

# Checking Your Data

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## INTRODUCTION

The sections of this document outline information to use in verifying AYP and QPA data for your building or district. Generally, data errors are the result of incorrect data entry in a school's or district's local Student Information System (SIS), that are then transmitted to KSDE via the Kansas Individual Data on Students (KIDS) Collection System by submitting TEST, EXIT, and/or EOYA records, and from entering accommodations and SC codes incorrectly at CETE.

### User Notes

Each school and district should review its data to ensure that the accountability decisions for Adequate Yearly Progress (AYP), Quality Performance Accreditation (QPA), and Title I on Improvement are correct. **The Data Checklist/Signoff tool becomes available May 20 and must be submitted no later than June 30.** DO NOT SIGN OFF UNTIL YOU HAVE ACCOUNTED FOR ALL STUDENTS AND THE ACCURACY OF ASSESSMENT AND DEMOGRAPHIC DATA ASSOCIATED WITH THEM.

The Reclassification Tool and the Appeal is not available until after a district and all of its schools have submitted their Data Checklist/Signoffs.

The AYP or QPA determinations in the AYP/QPA Accountability Reports will not be complete or accurate until all appropriate KIDS records are submitted: End of Year Accountability (EOYA), EXIT, and updated TEST records.

### Methods

There are numerous methods/strategies to check the data used to determine the AYP/QPA status of Kansas Schools and Districts. The information outlined in this document primarily uses the AYP/QPA Accountability Reports and the Student Test Categories Report to create various data sorts. Reports can be exported to Excel for sorting or filtering.

These and other reports can be found by logging in to KSDE's common authentication system (<https://online.ksde.org/authentication/login.aspx>), selecting the AYP/QPA Accountability application, and clicking on AYP/QPA Reports > AYP Report. AYP Reports include live links within the individual cells providing users with an explanation (e.g., actual data used to populate the cell, definitions, formulas, and calculations) for the data displayed.

*Note: only registered and approved users have access, if you do not have access to an application listed above, then you should contact the individual in your district or school who does have access, or you can register for access through the Common Authentication System <https://online.ksde.org/authentication/login.aspx>.*

### UPDATED TEST SUBMISSION

It is necessary to submit updated TEST submissions to KIDS for students with any change from the original or previous submission. The TEST data submission must reflect the actual student demographics at the time the assessment was administered.

### FREE AND REDUCED LUNCH

Schools and Districts will no longer be able to review Free and Reduced Lunch student-level data. The school or district will need to verify the aggregate total with the local authorized representative for the National School Nutrition Program or designee.

### REVIEWING THE REPORTS

It is important to review all content areas of the AYP/QPA Reports. These reports and supporting data must be compared with local building/district information related to number of students assessed and demographic information at the time of the assessment. This will ensure that the accountability decisions related to districts and buildings are accurate.

### CONFIDENTIALITY

Remember that individual student data is protected under the Family Education Rights and Privacy Act (FERPA). Access and use of these data is restricted to only authorized individuals. In numerous cases this document recommends that you export the data to Excel and review or compare it with your local system. Remember that print-outs and computer screens with individual student data should not be left unprotected. You must lock or otherwise secure the data when you are not actively viewing it, and shred/destroy it by other appropriate means when you have completed the review. For more information about your responsibilities regarding FERPA, please see [http://nces.ed.gov/forum/ferpa\\_links.asp](http://nces.ed.gov/forum/ferpa_links.asp).

### TIMEFRAME FOR DATA SUBMISSION AND CORRECTION

Data Checklist/Signoff tool window	Opens May 20 – Closes June 30
QPA Quality Criteria Report due	June 14
End of KIDS data collection submissions for TEST and EOYA records	June 14
KIDS data corrections window – Permission Required	Opens June 15 – Closes July 11
*Reclassification tool window	Opens May 31 – Closes July 11
*AYP/QPA appeals or 1% waiver request window	Opens May 31 – closes July 18
Last day to update Special Circumstances (SC) codes	May 13
*Prior to manual Reclassification or filing Appeals - data sign offs must be completed.	

## Step A. Review local Student Information System (SIS) to confirm student demographics at the time of the test and CETE for performance categories.

1. Verify that all student demographic information, at the time the student took the test, is accurate
2. Confirm the number of students actually tested at the building/district
3. Confirm the number of students scoring at each performance category
4. Confirm the number of each test type administered (General, KAMM, and Alternate)

Several reports at CETE as well as the local Student Information System (SIS) can assist with this task:

1. \*Audit Spreadsheet (below) at CETE > NCLB > 2011 Spring NCLB > #4. Audit Spreadsheet or
2. 2011 Assessment Reports at CETE > 2006 – 2011 Assessment Reporting.

Audit Spreadsheet – Complete school or district Excel spreadsheet

File	Home	Insert	Page Layout	Formulas	Data	Review	View								
Q6639															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	AYP Org	AYP Build	District	Attendance	Grade	Subject	State ID	Last Name	First Name	SC Codes	Exited	Test Type	Score	Perfcat	
6628	D0	6 8 D0	D0	6 8	3	4 Reading		P			No	Gen - KCA	70	3	
6629	D0	6 8 D0	D0	6 8	3	4 Reading		P		8	No	Gen - KCA/Eng			
6630	D0	6 8 D0	D0	6 8	3	4 Reading		P			No	Gen - KCA	92	5	
6631	D0	6 8 D0	D0	6 8	3	4 Reading		P			No	Gen - KCA	83	4	

\*Recommended – downloadable Excel worksheet can be sorted and filtered for most counts including SC codes and Exits. Student demographics – compare sorts in KSDE Student Test Category Report with demographic information in (Figure 4 below).

**Note: Working backwards - from KSDE Accountability Reports and verifying perceived errors via the local SIS and/or CETE Reports is also a viable strategy.**

## Step B. Review CETE Problem Reports at the CETE web site [www.cete.us](http://www.cete.us) > 2006-2011 Assessment Reporting

It is not necessary to clear all students from these reports, but, to account for the students displayed.

Spring 2011 Preliminary Student Results					District: <input type="text"/>
Students with No Tests					Building: <input type="text"/>
					Subject: Reading
<u>Grade</u>	<u>SC</u>	<u>KELPA</u>	<u>Student Name</u>	<u>State ID</u>	<u>AYP or Attend</u>
6		Yes	<input type="text"/>	<input type="text"/>	
7	8	Yes	<input type="text"/>	<input type="text"/>	Attend
8		Yes	<input type="text"/>	<input type="text"/>	

Included in the CETE Problem Reports:

1. All students from whom no test was received although a test was requested through KIDS.
2. Where the student has a Special Circumstance code, the code will appear in the SC column.
3. If the building was not both attendance center and AYP building for the student, the AYP or Attend column will indicate the building's role.
4. Where a "Recently Arrived" KELPA was taken in lieu of the reading assessment, "Yes" will appear in the KELPA column.

Students appearing on this list were registered for an assessment, but not test was received by CETE:

- Check to see if they should have been exited; submit EXIT record to KIDS.
- SC code may explain why the student was not tested or an SC code may be needed.
- An ATTEND, see AYP or Attend column above, designation would indicate the student should have been tested in a different building; communicate with the attending building.
- **Some students appearing on the report may be ignored (i.e. they will not count against participation).**  
In some instances (H.S. for example) a test registration may have occurred and the building chose not to test or provide a second opportunity – the student will continue to appear on the Problem Report. OR, a TEST record was sent up for a very late enrollee registering them for an assessment but no assessment was given; this student will continue to appear on the problem report (see page 22).

## Announcing New Look for 2011 AYP/QPA Summary Reports

**Report to FDE**

AYP Summary	
made Reading Indicator:	no
made Math Indicator:	no
Other Measures:	yes
(preliminary) made AYP:	NO

grade span: 9 to 12

Title I on Improvement	
for Reading:	
for Mathematics:	
Other Measures:	
On Improvement:	

**Reading target: 86.0 %**

	standard or above (%)	total (N)	valid (N)	Safe Harbor met?	Safe Harbor made?	participations (%)	total participations (N)	valid participations (N)	mat. criterion?	attend. rate (%)	att. rate change (%)	4-yr grad. rate (%)	4-yr grad. rate change (%)	5-yr grad. rate (%)	5-yr grad. rate change (%)	mat. other criterion?
All Students	76.1	218	242	yes	yes	95.5	227	232	yes 7	0	-91.6	67.1	12	64.9	n/a	yes 12
Free and Reduced Lunch	69.8	115	150	yes	yes	95.7	115	115	yes 7		-89.8	66.6	16.9	65.5	n/a	yes 12
Students with Disabilities	65.9	44	29	yes	yes	97.9	48	47	yes 7		-90.1	58.1	17.6	57.7	n/a	yes 12
ELL Students	57.9	41	37	yes	yes	100	52	47	yes 7		-90	69.1	36	67.2	n/a	yes 12
African-American Students	69.2	88	61	yes	yes	97.9	94	92	yes 7		-91	65.7	5.6	63.4	n/a	yes 12
Hispanic	60	74	45	yes	no	95.7	78	77	no		-89.9	65.4	41.1	61.2	n/a	yes 12
White	89.8	88	79			97.5	92	90	yes			61.4	-7.8	69	n/a	-
Asian	88.6	44	22			100	47	47	yes			66.8	41.3	77.8	n/a	-
American Indian or Alaska Native												61.5	11.1	52	n/a	-
Multi-Racial												70	296.7	18.8	n/a	-
Native Hawaiian or Pacific Islander												100	0	n/a	n/a	-

Reading proficiency data source: 2011 year  
Reading, Alternate & Modified

	test pool	total	standard or above (N)	standard or above (%)	must reclassify	reclassified (N)
modified assessment	227	11	11	2.3	no	no
alternate assessment	227	2	2	0.9	no	no

other measure targets:  
attendance: 90% goal or improvement over last year  
graduation: 90% goal or  
5% improvement if rate is <80%  
2% improvement if rate is >80%

**Math target: 82.3 %**

	standard or above (%)	total (N)	valid (N)	Safe Harbor met?	Safe Harbor made?	participations (%)	total participations (N)	valid participations (N)	mat. criterion?	attend. rate (%)	att. rate change (%)	4-yr grad. rate (%)	4-yr grad. rate change (%)	5-yr grad. rate (%)	5-yr grad. rate change (%)	mat. other criterion?
All Students	69.5	211	147	yes	yes	97.2	227	228	yes 6	0	-91.6	67.1	12	64.9	n/a	yes 12
Free and Reduced Lunch	62.1	111	91	yes	yes	96.9	117	117	yes 6		-89.8	66.6	16.9	65.5	n/a	yes 12
Students with Disabilities	60.5	42	17	yes	yes	97.9	48	47	yes 7		-90.1	58.1	17.6	57.7	n/a	yes 12
ELL Students	62	50	21	yes	yes	100	52	49	yes 7		-90	69.1	36	67.2	n/a	yes 12
African-American Students	72.6	89	59	yes	no	96.9	92	86	no		-91	65.7	5.6	63.4	n/a	yes 12
Hispanic	62.9	77	25	yes	yes	97.2	81	79	yes 7		-89.9	65.4	41.1	61.2	n/a	yes 12
White	85.9	86	64	no		98.8	88	84	no		-92.5	61.4	-7.8	69	n/a	no
Asian	82.8	43	27	yes	no	97.5	48	47	no		-92.1	66.8	41.3	77.8	n/a	yes 11
American Indian or Alaska Native												61.5	11.1	52	n/a	-
Multi-Racial												70	296.7	18.8	n/a	-
Native Hawaiian or Pacific Islander												100	0	n/a	n/a	-

Math proficiency data source: 2011 year  
Math, Alternate & Modified

	test pool	total	standard or above (N)	standard or above (%)	must reclassify	reclassified (N)
modified assessment	227	6	6	1.2	no	no
alternate assessment	227	2	2	0.9	no	no

other measure targets:  
attendance: 90% goal or improvement over last year  
graduation: 90% goal or  
5% improvement if rate is <80%  
2% improvement if rate is >80%

**Reading Area**

**Math Area**

Due to the number of new columns required for the new graduation information and the participation eligibility column it was necessary to display the Reading and Mathematics AYP/QPA Data on separate lines. Note: the Superscript Legend can be found by clicking on the live header of any column.

## Checking AYP/QPA Reports

### 1. The Building Grade Span is Correct

#### EXPLANATION

The top center of the AYP Report specifies the USD number and name and the school's building number and name. In addition, it specifies grade span and Title I designation, where appropriate. Each item should be reviewed for accuracy. The grade span, district number and name, and school building number and name on the AYP Report are imported from the Directory Updates application. The grade span is important in determining AYP.

The screenshot shows the top section of the 2011 Adequate Yearly Progress (AYP) Report. At the top center, it says "2011 Adequate Yearly Progress (AYP) Report". Below this, there is a line for "USD Name and Number" with a red arrow pointing to it. To the left, there is a link "Export to PDF". Below the link, there is a table titled "AYP Summary" with the following data:

AYP Summary		
made Reading indicators:	yes	
made Math indicators:	yes	
Other Measures :		no
(preliminary) made AYP:	YES R	

In the center, it says "grade span: K to 12" with a red arrow pointing to it and the word "Check" below it. To the right, there is a table titled "Title I on Improvement" with the following data:

Title I on Improvement		
for Reading :		no
for Mathematics :		no
Other Measures :		no
On Improvement:	NO	

The highest grade assessed in a school determines which targets a school must meet to make AYP.

2011 AYP Targets

Highest Grade Assessed	K-8	9-12
Reading	87.8%	86.0
Mathematics	86.7%	82.3%

#### WHAT TO CHECK

Check the grade span at the top center of the AYP Report for accuracy.

#### MAKING CORRECTIONS

If the grade span is not correct, go to the Directory Updates web application to make appropriate changes:  
<https://online.ksde.org/authentication/login.aspx> > Directory Updates > Buildings

## 2. The Title I School Designation is Accurate

### EXPLANATION

The official designation that a public school or district is a Title I school comes from the Local Consolidated Plan (LCP) application which was submitted by districts at the beginning of the year and approved by KSDE. Public schools receiving Title I funds are designated Title I schools.

### WHAT TO CHECK

If the building and district receive Title I funding there must be a box in the upper right corner of the AYP/QPA Summary report titled "Title I on Improvement". Schools and districts receiving Title I funds are subject to the requirements and sanctions of the No Child Left Behind Act.

**Figure 1**

**2010 Adequate Yearly Progress (AYP) Report  
District and Building**

grade span: K to 6

**Only present if Title 1 Building** →

**AYP Summary**

made Reading indicator :	yes	
made Mathematics indicator :	yes	
Other Measures :	yes	
(preliminary) made AYP :	YES	

**Title I on Improvement**

for Reading :		no
for Mathematics :		no
Other Measures :		no
On Improvement :	NO	

**This building met AYP targets in all content areas, other measures and is not on Title I improvement**

### MAKING CORRECTIONS

If the Title I school designation on the AYP Report is incorrect, contact the Title Program and Services office at KSDE: (jmiller@ksde.org) or (785) 296-5081. Districts may have to submit an amendment to their LCP Applications to correct any errors

**3. The numbers for standard or above % and standard or above valid n for the reading and math sections in the all student group and subgroup rows on the AYP agree with local lists of student tested and student demographics agree with the school or district location Student Information Systems (SIS).**



## EXPLANATION

On the AYP Report, all of the tested grades in the school are combined to determine the percent of students scoring at standard and above for each student group. AYP is calculated for each student sub-group with at least 30 students. For schools with fewer than 30 students in the All Students group, the data from the previous 1 or 2 years are combined with the current year's data. AYP for the All Students group is determined even if the group has fewer than 30 students.

The “standard or above %” is a simple ratio:

- Numerator: the count of all students with valid assessments who were enrolled by Sept. 20, 2009 and scored at Meets Standard or above.
- Denominator: the count of all students with valid assessments who were enrolled by Sept. 20, 2009 This should equal the Valid number of students (n).

## WHAT TO CHECK

What follows is a step-by-step process for verifying that the students in the standard or above (n) column were enrolled by September 20, 2009, were tested with the appropriate test, and were counted properly for both proficiency and participation. This process will verify that students listed in the standard or above % column are correct for the All Students group and any sub-group listed on the AYP Report.

**Figure 2 below** is from the AYP/QPA Summary Report (<https://online.ksde.org/authentication/login.aspx> > AYP/QPA Accountability > AYP/QPA Reports > AYP Report).

**Sub Groups**

**Reading targets: 86.0 %**

**Other Measures**

**Attendance and Graduation for other measures**

**Any valid (n) Links to student data STUDENT TEST CATEGORIES REPORTS**

	<u>standard or above (%)</u>	<u>total (n)</u>	<u>valid (n)</u>	<u>Safe Harbor apply?</u>	<u>Safe Harbor made?</u>	<u>participation (%)</u>	<u>total particip. (n)</u>	<u>valid particip. (n)</u>	<u>met criteria?</u>	<u>attend. rate (%)</u>	<u>att. rate change%</u>	<u>4 year grad.rate (%)</u>	<u>4 yr gr.rate change%</u>	<u>5 yr grad.rate (%)</u>	<u>5 yr grad.rate change%</u>
All Students	0	0	0	no	no	0	0	0	Yes 8	0	-94	n/a	0	n/a	n/a
Free and Reduced Lunch												n/a	0	n/a	n/a
Students with Disabilities												n/a	0	n/a	n/a
ELL Students												n/a	0	n/a	n/a
African-American Students												n/a	0	n/a	n/a
Hispanic												n/a	0	n/a	n/a
White												n/a	0	n/a	n/a
Asian												n/a	0	n/a	n/a
American Indian or Alaska Native												n/a	0	n/a	n/a
Multi-Racial												n/a	0	n/a	n/a
Native Hawaiian or Pacific Islander												n/a	0	n/a	n/a

Figure 2

The AYP report includes live links in individual cells (red arrows above Figure 2) that provide users with an explanation (e.g., definitions and formulas) for data displayed in each cell.

### Process

- First verify that the appropriate students are being counted in the AYP/QPA calculations in the All Students group and any sub-groups over 30. These are students in the columns labeled “standards or above n”.
- Clicking on a live link number within the report will take you to the Student Test Categories report (Figure 3 below), which can be exported to Excel for auditing with local lists of students enrolled prior to 9/21 (AYP N) and after 9/21 (Participation N also known as Report Card N).

Figure 3

**Student Test Categories**

Export to Excel  
Export to PDF

Subject:  Group:  Grade:  Test Status:

Population:  TestType:  Filter:

Total students: 1845

Column Header Information      Special Circumstances Codes >>      Status Codes >>

	Name (D4+D5)	StateID (D14)	Grade (D10)	Test Perform. Level	Test Type	AYP School (D2)	Spec. Circum. Code	Last School Entry Date (D21)	Exit Date (D29)	Exit Type (D30)	AYP Status Bldg Level	Last District Entry Date (D22)	AYP Status Dist Level
<a href="#">Select</a>	Click Select to See Individual Student		3	exemplary	GEN			8/8/2006			1	8/8/2006	1
<a href="#">Select</a>			6	exceeds	GEN			8/12/2008	5/28/2010	17	1	8/12/2008	1
<a href="#">Select</a>			5	meets	GEN			8/7/2006			1	8/7/2006	1
<a href="#">Select</a>			3	approaching	GEN			8/8/2006			1	8/8/2006	1

Figure 3

**Time saving hint: Check out the Population Drop Down sort box – you may find filters to simplify your verification process.**

- Note the link for “Interpretation Help” (top right arrow, Figure 3 above). This link will display a document that explains each column in the report. There is also a link for the Column Header Information, SC Codes and the Status Codes (middle right

arrows, Figure 3) you will need to refer to these values as you verify the information for a given student on the Excel exports. These codes are important and determine how students are counted for participation and proficiency.

- d. Please take note of the filter options in the drop down boxes at the top of the Student Test Categories' in **Figure 3**.

Subject:  Group:  Grade:  Test Status:   
 Population:  TestType:  Filter:

It is possible to review all AYP and QPA data for all content areas from this report by employing the appropriate filter and exporting to Excel for analysis. You will need to return to this report to filter and check (n)s for all content areas listed on the AYP/QPA Reports. **Time saving hint: Check out the Population Drop Down sort box – you may find filters to simplify your verification process.**

- e. The default filter displayed is the Student Test Categories Report (**Figure 3**) will provide information on the (n) for the reading AYP - standard or above (n). Note: after changing any filter/sort criteria it is necessary to click the Apply button to actually re-filter the data.
- f. Clicking the Export to Excel link (**top left arrow, Figure 3**), this will yield the Excel report below (**Figure 4**), and perform the Data Verification Steps A through M described below. Check the local list of students tested with the Total Students listed in each sort.

**Figure 4 Excel export from Student Test Categories Report**

Student Test Categories Report Exported to Excel							Note: Columns have been collapsed for display						
Name	StateID	Grade	Test Perform. Level	Test Type	AYP School	SC Code	School Entry	Exit Date	Exit Type	AYP Status Bldg Level	District Entry	AYP Status Distr Level	Former ELL/SWD student
Joe One	10 Digit ID	11	approaching	GEN	My School		7/1/2005	n/a	n/a	1	7/1/1996	1	
Joe Two	10 Digit ID	11	meets	GEN	My School		7/1/2005	n/a	n/a	1	7/1/1996	1	
Billy One	10 Digit ID	11	warning	GEN	My School	20	7/1/2005	n/a	n/a	4	8/9/2004	4	
Billy Two	10 Digit ID	9	exceeds	GEN	My School		7/1/2005	n/a	n/a	1	8/8/2001	1	X
Jane One	10 Digit ID	10	exemplary	GEN	My School		7/1/2005	n/a	n/a	1	7/1/1996	1	
Jane Two	10 Digit ID	11	meets	GEN	My School		7/1/2005	n/a	n/a	1	2/1/2000	1	
Jill One	10 Digit ID	11	exceeds	GEN	My School		8/11/2005	n/a	n/a	1	7/1/1996	1	
A.		B.	C.	D.	E.	F.	G.	H.	I.	J.	K.	L.	M.

#### Data Verification Steps:

- A. Students submitted via TEST
- B. Grade levels at the time of the test
- C. Performance Categories
- D. Test Type
- E. AYP School

- F. Special Circumstance codes
- G. School entry date is correct
- H. If exited, the date is correct
- I. If exited, the type is correct

J. AYP Building status is correct (see status code document, Figure 3)

K. District entry date is correct

L. District AYP status is correct (see status code document, in Figure 3)

M. Former Sped/ELs for two years after dismissal

- g. You have completed verifying that the information for standard or above % and valid (n) is correct for the reading sections of the report for the ALL Student Group.
- h. Next, verify each sub-group listed on the AYP Report. For example, there is a Student's with Disabilities sub-group. Return to the "Student Test Categories Report" (**Figure 3**) and on the "Group" drop down box select "Students with Disabilities" and click "Apply". Export the report to Excel and verify the data by following the Data Verification Steps above.
- i. Once all sub-group checks are completed for the Reading Section of the report, repeat the Data Verification Steps for the Math Section of the AYP Report.

*Note: Free and Reduced Lunch – Schools and Districts will no longer be able to review Free and Reduced Lunch student level data. The school or district will need to verify the aggregate total with the local authorized representative for the National School Nutrition Program.*

## **MAKING CORRECTIONS via TEST, EXIT, EOYA and SC Codes**

Errors or incorrect student demographic information discovered in comparing counts from the local district's SIS and CETE Reports with KSDE AYP/QPA Summary reports can generally be corrected by submitting corrections via TEST, EXIT, or EOYA student records. It will be necessary to contact David Bowman or Cherie Randall at KSDE for coding Special Circumstance Codes after May 13.

AYP/QPA calculations are based on the data displayed on the Student Test Categories Report.

Types of Corrections:

- 1. TEST – correcting test types, subgroup information, school and district entrance dates
- 2. EXIT – exclude students from accountability when the exit date is prior to the close of the assessment window
- 3. EOYA – corrects student attendance (Note: EOYA must be submitted in order for Elementary and District "Other Measures" to complete on the AYP/QPA Summary Report.
- 4. SC Codes – Exempts or causes students to be counted differently for accountability purposes

Data can be corrected through June 14, 2011 by submitting updated TEST, EXIT, and EOYA records via the KIDS Collection System. The needed corrections will depend on the types of errors found in the Data Verification Steps in Section 3, Figure 4 of this document. You should work with the building/district KIDS data coordinator to submit updated TEST, EXIT, and EOYA records to correct the data. KIDS – TEST and EOYA windows are closed after June 14, 2011, thereafter special permission is required to re-open for submission (see the Data Correction Request section below).

- Last day to update SC codes & accommodations in CETE Student Editor: May 13, 2011.
- Last day to correct data via TEST and EOYA without permission: June 14, 2011.

## Data Correction Request Window

June 15 to July 11 is the KIDS Data Correction Window, during which special permission is required to make corrections to the TEST and EOYA records in the KIDS Collection System. To make corrections during this window, use the Data Correction Request tool: Go to <https://online.ksde.org/authentication/login.aspx> > AYP/QPA Accountability > Data Correction Request, and follow directions

If the correction request is approved, the KIDS submission window will be opened so that the district's KIDS data coordinator can submit the corrected TEST or EOYA records. Note: EXIT may continue to be submitted throughout the summer; caution EXIT could cause changes in the data after sign-off.

## What is the Confidence Interval? (\*)

If a building or district does not make the content area target, the AYP/QPA program automatically calculates the 99% Confidence Interval, also called the hypothesis test. The statistical procedure assures that a school did or did not make AYP because of student performance and not because of the random error inherent in any testing procedure.

## What to Check

In the met reading criteria? and the met math criteria? columns of the AYP Summary Report, if there appears a *superscript* asterisk (\*) then the group made AYP with the 99% Confidence Interval. See the **red arrow** in the "White" subgroup, the "met criteria?" column in **Figure 5 below**.

## 4. The "does safe harbor apply" column, if applicable, is correct.

### EXPLANATION

Whenever the All Students group or a subgroup group, does not make the AYP target outright, or with the confidence interval, the AYP program automatically checks to see if the group qualifies for Safe Harbor. To Qualify for Safe Harbor the building or district must meet the criteria for participation plus; attendance if the building is and Elementary/Middle, the Graduation criteria if a H.S. and both at the District level (i.e., meets the criteria for participation and Other Measures – see columns with **green arrows** in **Figure 5 below**). If the building/district made AYP or made AYP with the Confidence Interval the "Safe Harbor apply?" column will be blank

## WHAT TO CHECK

Prior to running the Safe Harbor calculation the program will check to see if the attendance criteria (K-8), the graduation criteria (9-12), or both at the district level, along with participation, has been met for the All group or any of the Subgroups. If the building/district did not make the target outright, did not make the confidence interval, but meets the criteria for the safe harbor calculation the “Safe Harbor apply?” column will signify “yes”, see the **yellow shaded** Safe Harbor apply?” column below in **Figure 5** below.

**Figure 5**

	Reading targets: 86.0 %					Other Measures										
	standard or above (%)	total (n)	valid (n)	Safe Harbor apply?	Safe Harbor made?	participation (%)	total particip. (n)	valid particip. (n)	met criteria?	attend. rate (%)	att. rate change%	4 year grad. rate (%)	4 yr gr. rate change%	5 yr grad. rate (%)	5 yr grad. rate change%	met other criteria?
All Students	72.7	381	277	yes	no	97.5	401	391	no	0	-88.8	72	23.6	58.9	n/a	yes 12
Free and Reduced Lunch	66.8	238	159	yes	no	97.2	253	246	no		-85.6	64.7	36.8	48.7	n/a	yes 12
Students with Disabilities	53.7	54	29	yes	yes	95.7	93	89	yes 6.2		-85.8	73.9	18.2	62.4	n/a	yes 12
ELL Students												69	5.5	70.4	n/a	-
African-American Students	64	75	48	yes	no	98.8	80	79	no		-88.8	62.2	24.4	48.5	n/a	yes 12
Hispanic	59.8	97	58	yes	no	97.1	103	100	no		-87	69	19.4	67.1	n/a	yes 12
White	82.4	199	164			97.6	206	201	yes*			78.8	21.8	64.7	n/a	-
Asian															n/a	-
American Indian or Alaska Native															n/a	-
Multi-Racial															n/a	-
Native Hawaiian or Pacific Islander															n/a	-

  

Reading proficiency data sources: 2011 year Reading, Alternate & Modified						
	test pool	total	standard or above (n)	standard or above (%)	must reclass-ify	reclass-ified (n)
modified assessment	402	17	16	4.0	no	no
alternate assessment	402	1	1	0.2	no	no

  

other measure targets:			
attendance :	90% goal or improvement over last year		
graduation :	80% goal or		
	5% improvement if rate is <50%		
	3% improvement if rate is ≥ 50%		



To qualify for Safe Harbor:

- 95 percent or more of the group had to participate in the State assessment.
- If the group is in a K – 8 building, the group must have an attendance rate of 90 percent or greater or show improvement over last year's attendance rate.
- If the group is in a 9 – 12 building, the group must have a four-year adjusted cohort graduation rate of 80 percent or greater, show improvement from the previous year or have a five-year adjusted cohort graduation rate of 80 percent or greater.
- If the group is at the district or State level, to qualify for Safe Harbor, it must have met participation, attendance, and graduation goals.

The “*Safe Harbor apply?*” column (**Figure 5**) is populated only if the Safe Harbor question is necessary. There is a “yes” in this column if this group met the participation and attendance (K – 8) or participation and/or graduation (9 – 12) criteria. There is a “no” if any one of the applicable indicators is not met (in which case Safe Harbor does not apply and the Safe Harbor calculation will not run).

## 5. Safe harbor is applicable and “made Safe Harbor” response (yes/no) is accurate.

### EXPLANATION

To make Safe Harbor, the percent of students scoring below standard has to decline by 10% from the previous year. If the decline is less than 10%, a confidence interval of 75% is applied. This means that the below-standard target (i.e., the percent of students scoring below standard that would represent a 10% decrease in below standard) must lie above the lower bound of a 75% confidence interval surrounding the current year's percent of students scoring below standard.

If the group qualified for Safe Harbor (i.e., there is a “yes” in the “*Safe Harbor apply?*” column), then the “*Safe Harbor made?*” column lists one of the following: yes or no. A yes, means the group made Safe Harbor. The percentage of students below standard declined by at least 10% when this year's data for the group are compared to last year's data for the group.

A no means the group did not make Safe Harbor, either through the 10% reduction or when the 75% confidence interval was applied.

### WHAT TO CHECK

If the “*Safe Harbor made?*” column contains “no” the building/district did not make safe harbor, if the “*Safe Harbor made?*” column contains “yes” there should be a “yes 6” in the “met reading or math criteria” column (see the **blue arrow** in **Figure 5 above**); there is

also a 75% confidence interval ran on the safe harbor calculation which would be signified by a “yes 7” in the “met reading or math criteria” column.

## MAKING CORRECTIONS

If it does not appear that Safe Harbor is calculating correctly, click on the live link in the “Safe Harbor made” column and find the link to the [Safe Harbor Worksheet](#) to verify the calculation. If the calculator does not yield a similar response, send an email with the details of the school, group, and the calculations ([gpa@ksde.org](mailto:gpa@ksde.org)) or call the AYP/QPA Help Desk at 785-296-2261.

## Other Measures – Attendance Rate and Graduation Rate

**Note:** Until EOYA records are submitted with attendance numbers, Elementary, Middle schools and Districts will have a “no” in the Other Measures **See Figure 1.**

The attendance data comes from the KIDS Collection system through the EOYA record. For all the students belonging to a particular student group, the number of days attended are totaled and then divided by the total days of the same students’ membership.

Students who have been kept in membership but should have been exited depress attendance rates. It is important to submit appropriate EXIT records to the KIDS system as students leave.

The attendance target for AYP applies to the All Students group for elementary and middle schools, for all districts, and for the State. To meet the target, a school or district must have an attendance rate of 90 percent or show improvement over the previous year’s attendance rate. If a school does not make the expected target, the percent change over last year must be positive for the school to make the attendance goal. **The attendance data for sub-groups displays only when Safe Harbor is considered.**

If attendance data are missing for the All Students group, the AYP Report lists the attendance target as not being met. If a Title I building or district fails to make attendance for two consecutive years, the school or district is identified as On Improvement.

By clicking on live link n in the “*attend rate %*” column, you can sort these data to find students who have particularly low or incorrect attendance rates. Note the total number of students showing displayed.

Attendance rates when displayed for high schools are an information only item, attendance rates are not used to determine Other Measures for high schools.



## Other Measures – Graduation Rate

High School and Districts meet the 2011 graduation criteria by any of the following:

1. Meeting or exceeding the 4 year adjusted cohort goal of 80%.
2. Meeting the appropriate 4 year adjusted cohort targets.
  - a. 5% improvement over previous 4 year cohort, if graduation rate is less than 50%
  - b. 3% improvement over previous 4 year cohort, if graduation rate is at or above 50%;
3. Meeting or exceeding the 5 year adjusted cohort goal of 80%.

Improvement over previous cohort, is calculated as a percent of the previous 4 year cohort grad rate. The required improvement rate is determined by the current 4 year cohort graduation rate (5% if under 50%, 3% if under 80%, if 80 or greater, Other Measures is met.

- Example 1: Building had a 48% grad rate in 2010. This puts them in the lower tier, requiring a 5% improvement. So, they need to have made a 5% improvement over their 2009 rate. If their 2009 rate was 45%, they need to have made  $(.45 + (.45 * .05))$ , or 47.25%. In this case, they made it!
- Example 2: Building had a 79% grad rate in 2010. This puts them in the middle tier, requiring a 3% improvement. So, they need to have made a 3% improvement over their 2009 rate. If their 2009 rate was 77%, they need to have made  $(.77 + (.77 * .03))$ , or 79.31%. In this case, they were just short of their target.

If a school/district does not make the four-year adjusted cohort graduation rate goal or target, then the five-year adjusted cohort will be applied. If it meets the five-year adjusted cohort goal (80%), then AYP is met (see the **orange arrows** in **Figure 5 above**).

Since graduation data aren't complete until October, the AYP Report always uses cohort graduation data from the graduating class of the previous year. For example, the 2011 AYP Reports will display the graduation data for the 2010 cohort.

If graduation data are missing, the AYP Report will list the graduation goal as not being met. For other sub-groups, graduation data displays on the AYP Reports as an information item, but will apply when Safe Harbor is being considered.

## MAKING CORRECTIONS

### Attendance and Graduation

See the Other Measures Section of the AYP Report.

- For grades 3 – 8 Attendance Rate, click the live link [n](#) under the Attend column header. The attendance link allows for checking the total membership days and the total number of days attended for each student. If the attendance or membership values are incorrect, correct the days-in-attendance and/or days-in-membership data in your SIS. Then work with your KIDS data coordinator to submit the corrected EOYA records via the KIDS Collection System.
- The High School attendance rate when displayed is for validation purposes; it is not be used to qualify for Safe Harbor or included in Other Measures.
- For High Schools, click on the Graduation column live link in the Other Measures Section of the AYP Report to view how the graduation rate is calculated. The numbers used in the graduation rate calculation are from the Dropout/Graduation Summary Report, which was reviewed and finalized by your school or district in March/April 2011, and cannot be changed. The Dropout/Graduation Summary Report is available to authorized users through the KSDE Common Authentication System.
- If participation rate is below 95%, confirm the numbers by clicking on the [n](#) under the “attend rate %” column.

## 6. The numbers for test participation “n” and test participation % is correct.

	Report Card Participation								Other Measures							
	Reading targets: 86.0 %															
	<u>standard or above (%)</u>	<u>total (n)</u>	<u>valid (n)</u>	<u>Safe Harbor apply?</u>	<u>Safe Harbor made?</u>	<u>participation (%)</u>	<u>total particip. (n)</u>	<u>valid particip. (n)</u>	<u>met criteria?</u>	<u>attend rate (%)</u>	<u>att. rate change%</u>	<u>4 year grad.rate (%)</u>	<u>4 yr gr.rate change%</u>	<u>5 yr grad.rate (%)</u>	<u>5 yr grad.rate change%</u>	<u>met other criteria?</u>
All Students	86.1	1838	1582			99	1906	1887	yes	0	-95.5	90.1	9.9	85.5	n/a	no
Free and Reduced Lunch	76.8	586	450	no		99	608	602	no		-94.2	78.2	24.9	66.7	n/a	no
Students with Disabilities	67	218	146	no		95.4	237	226	no		-94.5	75.8	10.9	71.4	n/a	no

### EXPLANATION

The participation rate is the percent of students in a school or district during the testing window who took the State assessments in reading, mathematics, or a QPA subject. The participation goal is 95 percent. Divide the valid participation [n](#) (students tested) by the total participation [n](#) (eligible students) = the participation % (See [yellow](#) shaded area above).

If a school or district's percentage of participation is below 95 percent in the current year, the percent participating is averaged across either 2 or 3 years. If the average is at or above 95 percent, then the school or district makes the participation target.

The number n for participation may differ from the valid (n) in the “standard or above %” because the participation count includes all students in the school during the testing window. The valid (n) includes only those students with a valid test and who are enrolled by September 21<sup>th</sup>. The valid (n) is usually less than the participation n.

The participation n includes:

- All students who participated in the assessment. Generally, this means all students who completed at least 1/3 of the test.
- All those who took the general assessment with accommodations, the Kansas Assessment of Modified Measures (KAMM), and the Alternate assessments.
- English Language Learners who are in their first year of schooling in the U.S. and took the Kansas English Language Proficiency Assessment (KELPA) instead of the State reading assessments.

## WHAT TO CHECK

To check this section of the AYP Report, click a live link **(Figure 2)**. The result will be displayed as in **(Figure 6 below)**, change the Population drop down box to “All students tested – Report Card Population”, export to Excel, and perform the Data Verification Steps as listed in Verification of Data – **(Figure 4 page 11)**. Depending on how reasonable the n and % participating are, as reported in this section, buildings/districts may choose to check with the same level of scrutiny as performed on the valid (n) and % meeting standard or a more cursory review may be sufficient.

*Note: Free and Reduced Lunch – Schools and Districts will no longer be able to review Free and Reduced Lunch student level data. The school or district will need to verify the aggregate total with the local authorized representative for the National School Nutrition Program.*

Figure 6

My School

[Export to Excel](#)

[Export to PDF](#)

[Interpretation Help](#)

**Student Test Categories**  
District and Building Appear Here

subject:  Group:  Grade:  Test Status:

Population:  TestType:  Filter:

Total students: 274

[Special Circumstances Codes >>](#) [Status Codes >>](#)

Select	Name (D4+D5)	StateID (D14)	Grade (D10)	Test Perform. Level	Test Type	AYP School (D2)	Spec. Circum. Code	Last School Entry Date (D21)	Exit Date (D29)	Exit Type (D30)	AYP Status Bldg Level	Last District Entry Date (D22)	AYP Status Dist Level
<input type="checkbox"/>	Billy One		11	meets	GEN	My School		11/28/2006			1	7/5/1994	1

*Hint: work backward. If you want to see the students counting against participation and verify why they were or were not counted, change the above filter to the filter below and don't forget to click the "Apply" button (see status code document Figure 2).*

My School

[Export to Excel](#)

[Export to PDF](#)

[Interpretation Help](#)

**Student Test Categories**  
District and Building Appear Here

subject:  Group:  Grade:  Test Status:

Population:  TestType:  Filter:

Total students: 274

[Special Circumstances Codes >>](#) [Status Codes >>](#)

Select	Name (D4+D5)	StateID (D14)	Grade (D10)	Test Perform. Level	Test Type	AYP School (D2)	Spec. Circum. Code	Last School Entry Date (D21)	Exit Date (D29)	Exit Type (D30)	AYP Status Bldg Level	Last District Entry Date (D22)	AYP Status Dist Level
<input type="checkbox"/>	Billy One		11	meets	GEN	My School		11/28/2006			1	7/5/1994	1

## MAKING CORRECTIONS

- A. The first step is always to correct the data in your school's or district's SIS so the error does not repeat itself in subsequent submissions.
- B. Errors to be corrected via updated TEST submissions include: Missing students, incorrect test types, incorrect school/district entry dates, incorrect AYP school, student demographics such as free and reduced lunch status, grade level, race/ethnicity, special education status, and ELL status.
- C. Students included who should not have been, or students not included that should have been in the data may be corrected by submitting (or correcting) an EXIT record. To correct an EXIT record, please refer to the Notes/Recommendations section of the KIDS Data Submission Detail Document – EXIT for 2009 -2010 at <http://www.ksde.org/kids>.
- D. If students are excluded or included contrary to expectations based on SC code, email Dave Bowman at [dbowman@ksde.org](mailto:dbowman@ksde.org) with the corrections, including district number, building number, Student State ID number, and content area.
- E. Performance categories may be confirmed at [www.cete.us](http://www.cete.us) > Reporting. *Note: very rarely is the data different than KSDE's performance categories.*

## 7. The “met reading criteria” and “met math criteria” columns are accurate.

Math targets: 82.3 %										Other Measures						
	standard or above (%)	total (n)	valid (n)	Safe Harbor apply?	Safe Harbor made?	participation (%)	total particip. (n)	valid particip. (n)	met criteria?	attend. rate (%)	Att. rate change%	4 yr grad. rate (%)	4 yr gr. rate change%	5 yr grad. rate (%)	5 yr gr. rate change%	met other criteria?
All Students	79.6	363	289			99.5	377	375	yes*	0	-93.7	72.8	5.9	71.2	n/a	yes 12
Free and Reduced Lunch	69.2	133	92	yes	yes	100	138	138	yes 7		-90.7	65.8	13.7	60.9	n/a	yes 12
Students with Disabilities	55.1	49	27	no		98	51	50	no		-92.1	56.5	-0.8	58.6	n/a	no
ELL Students												60	60	0	n/a	-
African-American Students	64.6	48	31	yes	yes	100	51	51	yes 7		-91.6	60.3	28.4	53.3	n/a	yes 12
Hispanic	80	50	40			98.1	53	52	yes*			53.7	-21.2	68.9	n/a	-
White	83.8	229	192			99.6	237	236	yes			79.7	5	77	n/a	-
Asian												69.2	-1.1	70	n/a	-
American Indian or Alaska Native												41.7	-42.7	72.7	n/a	-
Multi-Racial												87	84.8	53.3	n/a	-
Native Hawaiian or Pacific Islander												0	0	n/a	n/a	-

  

Math proficiency data sources: merged 2010, 2009, 2008 data & confidence interval applied because n < 30							other measure targets:						
Math, Alternate & Modified							attendance : 90% goal or improvement over last year						
	test pool	total	standard or above (n)	standard or above (%)	must reclass-ify	reclass-ified (n)	graduation : 80% goal or						
modified assessment	377	18	9	2.4	no	no	5% improvement if rate is <50%						
alternate assessment	377	8	7	1.9	no	no	3% improvement if rate is ≥ 50%						

## EXPLANATION

On the AYP Report, the “met reading criteria” and “met math criteria” columns indicate whether or not a particular group made AYP through one of the following paths:

**Met criteria column: All *Superscripts* are defined in the table below as well as *Superscripts* you will find in other columns of the AYP/QPA Summary Report.**

blank cells: Either the group is less than 30 or the category does not apply to this school.

- 0 no The group did not make AYP as it did not meet either the performance and/or participation goals. The percent standard or above is below the 2008 target goal OR below the lower bound of the hypothesis test OR the group did not make Safe Harbor OR the participation rate was below 95% (even if averaged across years).
- yes The group made the reading (or math) target and participation rate is 95%.
- yes\* The percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.
- yes<sup>2</sup> This year’s participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes<sup>\*,2</sup> The percent standard or above is below the target but above the criterion percent when a hypothesis test (at the 99% level of confidence) is applied. This year’s participation was below 95%, but the average across 2 years was at or above, so met participation goal.
- yes<sup>3</sup> This year’s participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes<sup>\*,3</sup> The percent standard or above is below the target but above the criterion percent when the hypothesis test (at the 99% level of confidence) is applied. This year’s participation was below 95%, but the average across 3 years was at or above, so met participation goal.
- yes<sup>4</sup> This code is not currently in use for AYP. (Previously: the group is below target but made the minimum gain-rate provision.)
- yes<sup>n,r</sup> New or reconfigured schools and districts automatically make AYP for 1 year.
- yes<sup>a</sup> Status changed through appeal
- yes<sup>5</sup> A single student in a building of fewer than 20 students cannot make the building fail participation.
- yes<sup>\*,5</sup> A single student in a building of fewer than 20 students cannot make the building fail participation, and the percent standard or above is below the target but above the criterion percent when the hypothesis test (at a 99% level of confidence) is applied.

- yes<sup>6</sup>** The group made Safe Harbor through the hypothesis test at the 75% level of confidence.  
If this is a new or reconfigured building or district, then the cell should read **yes<sup>n or r</sup>**.  
If this building has been granted an appeal, then the cell should read **yes<sup>a</sup>**.
- yes<sup>6,2</sup>** The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal
- yes<sup>6,3</sup>** The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes<sup>6,5</sup>** The group made Safe Harbor through the hypothesis test at the 75% level of confidence, and a single student in a building fewer than 20 students cannot make the building fail participation.
- yes<sup>7</sup>** The group made Safe Harbor.
- yes<sup>7,2</sup>** The group made Safe Harbor, and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes<sup>7,3</sup>** The group made Safe Harbor, and this year's participation was below 95%, but the average across 3 years was at or above, so met the participation goal.
- yes<sup>7,5</sup>** The group made Safe Harbor, and a single student in a building of fewer than 20 students cannot make the building fail participation.
- yes<sup>8</sup>** The group met requirements since no testable children were in the All Students group.
- yes<sup>9</sup>** The group met requirements since no students had valid tests
- yes<sup>9,2</sup>** The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging the data across 2 years, was at or above, so met participation goal.
- yes<sup>9,3</sup>** The group met requirements since no students had valid tests and this year's participation was below 95%, but after merging the data across 3 years, was at or above, so met participation goal.
- yes<sup>9,5</sup>** The group met requirements since no students had valid tests and this year's participation was below 95%, but a single student in a building with fewer than 20 students cannot make the building fail participation.
- yes<sup>10</sup>** – the group had less than 30 in their graduation cohort, and is considered to have made graduation.
- yes<sup>11</sup>** – the group met the 4-yr graduation goal and made participation, if applicable.
- yes<sup>12</sup>** – the group met the 4-yr graduation targets and made participation, if applicable
- yes<sup>13</sup>** – the group met the 5-yr graduation goal and made participation, if applicable
- Yes<sup>14</sup>** – the group met the 5-yr graduation improvement target and made attendance, if applicable

## **MAKING CORRECTIONS**

Checking these data depends upon the knowledge gained in checking the data for the previous columns. For example, as participation data were checked, the user could see if the participation standard was met, or if it was met through averaging. If there is an error in either met criteria (?) column, it means data corrections must be made in other areas. Send an email with the questions or appropriate justifications for why a particular rule was or was not applied appropriately ([qpa@ksde.org](mailto:qpa@ksde.org)) or call the AYP/QPA Help Desk at 785-296-2261.

## **8. The alternate and modified assessment rows are correct for both the reading and math sections.**

### **EXPLANATION**

Underneath the Reading section and the Math section of the AYP Report are the Alternate and Modified (KAMM) sub-tables. These tables indicate whether or not the results for students with disabilities who took either the Alternate Assessment or the KAMM (often called simply the Modified Assessment) need to be reclassified. The Federal regulations allow 1% of student scores at standard and above on the Alternate Assessment to be counted as proficient. The Federal regulations allow 2% of students scores at standard and above on the KAMM assessment to be counted as proficient.

The test pool for determining the 1% – 2% cap is based on the total number of all students in the grades 3 – 8 and 11. Districts or schools submit the data through the KIDS Collection System via a TEST record. The larger the test-pool, the more students who can be counted as proficient.

The District AYP/QPA reports the numbers of students scores to be reclassified. The numbers are aggregated at the district level, but if the meets standard caps are exceeded, the numbers are reclassified back to buildings. The students who are reclassified are counted as non-proficient at all levels; building, district, and State.



Figure 2

	Reading targets: 86.0 %								Other Measures							
	standard or above (%)	total (n)	valid (n)	Safe Harbor apply?	Safe Harbor made?	participation (%)	total participation (n)	valid participation (n)	met criteria?	attendance rate (%)	attendance rate change (%)	4 year grad rate (%)	4 yr grad rate change (%)	5 yr grad rate (%)	5 yr grad rate change (%)	met other criteria?
All Students	86.1	1839	1583			99.1	1905	1888	yes	0	-95.5	90.1	9.9	85.5	n/a	no
Free and Reduced Lunch	76.8	586	450	no		99.2	608	603	no		-94.2	78.2	24.9	66.7	n/a	no
Students with Disabilities	67	218	146	no		95.8	236	226	no		-94.5	75.8	10.9	71.4	n/a	no
ELL Students	62	50	31	no		100	53	53	no		-94.7	66.7	11.1	80	n/a	no
African-American Students	77.5	102	79	no		98.2	113	111	no		-95.1	100	36.4	75.9	n/a	no
Hispanic	82.4	199	164			98.1	212	208	yes*			25	-60	65.2	n/a	-
White	87.6	1378	1207			99.2	1417	1406	yes			90.8	6.2	88.8	n/a	-
Asian												100	50	66.7	n/a	-
American Indian or Alaska Native												90	80	75	n/a	-
Multi-Racial	83.3	126	105			100	127	127	yes*			85.7	-14.3	100	n/a	-
Native Hawaiian or Pacific Islander												n/a	0	n/a	n/a	-

  

Reading proficiency data sources: 2011 year  
Reading, Alternate & Modified

	test pool	total	standard or above (n)	standard or above (%)	must reclassified	reclassified (n)
modified assessment	1909	9	9	0.5	no	no
alternate assessment	1909	26	25	1.3	yes	5

other measure targets:  
attendance : 90% goal or improvement over last year  
graduation : 80% goal or  
5% improvement if rate is <50%  
3% improvement if rate is ≥ 50%

Figure 11 displays an example of the two tables at the bottom of the AYP report for the Alternate and KAMM reclassification calculations. The data in this example will be used in the following explanation. **Note-Reclassification is calculated at the district level, so always use the district report to calculate the number of students to be reclassified across the district.**

### Reading, Alternate and Modified

- Alternate assessment** – it is the district level data that must be used...not individual building numbers. The test pool in the example above includes 1909 students. No more than 1% of the alternate assessments can be counted as meets standard, so  $1909 \times .01 = 19.09$  students. We can only deal in whole students, so rounding up to the next whole student gives us a maximum allowance of 20 students. There were actually 25 students who scored at standard or above,  $25 / 1909 = 1.3\%$ . *Note: the percentage showing in the “standard or above (%)” column is 1.3% which .3% more than the allowed number.* So,  $25 \text{ actual} - 20 \text{ allowed} = 5$  students to be reclassified as below standard.
- Modified assessment (KAMM)** – it is the district level data that must be used...not individual building numbers. The test pool in the example above includes 1909 students. No more than 2% of the alternate assessments can be counted as proficient,  $1909 \times .02 = 38.18$  students, which rounds up to 39 students allowed to score at standard or above. There were actually 9 students who scored at standard or above,  $9 / 1909 = .5\%$ . So,  $9 \text{ actual} - 39 \text{ allowed} = 0$  students who must be reclassified as below standard.

## Math, Alternate and Modified

- **Modified assessment (KAMM)**

In the example above, the standard or above % is less than the allotted 2%, so no students will be reclassified back to a building.

*Note: if a district had less than 1% of its alternate assessments scored at standard or above, the un-used portion can be applied to the modified (KAMM). For example, if district has no alternates scored at standard or above, then the district can have up to 3% of its modified assessments scored at standard or above. The reverse does not apply—if a district has used only a portion of its modified assessments, it cannot be applied to the alternate 1% limit.*

## WHAT TO CHECK

From previous data checks, confirm the number of Alternates and KAMM reported for students enrolled on or before September 20 were administered and the numbers students proficient are accurate. Confirm the size of the Testing Pool. KSDE has an automated reclassification program that reclassifies students back to the building. However, districts have an opportunity to do a manual reclassification from June 1 through July 12 after all Data Checklists have been submitted by schools and the district. Review the school results and determine if the district would like to do a manual reclassification.

## MAKING CORRECTIONS

Errors described above can be corrected by submitting TEST records via the KIDS Collection System.

The Reclassification Tool opens after the district and all of its schools have submitted their Data Checklist/Signoff. At that time, districts may adjust which students with disabilities' results are reclassified by building. The tool is straightforward and easy to use. Make sure to read and follow instructions carefully when manually reclassifying students and always check results, i.e., how changes affect other buildings.

## **9. The Ambiguous AYP School Report is resolved, Status 7- Ambiguous AYP School**

### **EXPLANATION**

When a student has completed an assessment in a particular subject for which multiple TEST records exist for that student and subject, with different AYP schools listed, KSDE is unable to determine which TEST record should be used. Therefore, both TEST records will be reported as errors until the ambiguity is resolved. KSDE has implemented the AYP status code of 7 to indicate this error condition.

### **WHAT TO CHECK**

Schools/Districts must resolve all Ambiguous AYP school errors (status code = 7) before signing off on the data. At KSDE these errors will be indicated on a report in the AYP/QPA Reports, the “Error Report for Ambiguous AYP School”.

### **MAKING CORRECTIONS**

#### **Resolving Issues Indicated on the Error Report for Ambiguous AYP School**

At the district level the report will show entries for both TEST records that could potentially be associated with the assessment. Only one AYP School can be credited with a student’s assessment results. Therefore, it is imperative for the incorrect AYP School to correct the condition so that the correct AYP School is credited.

The incorrect AYP School will need to submit an updated TEST record showing themselves as the AYP School and with test type “C” in the appropriate assessment field(s), but with the Attendance School the same as was submitted originally. This will “clear” the record for the incorrect AYP School and result in the correct AYP School being credited with the student’s results.

#### **Changing the AYP School for an Assessment Already Completed**

This section describes the process for changing the AYP School (as listed on the TEST record and the assessment result) for an exam that a student has already completed.

*Caution: For the following process if users generate TEST records from the local (SIS), they may need to manipulate the SIS multiple times to facilitate this change. It is important to follow these steps to avoid losing assessment data. Users must create and submit a new record before “eliminating” the old record.*

### **Step 1**

Create a new TEST record. Submit a TEST record indicating the new AYP School and including the test types designated in the appropriate assessment fields. The Attendance School must match the school where the test tickets were printed. *Note: this will cause both the old and the new AYP School to show an AYP Status of (7) for the student and the student will appear on KSDE's Error Report for Ambiguous AYP School and on CETE's Problem Report until Step 2 is completed.*

### **Step 2**

Modify the old TEST record. Submit a TEST record for this student and assessment but with the old AYP School, and designate test type "C" in the appropriate assessment field(s). This will result in the new AYP School being credited with the student's AYP results. The student will then drop off of the Error Report for Ambiguous AYP School for both schools.

### **Step 3**

As necessary, update the SIS with the new information from the "new TEST record" (i.e., the new AYP school and the correct test types).

Schools must clear the Error Report for Ambiguous AYP School prior to signing off on building level data.