a rank based on this order with 1 representing the best.
- C. An overall rank for 2011 academic achievement was obtained by summing the ranks for math and literacy.
- D. Calculate 2010 and 2009 overall ranks.
- E. A 3-year progress ranking was obtained by summing the 2009, 2010 and 2011 overall rank values.
- F. A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2011 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2011 performance was weighted .80.

Priority - Sample Calculation

- Three year total rank = 2011 math rank (914) + 2011 literacy rank (963) + 2010 math rank (967) + 2010 literacy rank (957) + 2009 math rank (939) + 2009 literacy rank (922) = 5662.
- Weighted Rank Value (WRV) = 7164 = 3 Year Total Rank (5662) + .80 * 2011 Total Rank (1502).
- Schools with a Weighted Rank Value greater than 7100 were identified as Priority Schools.
- Priority schools are the lowest five percent of Arkansas Title I Schools based on proficiency from 2009 through 2011. Non-Title I schools with commensurate low performance were also Priority schools.
- Tier I or Tier II schools using SIG funds for a school improvement model were Priority schools.

Exemplary Performance

- Divide the number of non-mobile students who were at least proficient for math and literacy for 2009 through 2011 by the number of non-mobile students tested during the 3 years.
- 2011 Exemplary schools were at or above the 99th percentile (grades K-5) or the 95th percentile (grades 6-8 and 9-12). Schools were eliminated for significant gaps in subgroup performance or graduation rates. Schools were not exemplary if percent tested was less than 95 percent or graduation rates were less than the state median graduation rate (83.78). Starting in 2012, all subgroups with at least 25 students had to meet growth and performance AMOs to remain exemplary.

Exemplary Progress

- Divide the number of non-mobile students who were at least proficient for math and literacy for 2008 through 2010 by the number of non-mobile students tested during the 3 years.
- For progress, subtract the 2008 through 2010 weighted average percent proficient from the one for 2009 through 2011.
- Calculate the distribution of progress. Exemplary schools were at or above the 99th percentile (grades K-5) or the 95th percentile (grades 6-8 and 9-12).

Exemplary Schools by Category

- Using data from 2009, 2010 and 2011, there were eight schools designated High Performance (three year proficiency ranged from 89.79 to 98.08).
- Six schools were designated High Performance High TAGG (proficiency ranged from 75.86 to 91.94 and percent TAGG was greater than 70.7).
- Two schools were designated High Progress (proficiency gain ranged from 5.56 percent to 11.06 percent).
- Three schools were designated High Progress High TAGG (proficiency gain ranged from 11.45 percent to 19.85 and percent TAGG was greater than 98.7).

Color Coded Report

Section and Overall Status

Needs Improvement

Achieving

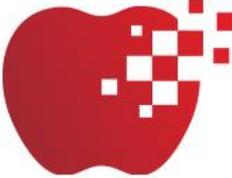
Percentages

Meet AMO

Below AMO

ADE Data

- The student growth trajectories are on the ADE Data Center at <https://adedata.arkansas.gov/asgt>.
- Districts may correct their ESEA data on the ADE Data Center at <https://adedata.arkansas.gov/ace>.
- The 2014 ESEA flexibility reports and AMOs are on the ADE Data Center at <https://adedata.arkansas.gov/arc>.
- AIPs and IRIs are on the ADE Data Center at <https://adedata.arkansas.gov/asis>.



ADE DATA CENTER

ENTERPRISE DATA SYSTEMS

Informing Policy · Equipping Educators · Preserving Privacy

The ADE Data Center is a collection of data systems; data tools and reports for educators, policy makers, teachers, parents, school districts, and anyone interested in official data from the Arkansas Department of Education (ADE). This site is maintained by the ADE Division of Research & Technology, and most data is provided by Arkansas public school districts.

Newsroom: What's New?
 Posted on: 8/20/2014
[SunGard K-12 Education Celebrates Arkansas Department of Education, Arkansas Schools](#)
[Read more](#)

Statewide Information System

The Statewide Information System (SIS) is a web-based system developed by the Arkansas Department of Education's Research and Technology Division to enable school districts to submit and verify data to the State. The system will be used by school districts using eSchoolPlus software. The system has the capability to pull data from various sources like StudentPlus/eSchoolPlus and FinancePlus districts pertaining to Student Management System (SMS) and Financial Management System (FMS) on a nightly as well as on-demand as required by school districts. The SIS Cycle Submission process was developed to replace an existing system through which districts reviewed summarized financial information before submitting and certifying the data to the State.

Web-Based SIS Resources:
[SIS Cycle Instructions for Web-Based System](#)
[Page 3637 Instructions for Web-Based System](#)
[Web-Based SIS Presentation - 2012 ADE Data Conference](#)

SIS Manual

- SIS Manual 2012-2014
- SIS Manual 2012-2013
- SIS Manual 2012-2013 Addendums (last updated 07.17.13)

SIS Cycle Submission Forms

Cycle 1 - Due September 30, 2013 - Completed Cycle 6 - Due April 15, 2014

Statewide Information System 2014

Cycle 2 - Due October 15, 2013 - Completed Cycle 7 - Continuation of Data History

- All Tools
- For ADE Staff
- For Educators
- For Parents
- For Data
- For Press
- External Links

All Tools

 ACT Reports	 Accountability Reports Center	 ADE Abstract of Assessment Reporting System	 ADE ARVA Portal System	 ADE Schools of Innovation Application
 ADE State Data Warehouse	 Arkansas Student Growth Trajectory for ESEA Flexibility	 Arkansas Student Intervention System	 Arkansas Educator Licensure System	 Arkansas FFATA Reporting System
 Arkansas School Performance Report Card	 Arkansas studentGPS Dashboards	 Community Advisory Board Application	 Contact Person Address Book	 Course Code Management System



ESEA Assessment Corrections Engine (ACE)

**Renee Austin-Banks
School Performance Unit
August 2014**



School Accountability Statuses

Exemplary	High Performance High Progress High TAGG Performance High TAGG Progress
Achieving	Met all AMO's for Performance and or Growth
Needs Improvement	Does not meet performance, graduation rate or growth AMO's for All Students and TAGG
Needs Improvement Focus	Schools with the largest, persistent gaps between Non-TAGG and TAGG students
Needs Improvement Priority	School with persistently lowest achievement in math and literacy

ESEA Reports

- ❖ 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 4-8, 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.

ESEA Reports Contain:

- Percent proficient and advanced (Percentage Performance)
- AMO targets for performance and growth (if school has at least one of the grades 4 through 8)
- Number tested under the growth heading (records matched to previous year **for growth**)
- Percent of students with growth (Percentage Growth)

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	671	719	93.32	85.08	90.95	421	444	94.82	85.27	92.59
Targeted Achievement Gap Group	211	254	83.07	68.41		118	155	76.13	68.30	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1879	2137	87.93	85.08	90.95	1205	1354	89.00	89.00	92.59
Targeted Achievement Gap Group	561	768	73.05	68.41		350	464	75.43	75.43	
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	128	151	84.77	70.23		84	95	88.42	71.94	
Hispanic	45	54	83.33	80.81		30	35	85.71	82.54	
White	478	493	96.96	90.05		305	313	97.44	89.47	
Economically Disadvantaged	192	229	83.84	71.09		124	141	87.94	70.99	
English Language Learners	16	23	69.57	54.17		12	15	80.00	54.17	
Students with Disabilities	35	56	62.50	38.44		19	27	70.37	32.65	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	982	1085	90.51	90.14	91.51	476	532	89.47	88.29	80.90
Targeted Achievement Gap Group	261	348	75.00	74.39		130	171	76.02	72.89	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2946	3278	89.87	90.14	91.51	1458	1642	88.79	88.29	80.90
Targeted Achievement Gap Group	754	1017	74.14	74.39		381	510	74.71	72.89	
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	144	204	70.59	73.66		72	98	73.47	71.32	
Hispanic	59	72	81.94	90.04		28	34	82.35	84.72	
White	765	791	96.71	94.72		365	382	95.55	93.53	
Economically Disadvantaged	242	315	76.83	76.52		117	151	77.48	74.77	
English Language Learners	22	31	70.97	71.35		11	15	73.33	65.63	
Students with Disabilities	38	75	50.67	49.38		18	36	50.00	43.88	

ESEA Reports Contain:

- Graduation rates (high schools) and Graduation rate Annual Measurable Objective (AMO) or target

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
2012 SCHOOL GRADUATION RATE					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	191	229	83.41	83.11	93.55
Targeted Achievement Gap Group	69	84	82.14	80.45	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	576	690	83.48	83.11	93.55
Targeted Achievement Gap Group	209	255	81.96	80.45	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	45	58	77.59	77.35	
Hispanic	12	15	80.00	70.93	
White	131	150	87.33	86.42	
Economically Disadvantaged	48	65	73.85	86.75	
English Language Learners	7	9	77.78	75.50	
Students with Disabilities	25	33	75.76	75.18	



Pathway to Achievement

	Elementary
Overall Status	Achieving
Percent Tested	Achieving
Literacy	Performance or Growth All Students and TAGG
Math	Performance or Growth All Students and TAGG

	High School
Overall Status	Achieving
Percent Tested	Achieving
Literacy	Performance or Growth All Students and TAGG
Math	Performance or Growth All Students and TAGG
Graduation Rate	Achieving

Achieving School

PERCENT TESTED						
PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	132	137	96.35	132	137	96.35
Targeted Achievement Gap Group (TAGG)	108	110	98.18	108	110	98.18
ESEA Subgroups*	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	46	48	95.83	46	48	95.83
Hispanic	15	15	100.00	15	15	100.00
White	71	74	95.95	71	74	95.95
Economically Disadvantaged	84	87	96.55	84	87	96.55
English Language Learners	10	10	100.00	10	10	100.00
Students with Disabilities	26	27	96.30	26	27	96.30

STUDENT PERFORMANCE										
LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	117	132	88.64	81.00	90.95	63	71	88.73	85.65	92.59
Targeted Achievement Gap Group (TAGG)	76	92	82.61	76.71		43	49	87.75	88.18	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	373	465	80.22	81.00	90.95	193	231	83.55	85.65	92.59
Targeted Achievement Gap Group (TAGG)	253	336	75.30	76.71		137	166	82.53	88.18	
ESEA Subgroups*	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	34	38	89.47	74.27		23	24	95.83	96.46	
Hispanic	12	14	85.71	85.90		6	7	85.71	82.54	
White	71	85	83.53	84.72		33	39	84.62	77.60	
Economically Disadvantaged	73	87	83.91	78.06		41	47	87.23	89.30	
English Language Learners	6	9	66.67	54.17		7	9	77.78	78.79	
Students with Disabilities	10	22	45.45	41.33		8	11	72.73	80.36	

NOTE: Look for two green cells together.

Achieving School

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	124	137	90.51	92.17	91.51	53	71	74.65	63.55	80.90
Targeted Achievement Gap Group (TAGG)	79	92	85.87	89.48		36	49	73.47	55.64	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	420	465	90.52	92.17	91.51	149	231	64.50	63.55	80.90
Targeted Achievement Gap Group (TAGG)	292	336	86.90	89.48		101	166	60.84	55.64	
ESEA Subgroups*	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	32	38	84.21	82.31		15	24	62.50	50.89	
Hispanic	13	14	92.86	100.00		14	15	93.33	84.72	
White	79	85	92.94	97.97		31	39	79.49	69.45	
Economically Disadvantaged	75	87	86.21	89.03		34	47	72.34	57.22	
English Language Learners	6	9	66.67	71.35		6	9	66.67	65.63	
Students with Disabilities	14	22	63.64	85.33		8	11	72.73	60.71	



Needs Improvement School

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:		ACHIEVING			
STATUS PERFORMANCE -- MATHEMATICS					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	931	1096	84.95	88.69	91.51
Targeted Achievement Gap Group (TAGG)	379	503	75.35	81.10	
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2782	3114	89.34	88.69	91.51
Targeted Achievement Gap Group (TAGG)	1162	1395	83.30	81.10	
ESEA Subgroups*	# Achieved	# Tested	Percentage	2013 AMO	
African American	223	310	71.94	81.73	
Hispanic	56	80	70.00	77.43	
White	630	684	92.11	92.31	
Economically Disadvantaged	353	467	75.59	81.89	
English Language Learners	17	32	53.13	65.63	
Students with Disabilities	85	111	76.58	81.95	
2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
NOTE: Look for two green cells together.					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	190	229	82.97	83.11	93.55
Targeted Achievement Gap Group (TAGG)	69	84	82.14	80.45	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	573	690	83.04	83.11	93.55
Targeted Achievement Gap Group (TAGG)	209	255	81.96	80.45	
ESEA Subgroups*	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	45	58	77.59	77.35	
Hispanic	12	15	80.00	70.93	
White	131	150	87.33	86.42	
Economically Disadvantaged	48	65	73.85	86.75	
English Language Learners	7	9	77.78	75.50	
Students with Disabilities	25	32	75.76	75.18	

Calculations



Percent Tested

Number Attempted

DIVIDED BY

Number Expected



- Number Expected:
 - All students enrolled on first day of testing (including mobile students)
- Number Attempted:
 - All students with a testing record

Must be 95% for
both Literacy and
Math

Performance

Number Achieved

DIVIDED BY

Number Tested

- Number Achieved is the number of students who scored at least proficient or advanced. 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

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)



Assessment Correction Engine (ACE)



Welcome to ACE!



- ✓ <https://adedata.arkansas.gov/ace>
- ✓ Log into the ADE Data Center.
- ✓ Log in using your TRIAND USER Name and Password.

Log on

www1.ade.arkgov.net/ACE/Account/Te... TestLogin - ADE Assessmen... X

s Help

 **ARKANSAS DEPARTMENT OF EDUCATION**

Assessment Correction Engine

ACE Home **Support** Log in

E-Mail Support

All Districts All Schools

Test Login

District View

Sample District

All Schools

District: Sample District 

 Apply Filter

School: <All Schools> 

Sort by LEA Number

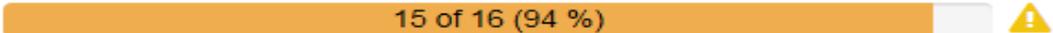
This section only available to State- and District-level users

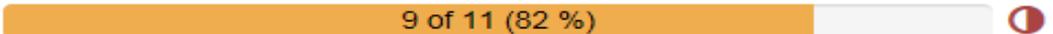
 Sample District

District Percent Tested (98.48 % Tested)

You must address the following error(s) prior to submitting:

- All required supporting documents for Not-Tested records must be provided
- All APA 1% Cap exclusion issues must be resolved

Reason Code Progress 

Documentation Progress 

APA 1% Cap

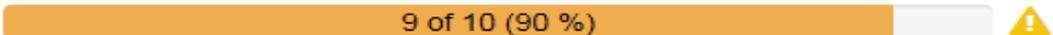
 1% Literacy Cap

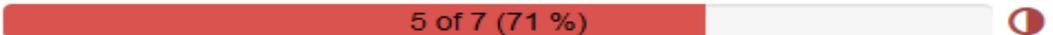
 1% Mathematics Cap

Augmented Benchmark Exam (Grades 3-8) (98.04 % Tested)

Review Tested Enrollment (200 students) 3 of 200 records modified (1.50 %)

Review Not Tested Reason Codes (10 students; 6 excluded) 8 of 10 records modified (80.00 %)

Reason Code Progress 

Documentation Progress 

Review Enrollment and reason not tested.

Augmented Benchmark Exam (Grades 3-8) (98.04 % Tested)

[Review Tested Enrollment](#) (200 students) 0 of 200 records modified (0.00 %)

[Review Not Tested Reason Codes](#) (10 students; 6 excluded) 0 of 10 records modified (0.00 %)

Reason Code Progress	<div style="width: 100%;"><div style="width: 100%;"></div></div> 10 of 10 (100 %) ✓
Documentation Progress	<div style="width: 86%;"><div style="width: 86%;"></div></div> 6 of 7 (86 %) ❌

End of Course: Algebra (100.00 % Tested)

[Review Tested Enrollment](#) (38 students) 0 of 38 records modified (0.00 %)

[Review Not Tested Reason Codes](#) (3 students; 3 excluded) 0 of 3 records modified (0.00 %)

Reason Code Progress	<div style="width: 100%;"><div style="width: 100%;"></div></div> 3 of 3 (100 %) ✓
Documentation Progress	<div style="width: 100%;"><div style="width: 100%;"></div></div> 3 of 3 (100 %) ✓

Make Corrections

10 records per page

Search:

School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Grade Level	Reason Not Tested	Action
Sample LEA	[REDACTED]	Black / African American	[REDACTED]	[REDACTED]	06/10/0206	2	 EvidenceFile.pdf	Action
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	[REDACTED]	11	 EvidenceFile.pdf	Action
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	08/22/0008	8	 EvidenceFile.pdf	Action
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	03/19/0107	11	 EvidenceFile.pdf	Action

Icon indicating that supporting document is required and has been provided

Icon indicating that supporting document is required and has been provided

Showing 1 to 4 of 4 entries

Previous 1 Next

Change Reason Not Tested

Student: [REDACTED]
Current RNT: 11 (Completed an Alternate Portfolio assessment)
New RNT: 5 - Homebound - Requires doctor's statement.

Code	Reason	Excludes from Enrollment
1	Absent on ALL days of the test administration, including the make-up test administration	No
2	Expelled / Suspended	No
3	Extended Hospitalization	Yes
4	Residential treatment - Requires doctor's statement.	Yes
5	Homebound - Requires doctor's statement.	Yes
6	Incarcerated	Yes
7	Juvenile Detention	Yes
8	Transferred to a different school/district in Arkansas	Yes
9	Moved to a different state/out of country	Yes
10	Enrolled in a home-school/private-school	Yes
11	Completed an Alternate Portfolio assessment	No
12	Special Education services for home/private school	Yes
13	Withdrew from school	Yes
14	SRT	No
15	Deceased	Yes
16	School District/School failed to administer the examination	No

Current Evidence File: (none)

ALL CHANGES to Reason Not Tested codes require supporting documentation

Close

Save changes



All changes require
documentation!

Changing student Demographics

Sample School District

All Schools

School: Sample School



Apply Filter

Sort by LEA Number

Augmented Benchmark Exam (Grades 3-8) (98.52 %)

Overall Enrollment:	210	Tested:	200	Not Tested:	10	Percent Tested:	98.52 %
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10 records per page

Search:

Changing student Demographics

School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Grd Lvl	Gdr	Ec. Dis.	G/T	Mobility		SPED				LEP				Action		
										S	D	Cur	Fmr. Mon.	Mon. Exit	Incl. Mon. ESEA	Cur	< 1 Yr.	Fmr. Mon.	Mon. Exit		Incl. Mon. ESEA	
Sample LEA	[REDACTED]	Black / African American	[REDACTED]	[REDACTED]	4/26/2005	03	M	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	2/25/2004	04	M	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	8/18/2003	04	M	N	N	Y	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	11/6/2003	04	M	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Action
Sample LEA	[REDACTED]	White	[REDACTED]	[REDACTED]	12/29/2000	06	M	N	N	Y	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	Black / African American	[REDACTED]	[REDACTED]	2/8/2002	06	M	Y	N	N	Y	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	SON Black / African American	[REDACTED]	[REDACTED]	9/12/2000	07	F	Y	N	Y	N	N	N	N	N	N	N	N	N	N	Action	
Sample LEA	[REDACTED]	Black / African American	[REDACTED]	[REDACTED]	9/15/2000	08	F	Y	N	N	N	N	N	N	N	N	N	N	N	N	Action	

Click the 'Action' buttons to modify a record, view its modification history, or to undo changes

To filter data, enter your criteria in the text boxes and drop downs. Then click **Apply Filter**

Enrollment Data

Enrollment Data

Name:	[REDACTED]	State ID:	[REDACTED]	DOB:	6/4/2004
SSN:	[REDACTED]	Ethnicity:	Multiracial	Gender:	Male
Grade:	4	School:	Sample School		
Econ. Dis?:	No	School Mobile?:	Yes	District Mobile?:	Yes
LEP:	No	<1 yr?	No	Mon. Fmr. LEP?:	Year 1
	Incl. Fmr. Monitored LEP for ESEA?:			Mon. Fmr. LEP Exit Date:	08/13/2014
SPED?:	No	Incl. Fmr. Monitored SPED for ESEA?:	Yes	Mon. Fmr. SPED?:	Year 2
G/T?:	Yes			Mon. Fmr. SPED Exit Date:	08/26/2014

Current Evidence File:

SAR.pdf

Browse...

ALL CHANGES to demographic information require supporting documentation

Close

Save changes

Former LEP

										Mobility		SPED			LEP						
										S	D	Cur	Fmr. Mon.	Fmr. Exit	Incl. Mon.	< 1 Yr.	Fmr. Mon.	Fmr. Exit	Incl. Mon.		
School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Lvl	Gdr	Dis.	G/T	S	D	Cur	Fmr. Mon.	Fmr. Exit	ESEA	Cur	Yr.	Fmr. Mon.	Fmr. Exit	ESEA	Action
Sample LEA		Black / African American	9143		4/26/2005	06	M	Y	N	Y	N	N		8/10/2014		N	Y	1			

Modified data elements are displayed in red

Former LEP

Modifications

Evidence Document: [2013SchoolReportCards.zip](#)

Date: 8/8/2014 1:28:16 PM, User: District User

Element Name	Original Value	New Value
Grade	03	06
LEPLessThan1YearInUS	N	Y
SchoolHighlyMobile	N	Y
MonitoredFormerLEP	(null)	1
MonitoredFormerSPEDEExitDate	(null)	8/10/2014 12:00:00 AM

Date: 8/8/2014 1:35:41 PM, User: District User

Element Name	Original Value	New Value
MonitoredFormerLEPEExitDate	(null)	8/22/2014 12:00:00 AM

Former English Learners and Students With Disabilities

- If a district chooses to include former English Learners (EL) back into the EL student subgroup, the US. Department of Education requires that all former EL students in the district that have exited within two years be included. Likewise, if former students with disabilities (SWD) are included back into the subgroup, all former SWD students in the district that have exited within two years should be included.

1% cap



- 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)
- 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

Literacy

Literacy Test Statistics

Tested: 226

Mathematics

1% Cap: 2 Overage: 2 **A**

WFI APA Tests: 6 Scores Excluded: 2

10 records per page

Search:

School LEA Name Ethnicity SSN State ID (Triand) DOB Grade Level Gender Econ. Dis. SPED Prof. Excluded Assessments



Assessment Correction Engine

Toggle between Math or Literacy cap

Sample School District

All Schools

District: Sample School District

Apply Filter

Sort by LEA Number

School: <All Schools>

Max allowable I/FI scores to include

Literacy

Literacy Test Statistics

Tested: 227

1% Cap: 2

I/FI APA Tests: 6

Overage: 0

Scores Excluded: 5 

of I/FI APA scores available

of I/FI exams required to be excluded to meet 1% cap: 4

Total number of scores the district must exclude, if necessary, to meet 1% Cap.

10 records per page

Search:

School LEA	Name	Ethnicity	SSN	State ID (Triand)	DOB	Grade Level	Gender	Econ. Dis.	SPED	Prof.	Excluded Assessments <input type="checkbox"/>
Sample LEA	[Redacted]	White	[Redacted]	[Redacted]	7/31/2003	05	F	Y	Y	I	<input checked="" type="checkbox"/>
Sample LEA	[Redacted]	White	[Redacted]	[Redacted]	11/8/2002	05	F	Y	Y	FI	<input checked="" type="checkbox"/>
Sample LEA	[Redacted]	White	[Redacted]	[Redacted]	4/1/1997	11	F	Y	Y	I	<input checked="" type="checkbox"/>
Sample LEA	[Redacted]	White	[Redacted]	[Redacted]	12/2/1996	11	M	Y	Y	I	<input type="checkbox"/>
Sample LEA	[Redacted]	Hispanic	[Redacted]	[Redacted]	12/26/1996	11	F	Y	Y	I	<input checked="" type="checkbox"/>

- Number of I/FI scores currently excluded. If more scores than necessary are excluded, a red alert icon will appear and the district will be prevented from submitting corrections until the issue is resolved.

1% Cap Currently Exceeded



You have not yet excluded enough scores to meet your district's 1% Cap. You will not be able to submit your district until the cap is met. Do you want to continue?

Cancel

OK

Alert! Excessive exclusions!



You have excluded more scores than necessary to meet your district's 1% Cap. You will not be able to submit your district until this is corrected. Do you want to continue?

Cancel

OK

I/FI APA Tests:

6

Scores Excluded:

District Submission Page



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Assessment Correction Engine

If any non-tested enrollment records do not have RNT codes, you will receive a warning, but you will still be allowed to submit.

All Schools

District: Sample School District ▾

School: <All Schools> ▾

Apply Filter

Sort by LEA Number

Sample School District

Overall District Percent Tested (98.48 % Tested)

Districts are encouraged to specify Reason-Not-Tested codes for all Not-Tested enrollment records, however this is not required in order to submit corrections.

After entering corrections and uploading documentation, you may submit corrections.

15 of 16 (94 %)

11 of 11 (100 %)

APA 1% Cap

1% Literacy Cap

1% Mathematics Cap

Submit Corrections

Contact Page

Confirm District Submission

⚠ Are you sure you wish to submit corrections for this district?

You will be unable to make additional corrections unless you contact ADE and request that the district be unlocked. If you wish to continue with the submission please enter the information requested below and click 'Submit'.

Contact Name:

Phone:

Email Address:

Job Title:

Your name, phone number, email address, and job title, as well as a certification form must be provided when a district is submitted

Certification Form: [Click here](#) to download the 2013-2014 ESEA Superintendent Certification Form)

Click the link provided to download a blank ESEA Superintendent Certification form. This form must be printed, filled out, signed, scanned, and uploaded when corrections are submitted.

Superintendent Certification Form



ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 ESEA Superintendent Certification Form

This is to certify that I approve the correction(s) submitted by school(s) in

School District _____

School District LEA# _____

The following school(s) has (have) submitted ESEA data corrections described by
Commissioner's Memo # COM-15-015.

School _____ LEA# _____

Superintendent – Please Print

Superintendent Signature

Date _____

(Enter information, print, have superintendent sign, scan, and upload.)

Submit



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Assessment
Correction Engine

School Dashboard

Sample School District

[All Schools](#)

School:

<All Schools>



[Apply Filter](#)

[Sort by LEA Number](#)

Blevins School District - Overall District Percent Tested (98.73 % Tested)

Reason Code Progress

16 of 16 (100 %)



Documentation Progress

12 of 12 (100 %)



✓ Submitted on 8/8/2014 by District User

APA 1% Cap

✓ 1% Literacy Cap

✓ 1% Mathematics Cap

Corrections and Appeals

- Districts and school administrators are given the opportunity to verify data.
- Districts and schools are able to make corrections to any inaccurate information.
 - All submitted corrections must be accompanied by clarifying evidence supporting requested changes.
 - Districts have a 30 day window to make corrections.



For more information or questions
Please contact the School Performance Unit.

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