RESTORING NORMAL

# Business Rules: Technical Components to AQuESTT

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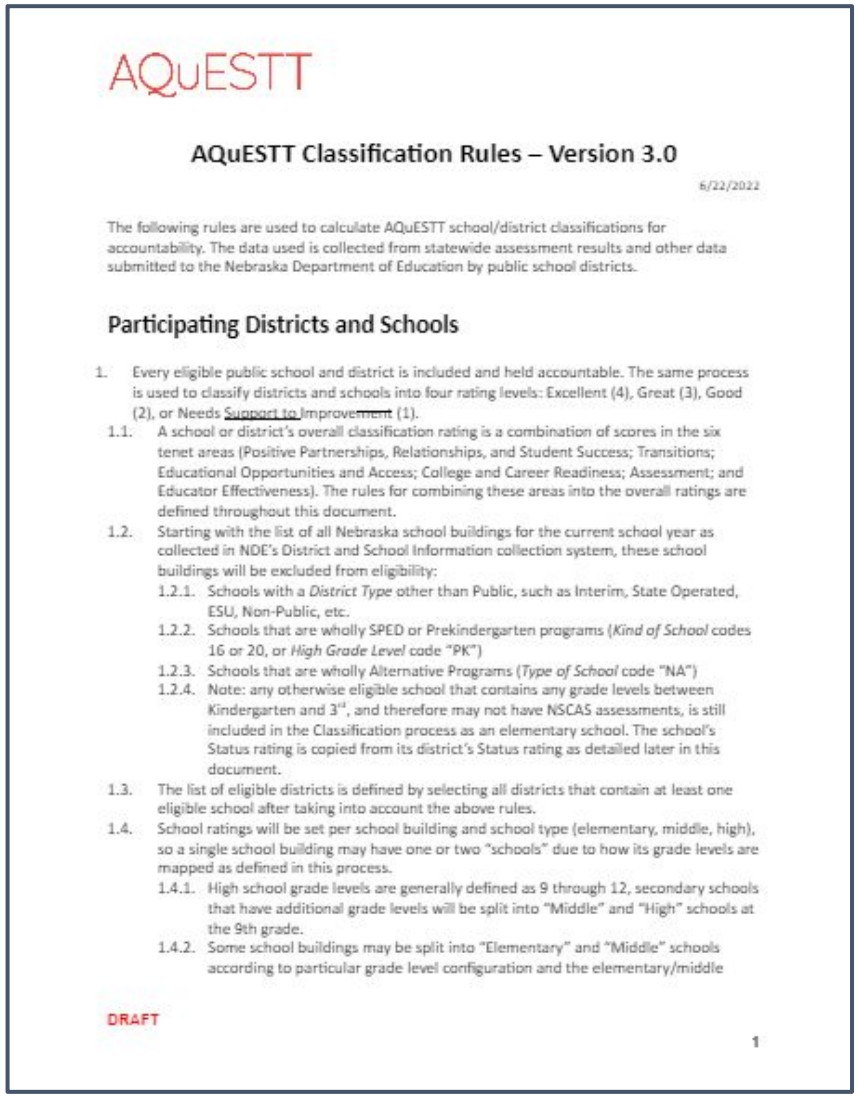
Administrator, Office of Policy & Strategic Initiatives

# Objectives

- Tour the AQuESTT business rules, and discuss some technical features of accountability calculations
- Highlight resources for accountability data including the NEP Secure, Adviser Validation, ELPA 21 On-track Report, and NSCAS

# Business Rules

# What are Business Rules?



AQuESTT

**AQuESTT Classification Rules – Version 3.0**

6/22/2022

The following rules are used to calculate AQuESTT school/district classifications for accountability. The data used is collected from statewide assessment results and other data submitted to the Nebraska Department of Education by public school districts.

**Participating Districts and Schools**

1. Every eligible public school and district is included and held accountable. The same process is used to classify districts and schools into four rating levels: Excellent (4), Great (3), Good (2), or Needs Support to Improvement (1).
   - 1.1. A school or district's overall classification rating is a combination of scores in the six tenet areas (Positive Partnerships, Relationships, and Student Success; Transitions; Educational Opportunities and Access; College and Career Readiness; Assessment; and Educator Effectiveness). The rules for combining these areas into the overall ratings are defined throughout this document.
   - 1.2. Starting with the list of all Nebraska school buildings for the current school year as collected in NDE's District and School Information collection system, these school buildings will be excluded from eligibility:
     - 1.2.1. Schools with a *District Type* other than Public, such as Interim, State Operated, ESU, Non-Public, etc.
     - 1.2.2. Schools that are wholly SPED or Prekindergarten programs (*Kind of School* codes 16 or 20, or *High Grade Level* code "PK")
     - 1.2.3. Schools that are wholly Alternative Programs (*Type of School* code "NA")
     - 1.2.4. Note: any otherwise eligible school that contains any grade levels between Kindergarten and 3rd, and therefore may not have NSCAS assessments, is still included in the Classification process as an elementary school. The school's Status rating is copied from its district's Status rating as detailed later in this document.
   - 1.3. The list of eligible districts is defined by selecting all districts that contain at least one eligible school after taking into account the above rules.
   - 1.4. School ratings will be set per school building and school type (elementary, middle, high), so a single school building may have one or two "schools" due to how its grade levels are mapped as defined in this process.
     - 1.4.1. High school grade levels are generally defined as 9 through 12, secondary schools that have additional grade levels will be split into "Middle" and "High" schools at the 9th grade.
     - 1.4.2. Some school buildings may be split into "Elementary" and "Middle" schools according to particular grade level configuration and the elementary/middle

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Business rules

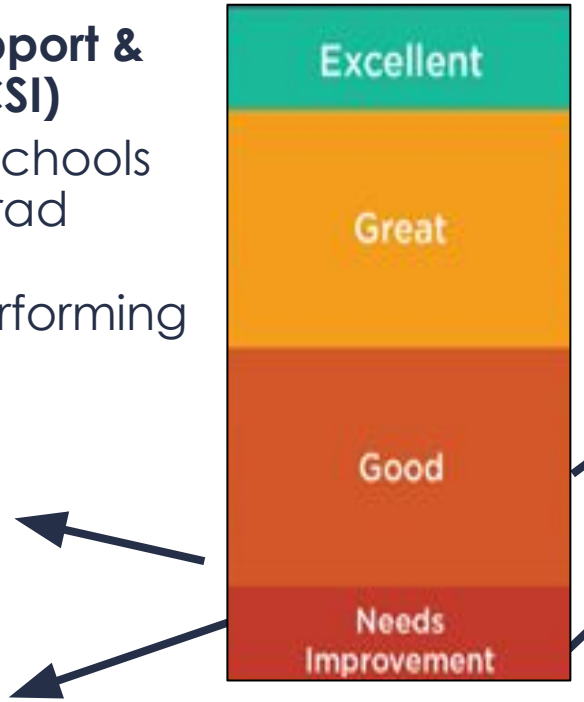
- Lay out the consistent instructions to determine how a process, operation, or calculation is performed.
- Create consistency and establish agreed upon ways of measuring and accounting for anomalies or special circumstances.
- Serve as the mechanics under which accountability classifications and designations are created.

# Classifications & Designations

27 schools

**Comprehensive Support & Improvement (CSI)**

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group




**Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)**

- Consistently low-performing student group

***Like in 2019, any school identified for ATSI/TSI may not be classified as Excellent***

363 schools

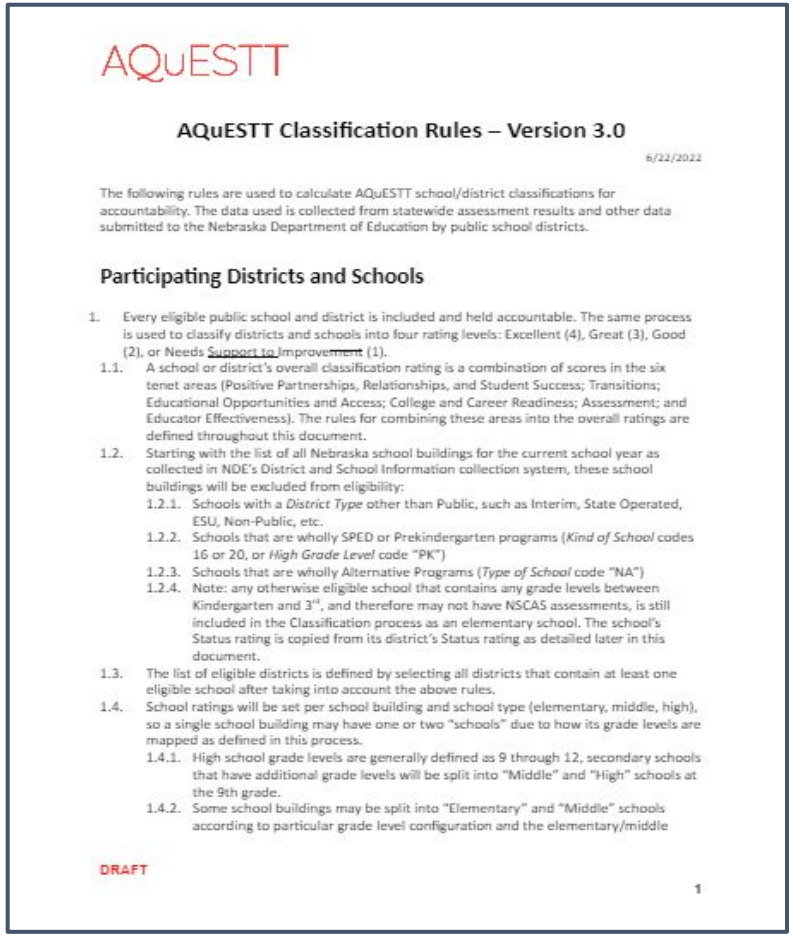
**Priority Schools**

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

3 schools

# Classifications & Designations

## Classification Business Rules



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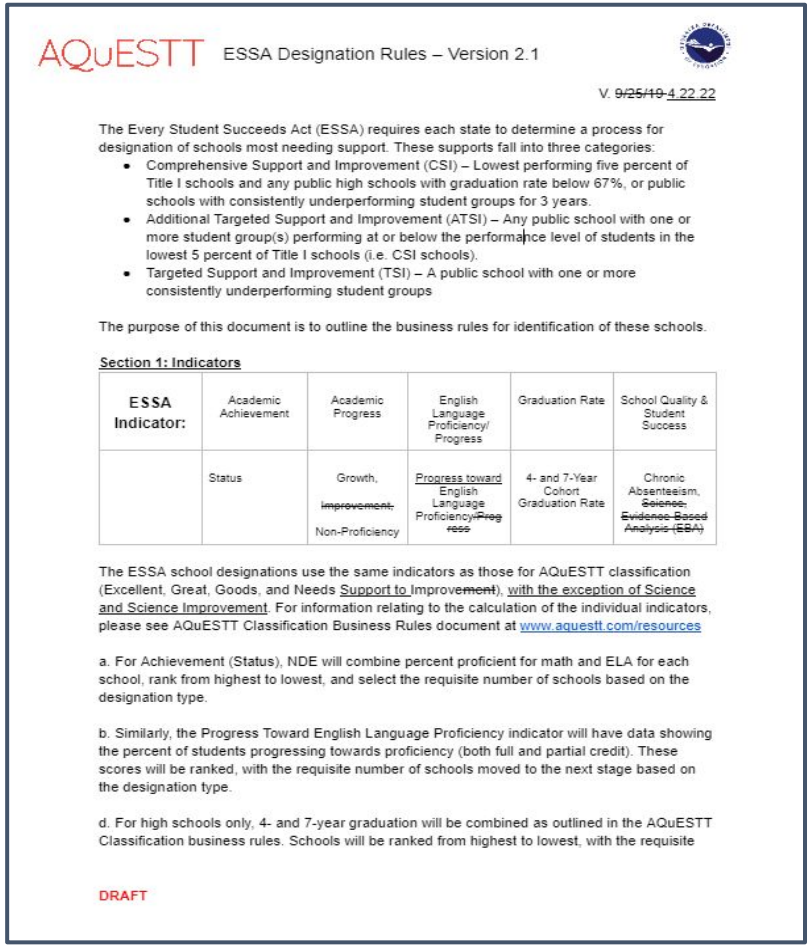
## Designation Business Rules



AQuESTT ESSA Designation Rules – Version 2.1

V. ~~9/25/19~~ 4.22.22

The Every Student Succeeds Act (ESSA) requires each state to determine a process for designation of schools most needing support. These supports fall into three categories:

- Comprehensive Support and Improvement (CSI) – Lowest performing five percent of Title I schools and any public high schools with graduation rate below 67%, or public schools with consistently underperforming student groups for 3 years.
- Additional Targeted Support and Improvement (ATSI) – Any public school with one or more student group(s) performing at or below the performance level of students in the lowest 5 percent of Title I schools (i.e. CSI schools).
- Targeted Support and Improvement (TSI) – A public school with one or more consistently underperforming student groups

The purpose of this document is to outline the business rules for identification of these schools.

Section 1: Indicators

| ESSA Indicator: | Academic Achievement | Academic Progress | English Language Proficiency/ Progress | Graduation Rate | School Quality & Student Success |
|---|---|---|---|---|---|
| | Status | Growth, ~~Improvement.~~ Non-Proficiency | Progress toward English Language Proficiency~~Progress~~ | 4- and 7-Year Cohort Graduation Rate | Chronic Absenteeism, ~~Science, Evidence Based Analysis (EBA)~~ |

The ESSA school designations use the same indicators as those for AQuESTT classification (Excellent, Great, Goods, and Needs Support to Improvement), with the exception of Science and Science Improvement. For information relating to the calculation of the individual indicators, please see AQuESTT Classification Business Rules document at www.aquestt.com/resources

a. For Achievement (Status), NDE will combine percent proficient for math and ELA for each school, rank from highest to lowest, and select the requisite number of schools based on the designation type.

b. Similarly, the Progress Toward English Language Proficiency indicator will have data showing the percent of students progressing towards proficiency (both full and partial credit). These scores will be ranked, with the requisite number of schools moved to the next stage based on the designation type.

d. For high schools only, 4- and 7-year graduation will be combined as outlined in the AQuESTT Classification business rules. Schools will be ranked from highest to lowest, with the requisite

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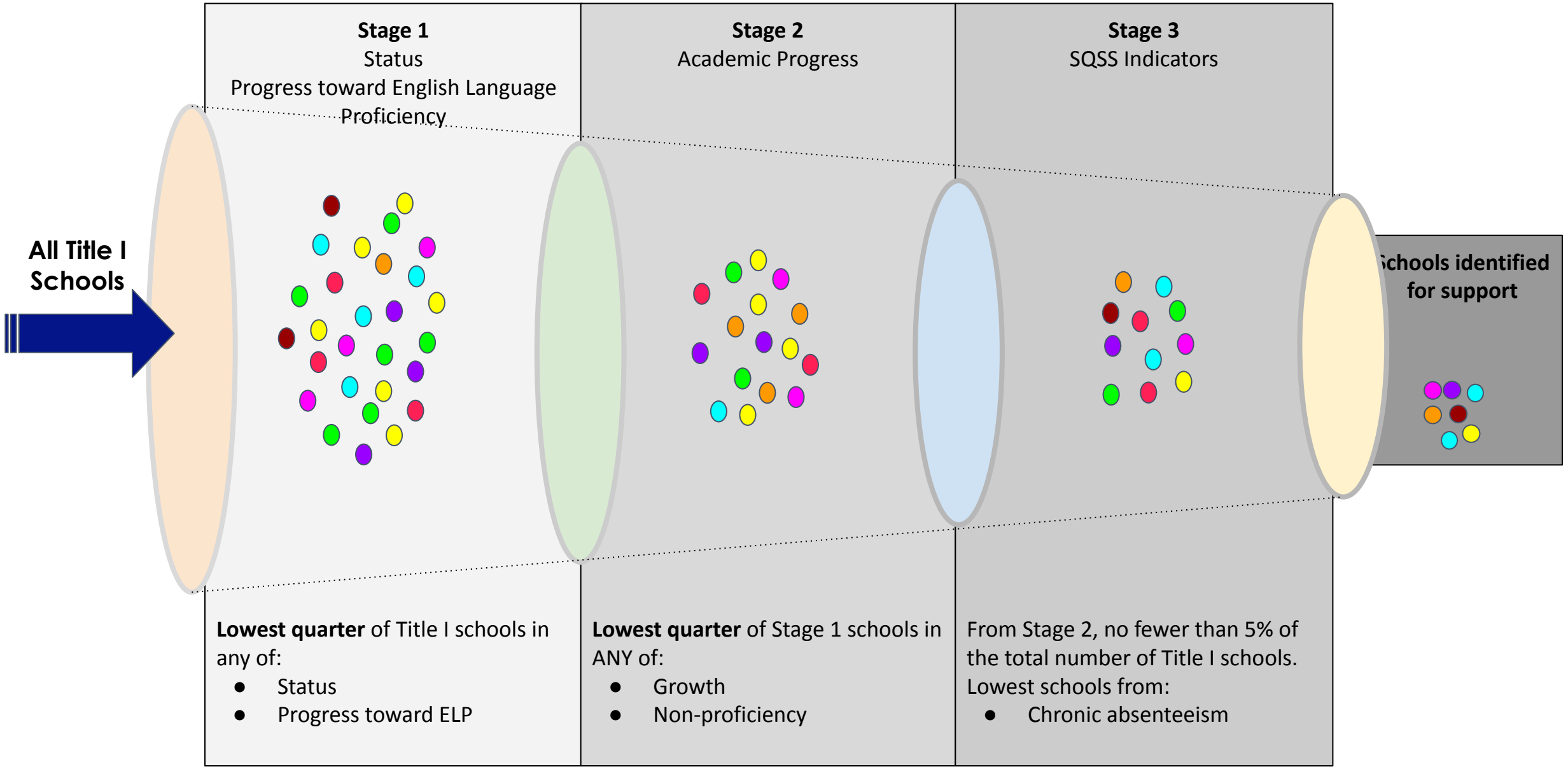
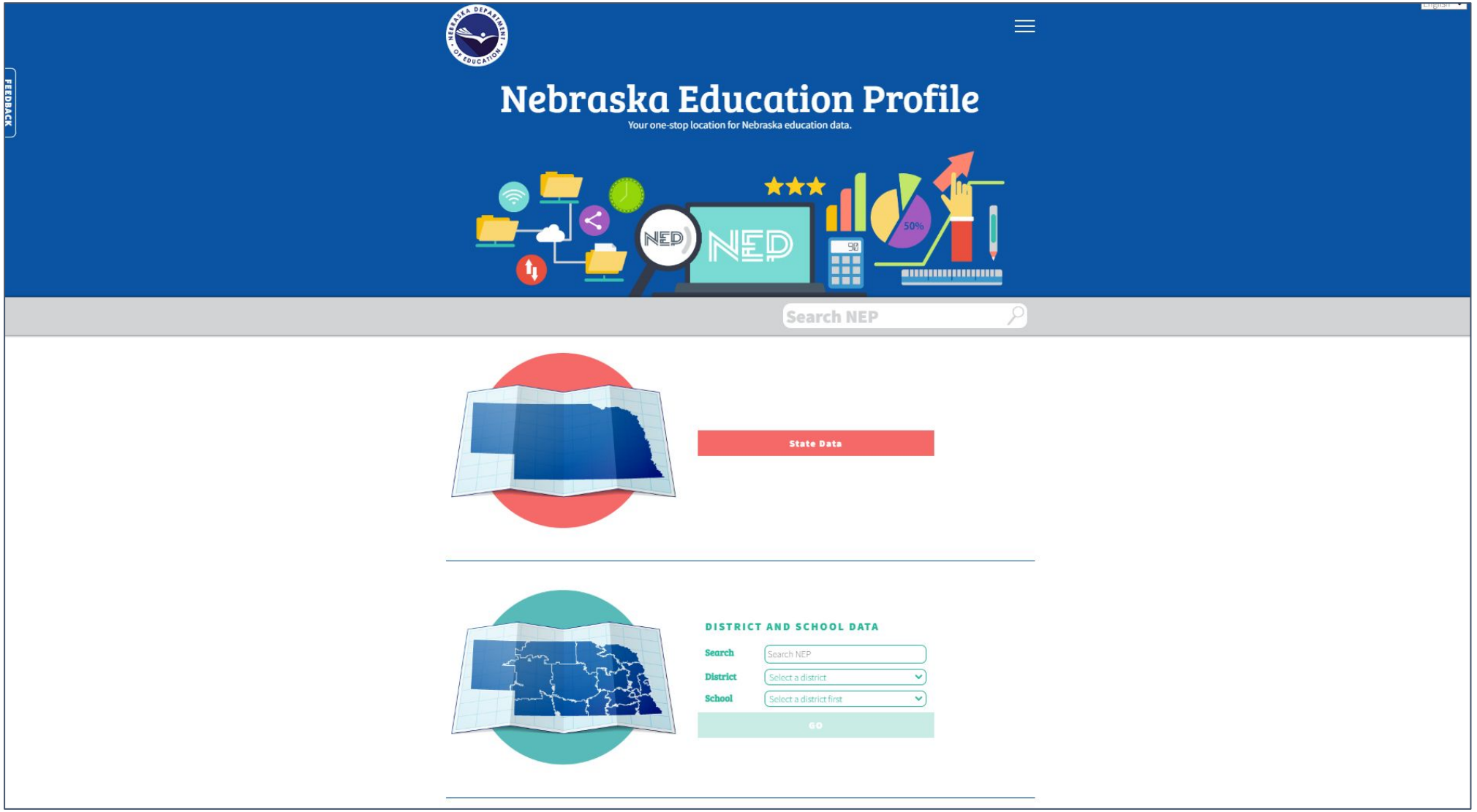
Source: Current Business Rules: Classifications & Designations

Business Rules for Federal Accountability



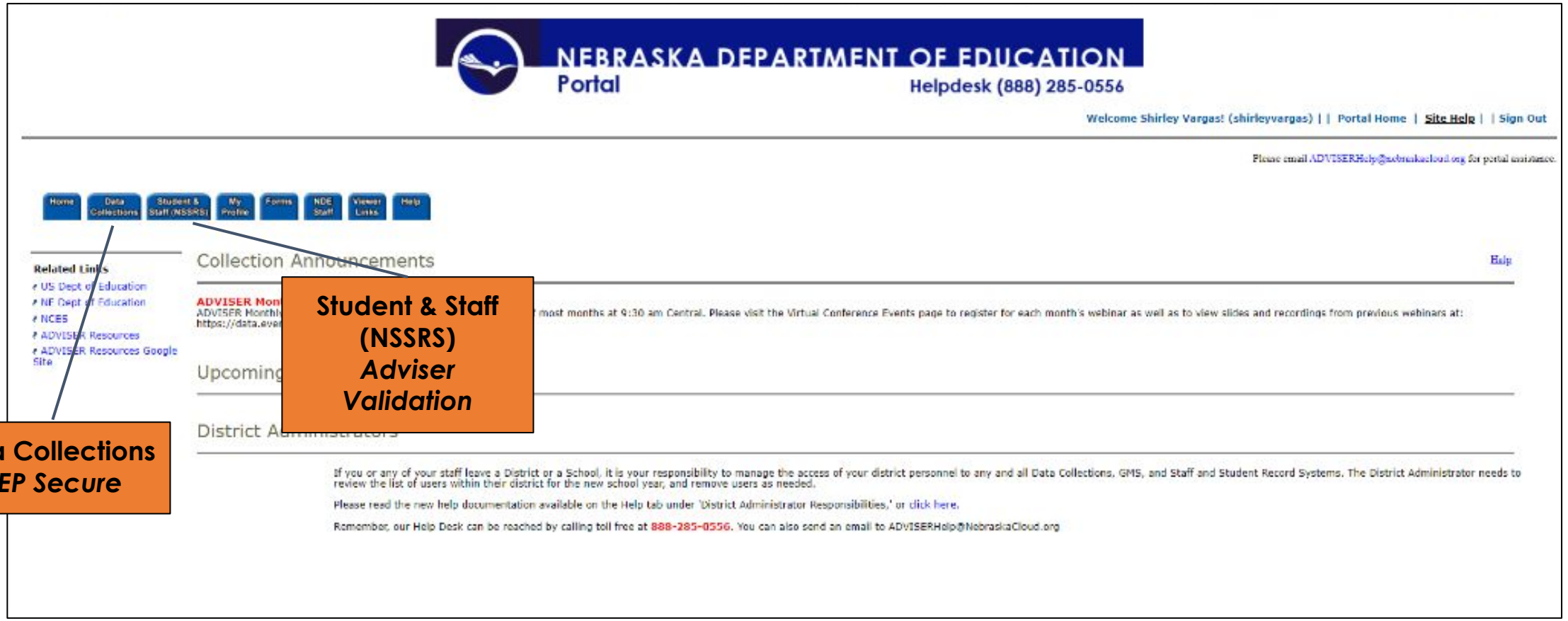
# Accountability Data and Resources

# Nebraska Education Profile



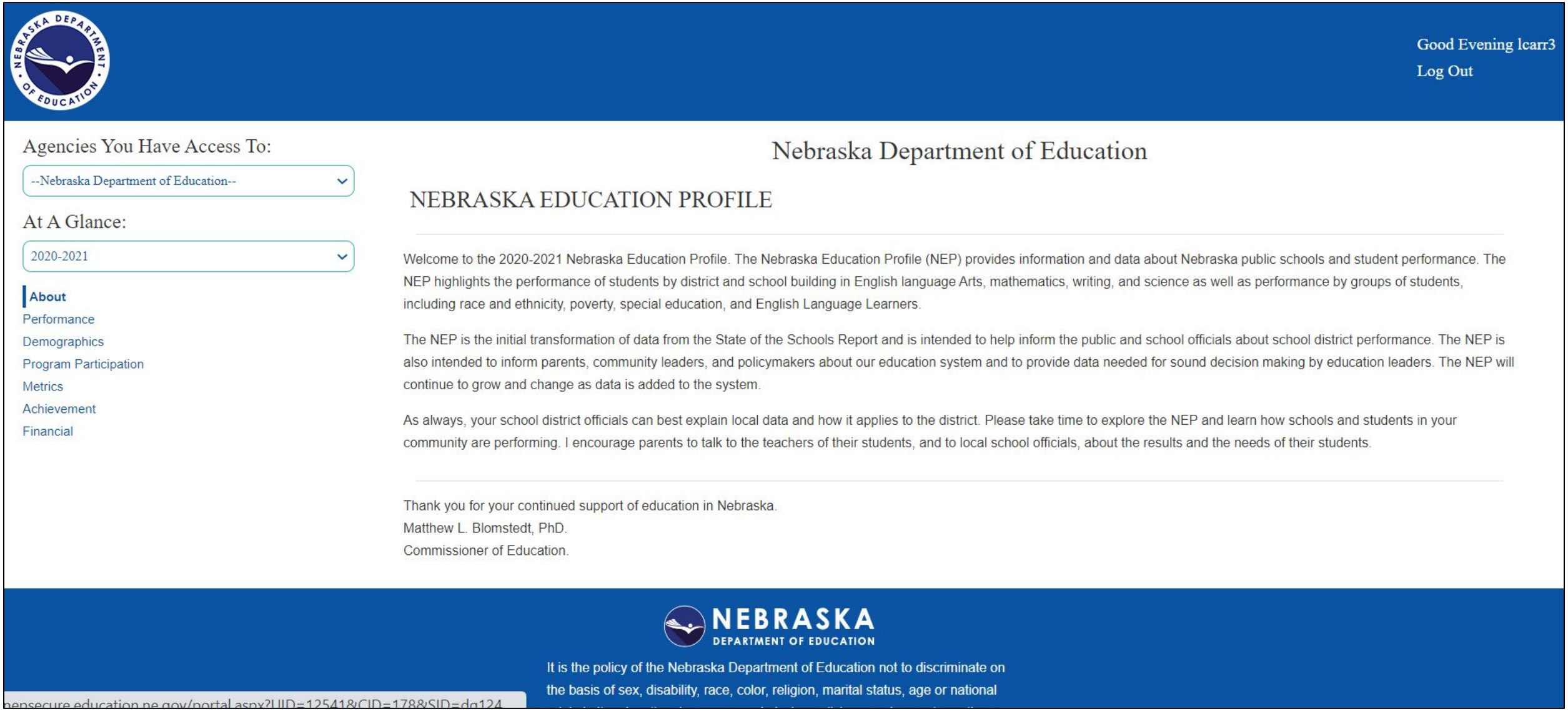

Source: NEP Public

# Portal



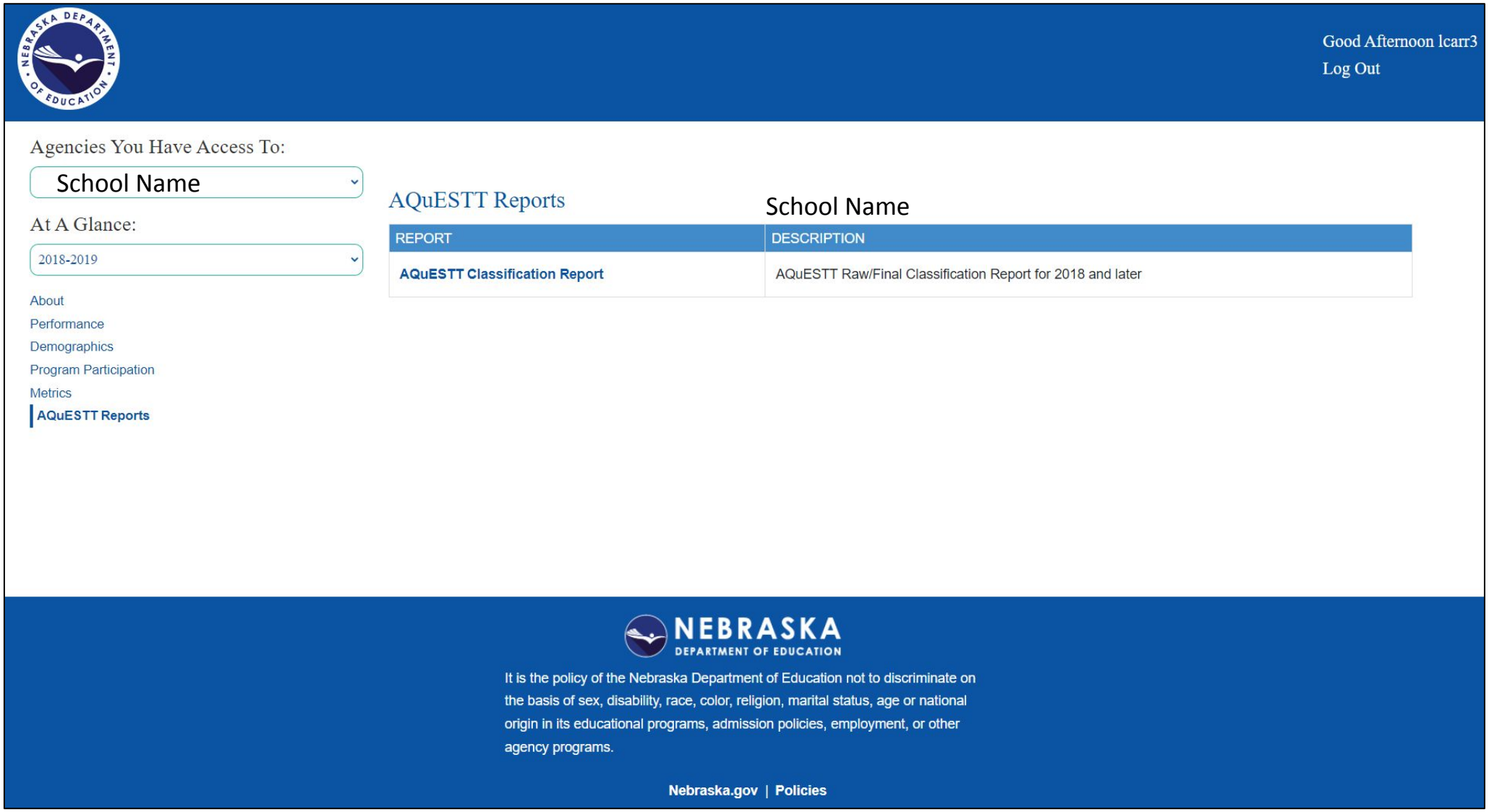

Source: NEP Portal

# NEP Secure




Source: NEP Portal

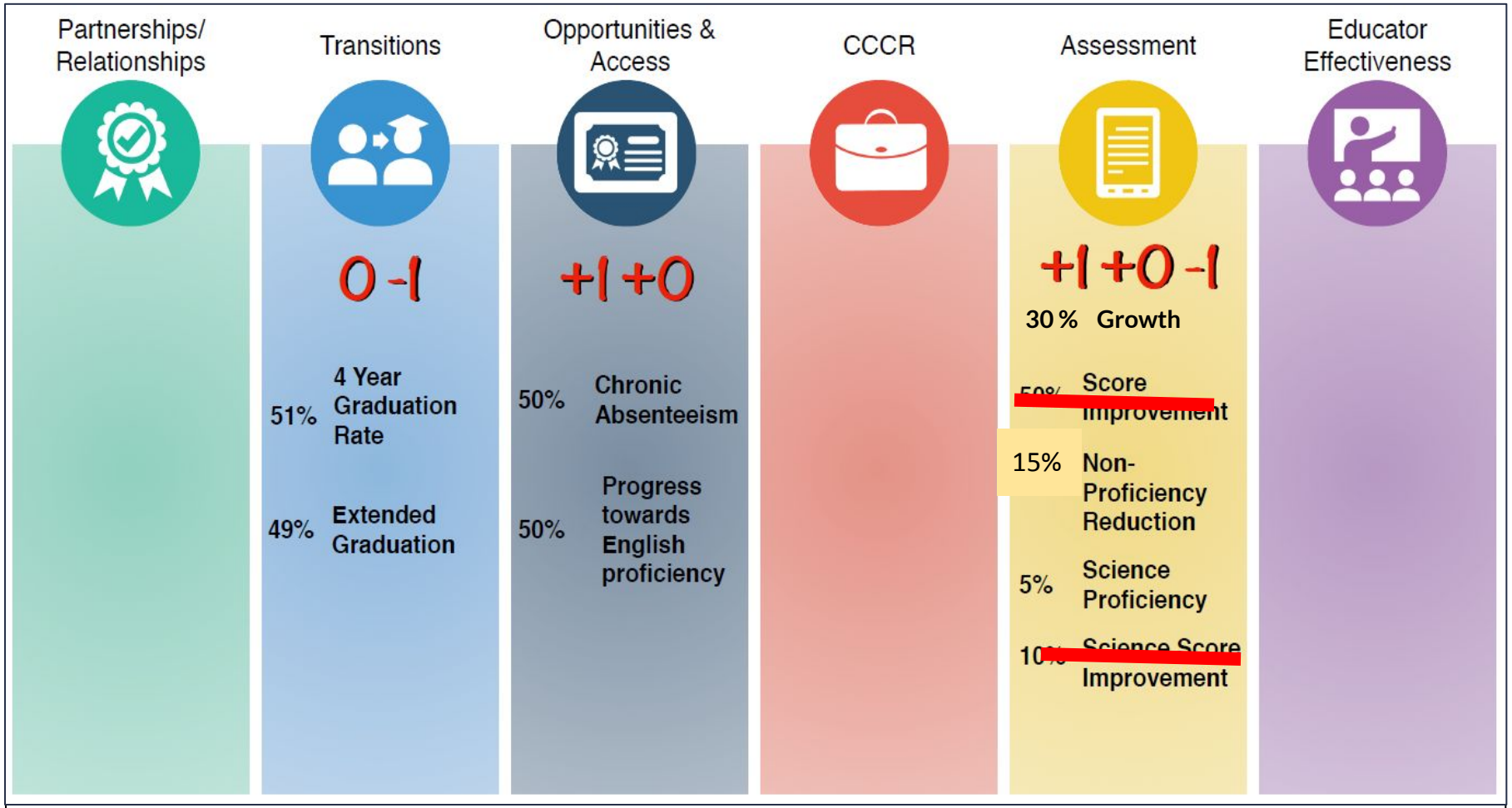
# NEP Secure




Source: NEP Portal

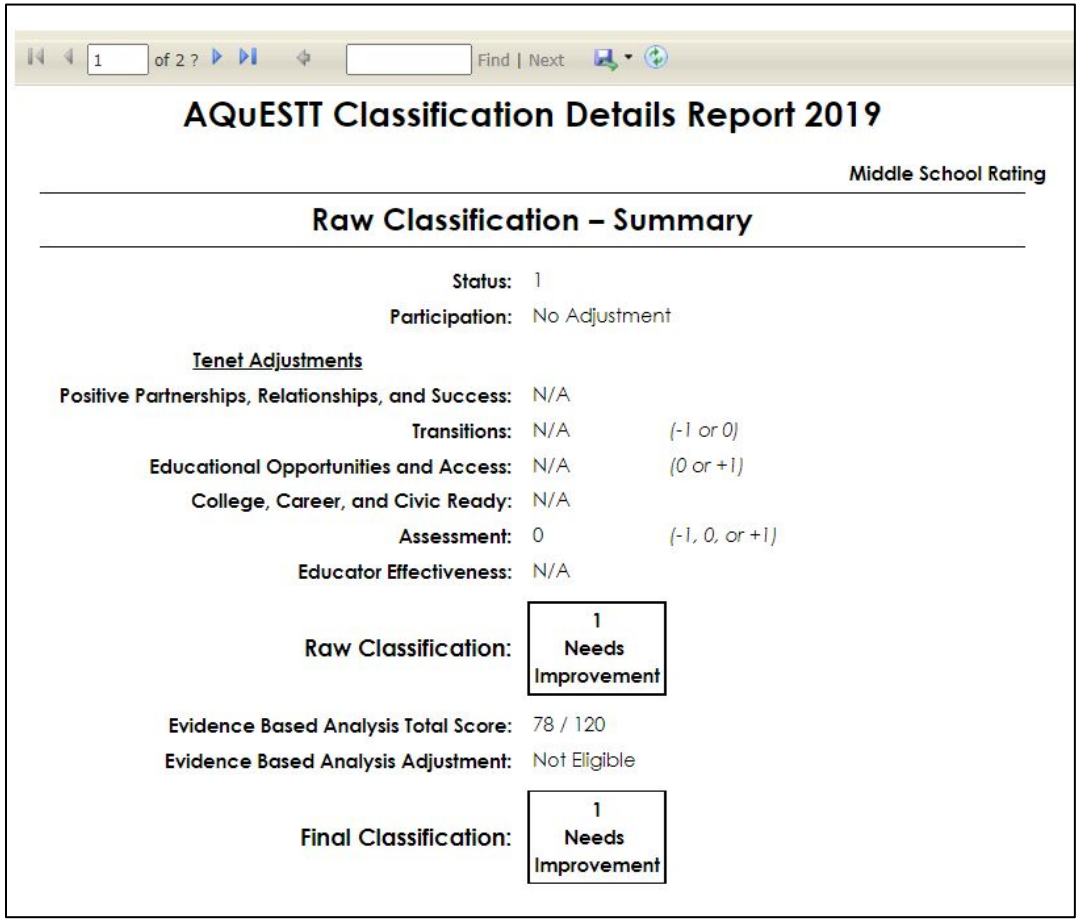
# Classifications

**Status (Percent Proficient): 4, 3, 2, 1**




**~~Evidence-Based Analysis +1 +0~~**

# NEP Secure - *Sample* AQuESTT Report



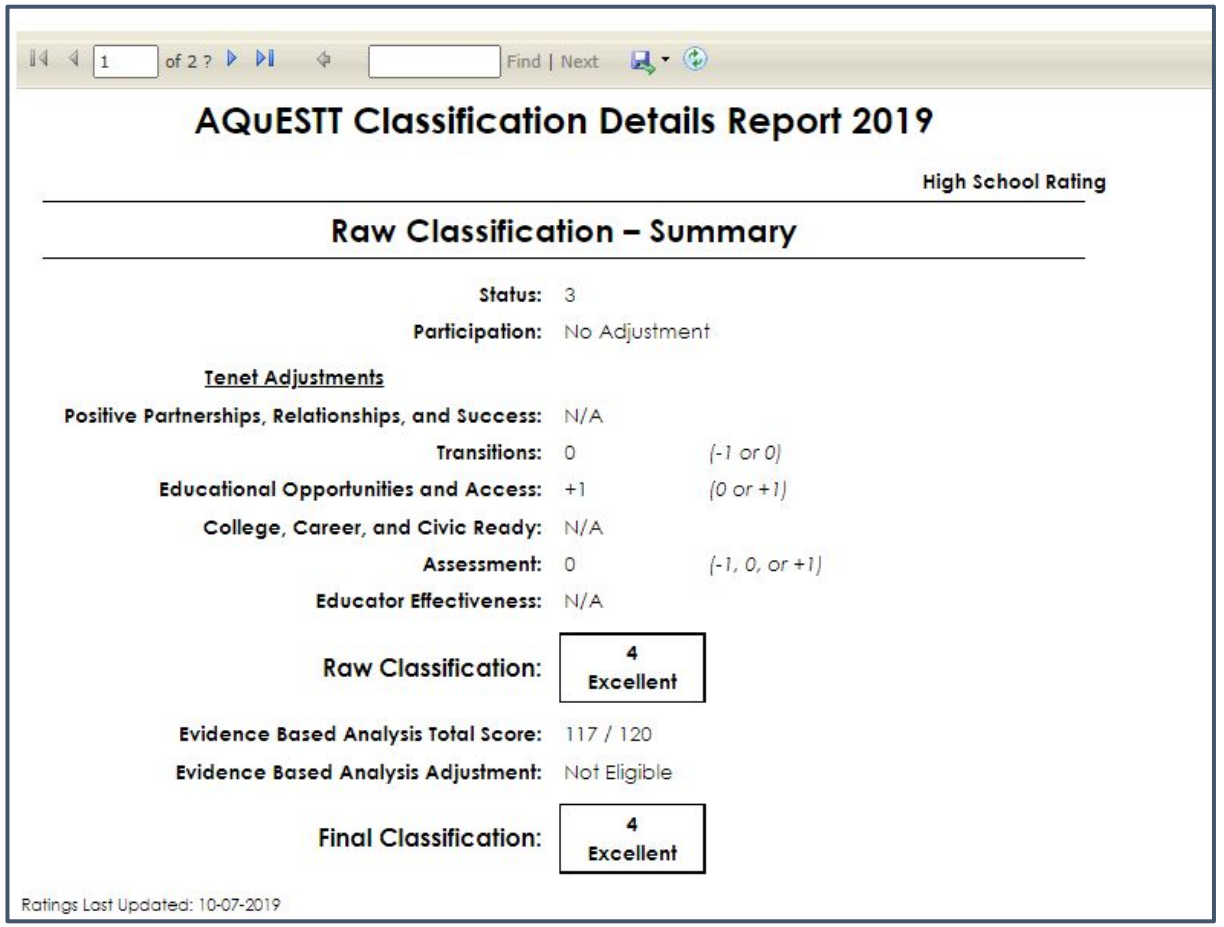
1 of 2 ? Find | Next

## AQuESTT Classification Details Report 2019

**Middle School Rating**

### Raw Classification – Summary

| | | |
|---|---|---|
| **Status:** | 1 | |
| **Participation:** | No Adjustment | |
| **Tenet Adjustments** | | |
| **Positive Partnerships, Relationships, and Success:** | N/A | |
| **Transitions:** | N/A | *(-1 or 0)* |
| **Educational Opportunities and Access:** | N/A | *(0 or +1)* |
| **College, Career, and Civic Ready:** | N/A | |
| **Assessment:** | 0 | *(-1, 0, or +1)* |
| **Educator Effectiveness:** | N/A | |
| **Raw Classification:** | 1 Needs Improvement | |
| **Evidence Based Analysis Total Score:** | 78 / 120 | |
| **Evidence Based Analysis Adjustment:** | Not Eligible | |
| **Final Classification:** | 1 Needs Improvement | |



1 of 2 ? Find | Next

## AQuESTT Classification Details Report 2019

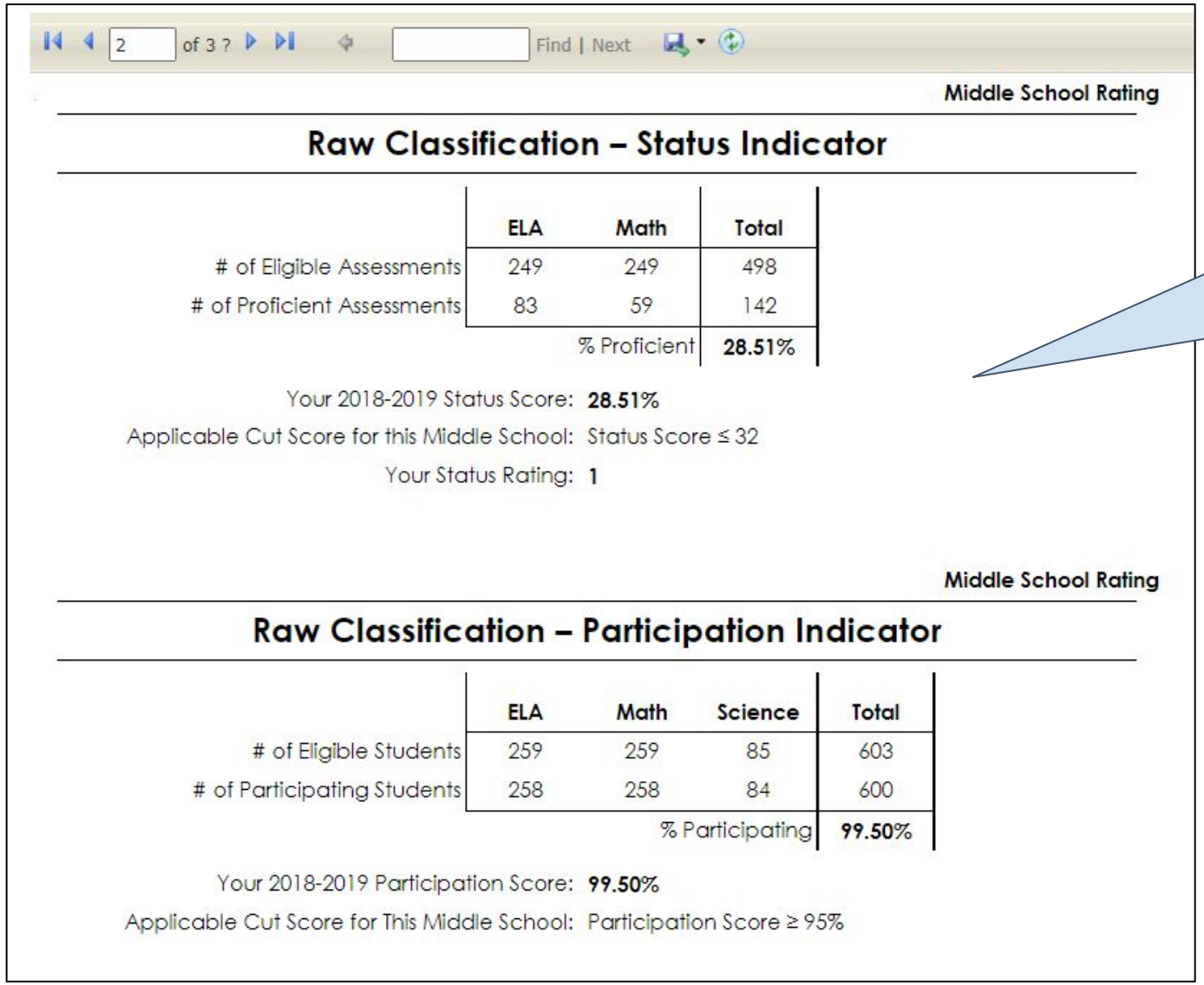
**High School Rating**

### Raw Classification – Summary

| | | |
|---|---|---|
| **Status:** | 3 | |
| **Participation:** | No Adjustment | |
| **Tenet Adjustments** | | |
| **Positive Partnerships, Relationships, and Success:** | N/A | |
| **Transitions:** | 0 | *(-1 or 0)* |
| **Educational Opportunities and Access:** | +1 | *(0 or +1)* |
| **College, Career, and Civic Ready:** | N/A | |
| **Assessment:** | 0 | *(-1, 0, or +1)* |
| **Educator Effectiveness:** | N/A | |
| **Raw Classification:** | 4 Excellent | |
| **Evidence Based Analysis Total Score:** | 117 / 120 | |
| **Evidence Based Analysis Adjustment:** | Not Eligible | |
| **Final Classification:** | 4 Excellent | |

Ratings Last Updated: 10-07-2019

# NEP Secure - *Sample* AQuESTT Report



2 of 3 ? Find | Next

Middle School Rating

## Raw Classification – Status Indicator

| | ELA | Math | Total |
|---|---|---|---|
| # of Eligible Assessments | 249 | 249 | 498 |
| # of Proficient Assessments | 83 | 59 | 142 |
| | | % Proficient | **28.51%** |

Your 2018-2019 Status Score: **28.51%**

Applicable Cut Score for this Middle School: Status Score ≤ 32

Your Status Rating: **1**

Middle School Rating

## Raw Classification – Participation Indicator

| | ELA | Math | Science | Total |
|---|---|---|---|---|
| # of Eligible Students | 259 | 259 | 85 | 603 |
| # of Participating Students | 258 | 258 | 84 | 600 |
| | | | % Participating | **99.50%** |

Your 2018-2019 Participation Score: **99.50%**

Applicable Cut Score for This Middle School: Participation Score ≥ 95%

What do these data make you wonder?

# NEP Secure - *Sample* AQuESTT Report

Elementary School Rating

## Comprehensive Support and Improvement (CSI)

**Furthest Progress in CSI Designation:** Designated as CSI

| | |
|---|---|
| Stage 0: | All schools with Schoolwide or Targeted Title I programs |
| Stage 1: | Title I elementary/middle schools with scores in the lowest quartile of either the Status or English Learner Progress indicators |
| Stage 2: | Stage 1 schools with scores in the lowest quartile of either the Improvement, Growth, or Non-Proficiency indicators |
| Stage 3: | Stage 2 schools with the lowest "School Quality and Student Success" score (a combination of the Science Proficiency indicator score, Science Improvement indicator score, Chronic Absenteeism indicator score, and the Evidence Based Analysis total score) |

Middle School Rating

## Comprehensive Support and Improvement (CSI)

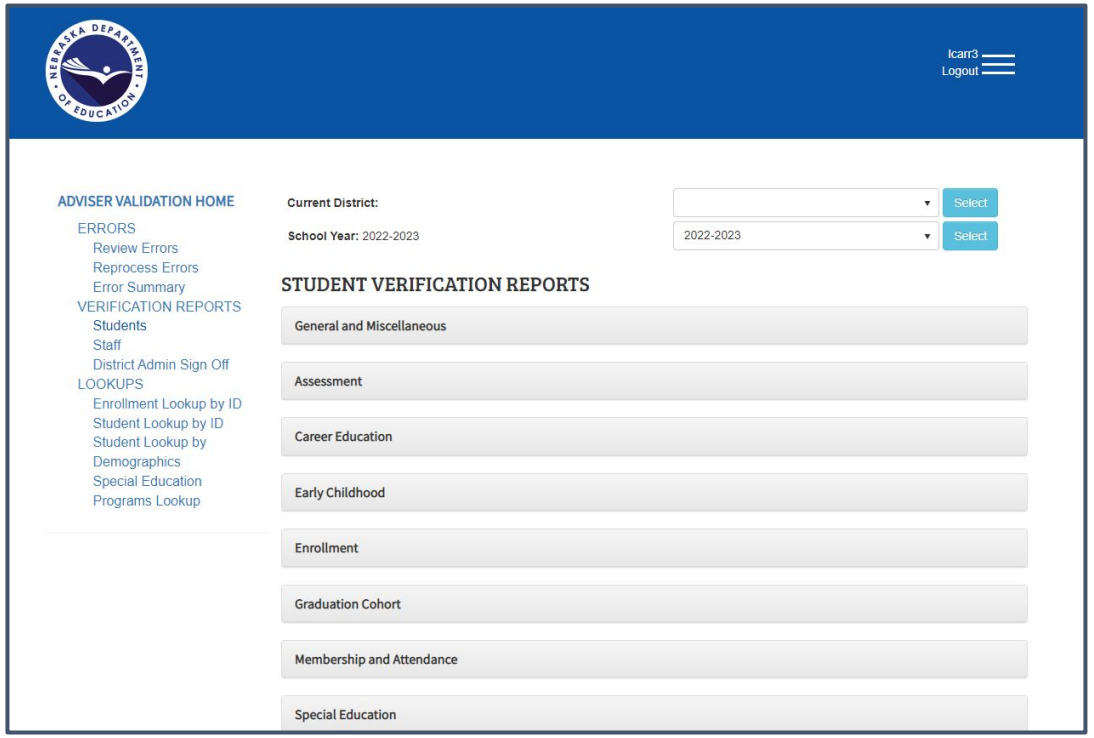
**Furthest Progress in CSI Designation:** None (no Schoolwide or Targeted Title I program)

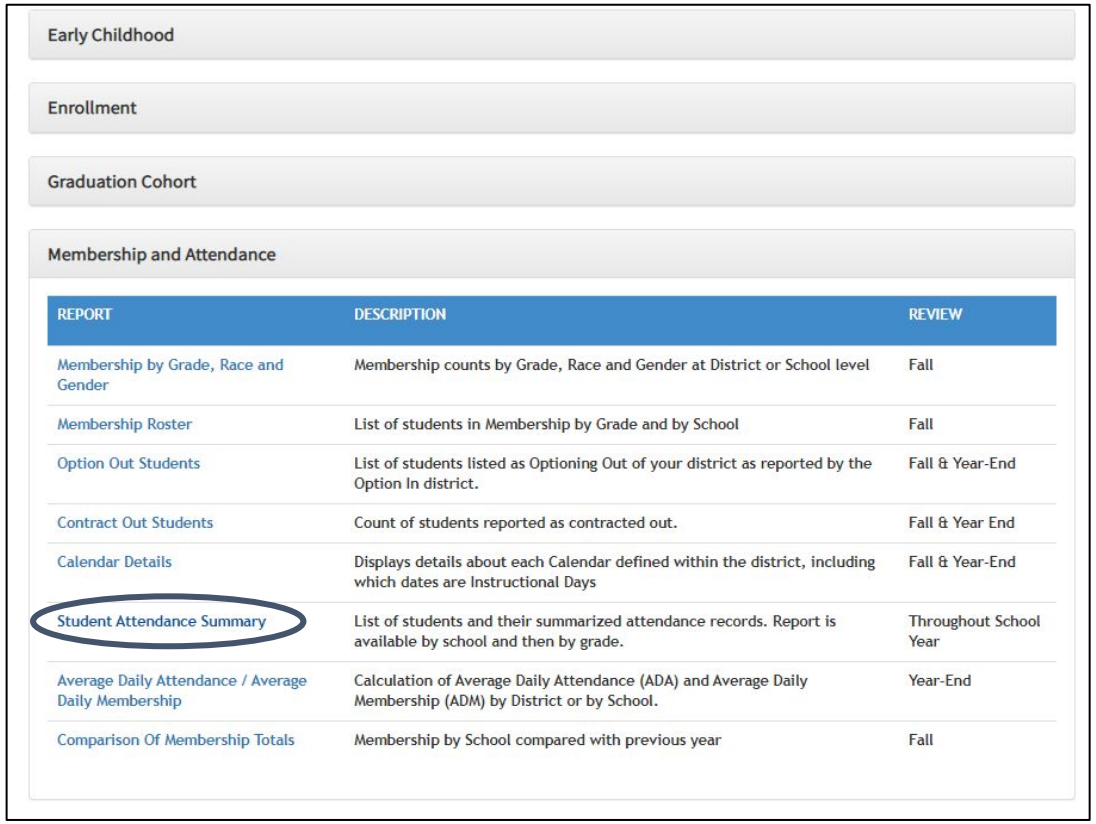
Middle School Rating

## Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

| Subgroup | TSI/ATSI Status |
|---|---|
| English Learners | Too few students |
| Economically Disadvantaged | Designated as TSI |
| American Indian or Alaska Native | Designated as ATSI |
| Asian | Too few students |
| Black or African American | Too few students |
| Hispanic | Designated as TSI |
| Two Or More Races | Designated as ATSI |
| Native Hawaiian or Other Pacific Islander | Too few students |
| White | Designated as TSI |
| Students with Disabilities | Designated as ATSI |

# Attendance (Adviser Validation)



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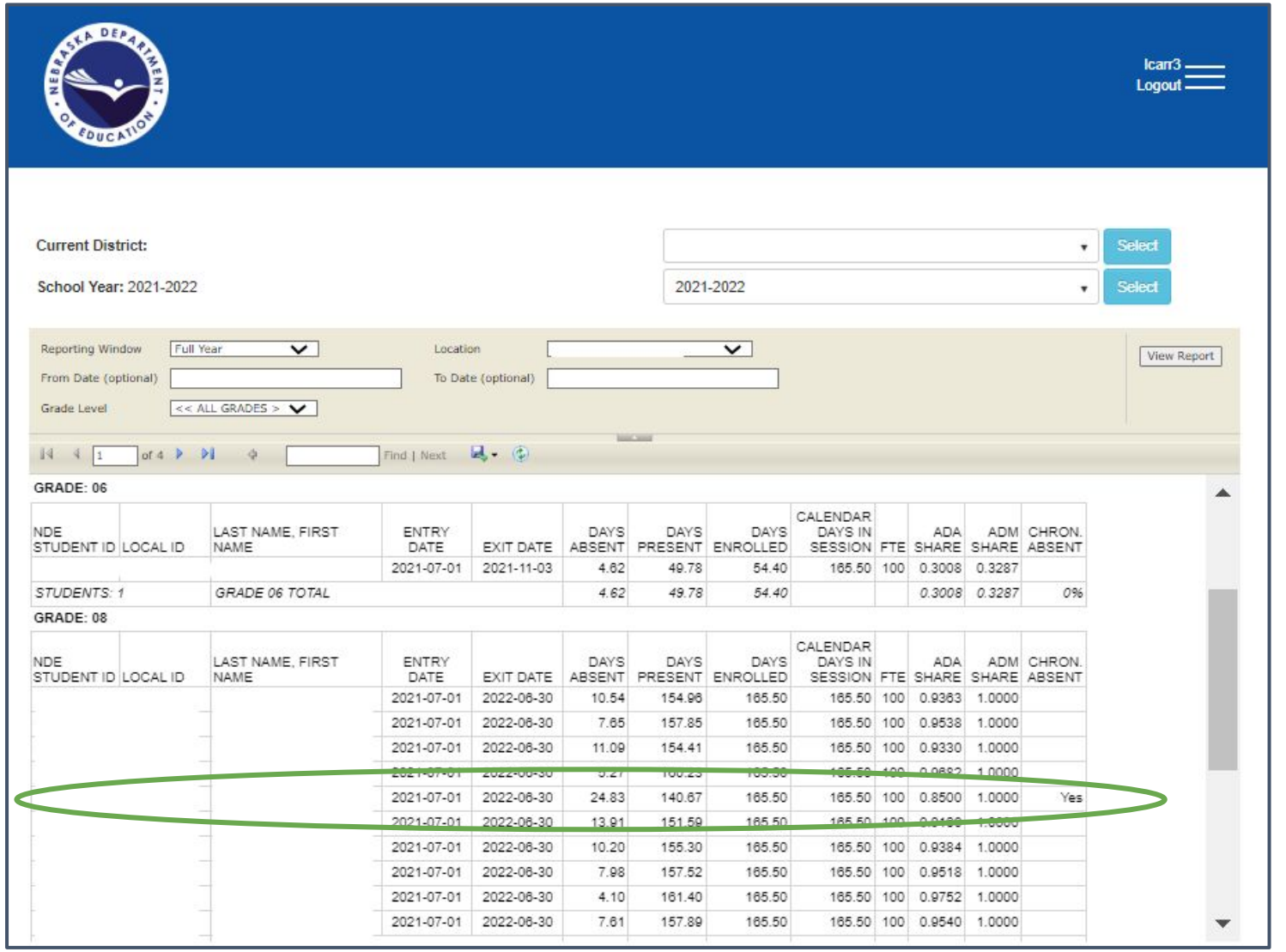


lcarr3
Logout

Current District: Select

School Year: 2021-2022 — 2021-2022 Select

Reporting Window: Full Year — Location: — View Report

From Date (optional): — To Date (optional):

Grade Level: << ALL GRADES >>

1 of 4 — Find | Next

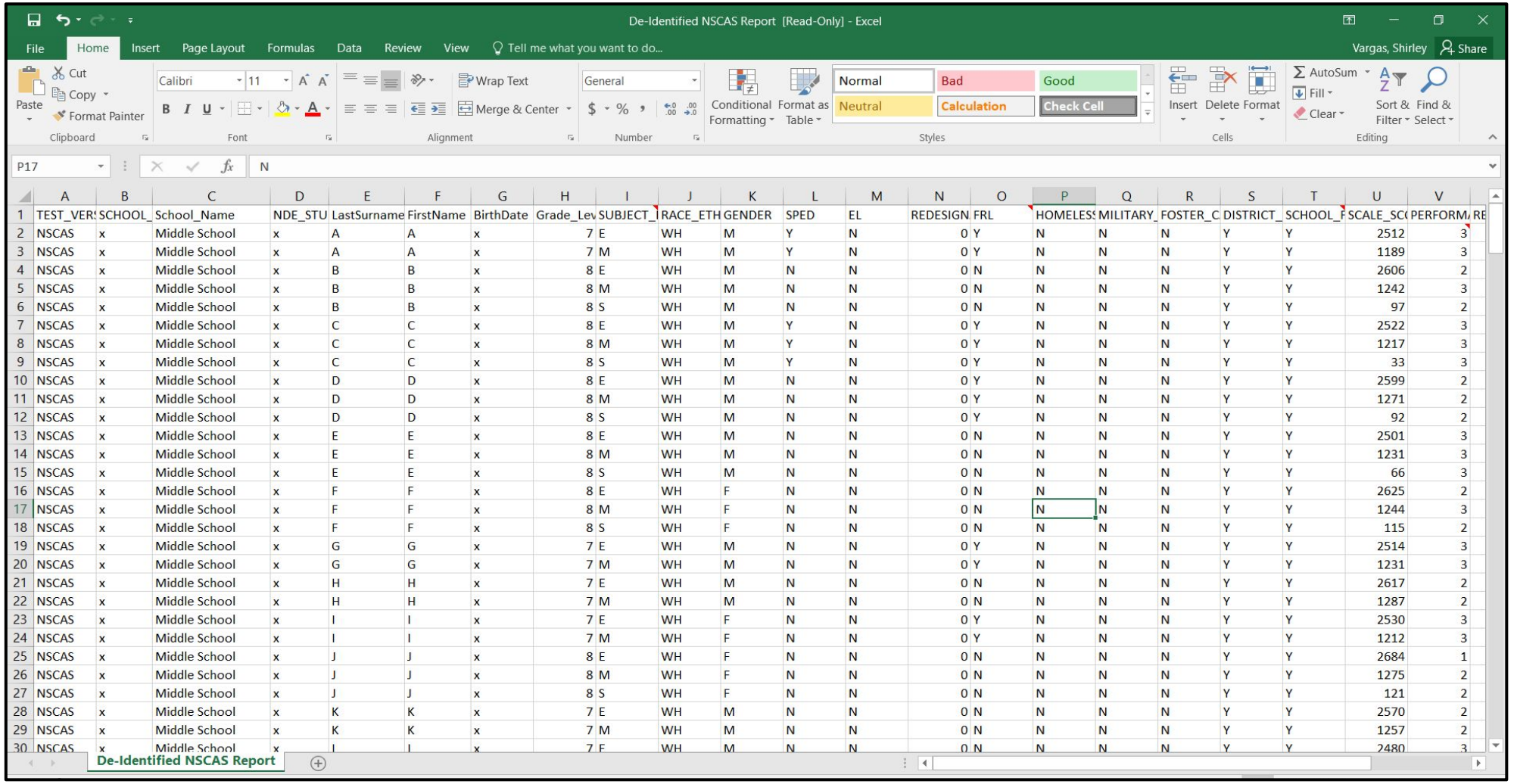
**GRADE: 06**

| NDE STUDENT ID | LOCAL ID | LAST NAME, FIRST NAME | ENTRY DATE | EXIT DATE | DAYS ABSENT | DAYS PRESENT | DAYS ENROLLED | CALENDAR DAYS IN SESSION | FTE | ADA SHARE | ADM SHARE | CHRON. ABSENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2021-07-01 | 2021-11-03 | 4.62 | 49.78 | 54.40 | 165.50 | 100 | 0.3008 | 0.3287 | |
| *STUDENTS: 1* | | *GRADE 06 TOTAL* | | | *4.62* | *49.78* | *54.40* | | | *0.3008* | *0.3287* | *0%* |

**GRADE: 08**

| NDE STUDENT ID | LOCAL ID | LAST NAME, FIRST NAME | ENTRY DATE | EXIT DATE | DAYS ABSENT | DAYS PRESENT | DAYS ENROLLED | CALENDAR DAYS IN SESSION | FTE | ADA SHARE | ADM SHARE | CHRON. ABSENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2021-07-01 | 2022-06-30 | 10.54 | 154.96 | 165.50 | 165.50 | 100 | 0.9363 | 1.0000 | |
| | | | 2021-07-01 | 2022-06-30 | 7.65 | 157.85 | 165.50 | 165.50 | 100 | 0.9538 | 1.0000 | |
| | | | 2021-07-01 | 2022-06-30 | 11.09 | 154.41 | 165.50 | 165.50 | 100 | 0.9330 | 1.0000 | |
| | | | [illegible] | | | | | | | | | |
| | | | 2021-07-01 | 2022-06-30 | 24.83 | 140.67 | 165.50 | 165.50 | 100 | 0.8500 | 1.0000 | Yes |
| | | | [illegible] | | | | | | | | | |
| | | | 2021-07-01 | 2022-06-30 | 10.20 | 155.30 | 165.50 | 165.50 | 100 | 0.9384 | 1.0000 | |
| | | | 2021-07-01 | 2022-06-30 | 7.98 | 157.52 | 165.50 | 165.50 | 100 | 0.9518 | 1.0000 | |
| | | | 2021-07-01 | 2022-06-30 | 4.10 | 161.40 | 165.50 | 165.50 | 100 | 0.9752 | 1.0000 | |
| | | | 2021-07-01 | 2022-06-30 | 7.61 | 157.89 | 165.50 | 165.50 | 100 | 0.9540 | 1.0000 | |

# Adviser Reports - Student level results breakdown



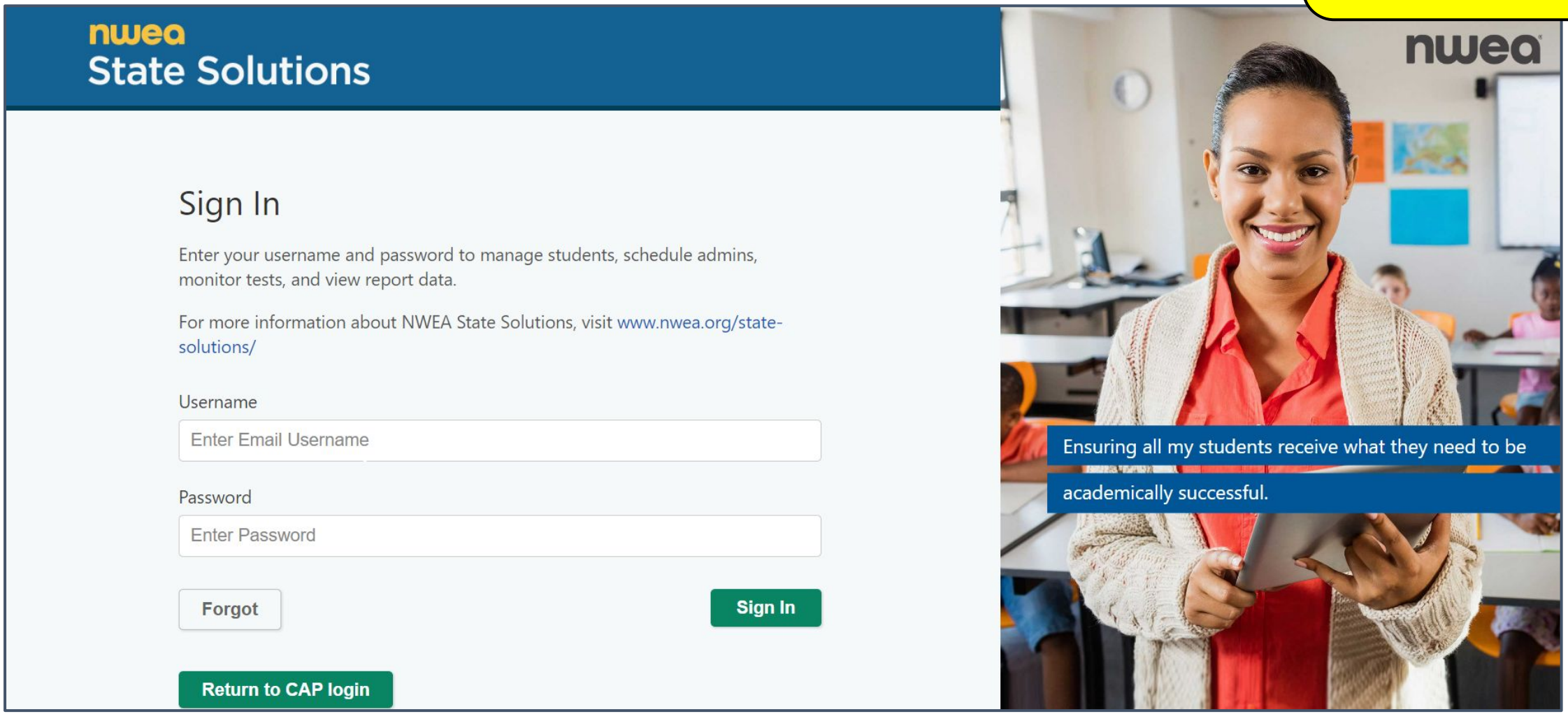

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | TEST_VER | SCHOOL_ | School_Name | NDE_STU | LastSurname | FirstName | BirthDate | Grade_Lev | SUBJECT_I | RACE_ETH | GENDER | SPED | EL | REDESIGN | FRL | HOMELESS | MILITARY_ | FOSTER_C | DISTRICT_ | SCHOOL_F | SCALE_SC | PERFORM | RE |
| 2 | NSCAS | x | Middle School | x | A | A | x | 7 | E | WH | M | Y | N | 0 | Y | N | N | N | Y | Y | 2512 | 3 | |
| 3 | NSCAS | x | Middle School | x | A | A | x | 7 | M | WH | M | Y | N | 0 | Y | N | N | N | Y | Y | 1189 | 3 | |
| 4 | NSCAS | x | Middle School | x | B | B | x | 8 | E | WH | M | N | N | 0 | N | N | N | N | Y | Y | 2606 | 2 | |
| 5 | NSCAS | x | Middle School | x | B | B | x | 8 | M | WH | M | N | N | 0 | N | N | N | N | Y | Y | 1242 | 3 | |
| 6 | NSCAS | x | Middle School | x | B | B | x | 8 | S | WH | M | N | N | 0 | N | N | N | N | Y | Y | 97 | 2 | |
| 7 | NSCAS | x | Middle School | x | C | C | x | 8 | E | WH | M | Y | N | 0 | Y | N | N | N | Y | Y | 2522 | 3 | |
| 8 | NSCAS | x | Middle School | x | C | C | x | 8 | M | WH | M | Y | N | 0 | Y | N | N | N | Y | Y | 1217 | 3 | |
| 9 | NSCAS | x | Middle School | x | C | C | x | 8 | S | WH | M | Y | N | 0 | Y | N | N | N | Y | Y | 33 | 3 | |
| 10 | NSCAS | x | Middle School | x | D | D | x | 8 | E | WH | M | N | N | 0 | Y | N | N | N | Y | Y | 2599 | 2 | |
| 11 | NSCAS | x | Middle School | x | D | D | x | 8 | M | WH | M | N | N | 0 | Y | N | N | N | Y | Y | 1271 | 2 | |
| 12 | NSCAS | x | Middle School | x | D | D | x | 8 | S | WH | M | N | N | 0 | Y | N | N | N | Y | Y | 92 | 2 | |
| 13 | NSCAS | x | Middle School | x | E | E | x | 8 | E | WH | M | N | N | 0 | N | N | N | N | Y | Y | 2501 | 3 | |
| 14 | NSCAS | x | Middle School | x | E | E | x | 8 | M | WH | M | N | N | 0 | N | N | N | N | Y | Y | 1231 | 3 | |
| 15 | NSCAS | x | Middle School | x | E | E | x | 8 | S | WH | M | N | N | 0 | N | N | N | N | Y | Y | 66 | 3 | |
| 16 | NSCAS | x | Middle School | x | F | F | x | 8 | E | WH | F | N | N | 0 | N | N | N | N | Y | Y | 2625 | 2 | |
| 17 | NSCAS | x | Middle School | x | F | F | x | 8 | M | WH | F | N | N | 0 | N | N | N | N | Y | Y | 1244 | 3 | |
| 18 | NSCAS | x | Middle School | x | F | F | x | 8 | S | WH | F | N | N | 0 | N | N | N | N | Y | Y | 115 | 2 | |
| 19 | NSCAS | x | Middle School | x | G | G | x | 7 | E | WH | M | N | N | 0 | Y | N | N | N | Y | Y | 2514 | 3 | |
| 20 | NSCAS | x | Middle School | x | G | G | x | 7 | M | WH | M | N | N | 0 | Y | N | N | N | Y | Y | 1231 | 3 | |
| 21 | NSCAS | x | Middle School | x | H | H | x | 7 | E | WH | M | N | N | 0 | N | N | N | N | Y | Y | 2617 | 2 | |
| 22 | NSCAS | x | Middle School | x | H | H | x | 7 | M | WH | M | N | N | 0 | N | N | N | N | Y | Y | 1287 | 2 | |
| 23 | NSCAS | x | Middle School | x | I | I | x | 7 | E | WH | F | N | N | 0 | Y | N | N | N | Y | Y | 2530 | 3 | |
| 24 | NSCAS | x | Middle School | x | I | I | x | 7 | M | WH | F | N | N | 0 | Y | N | N | N | Y | Y | 1212 | 3 | |
| 25 | NSCAS | x | Middle School | x | J | J | x | 8 | E | WH | F | N | N | 0 | N | N | N | N | Y | Y | 2684 | 1 | |
| 26 | NSCAS | x | Middle School | x | J | J | x | 8 | M | WH | F | N | N | 0 | N | N | N | N | Y | Y | 1275 | 2 | |
| 27 | NSCAS | x | Middle School | x | J | J | x | 8 | S | WH | F | N | N | 0 | N | N | N | N | Y | Y | 121 | 2 | |
| 28 | NSCAS | x | Middle School | x | K | K | x | 7 | E | WH | M | N | N | 0 | N | N | N | N | Y | Y | 2570 | 2 | |
| 29 | NSCAS | x | Middle School | x | K | K | x | 7 | M | WH | M | N | N | 0 | N | N | N | N | Y | Y | 1257 | 2 | |
| 30 | NSCAS | x | Middle School | x | L | L | x | 7 | E | WH | M | N | N | 0 | N | N | N | N | Y | Y | 2480 | 3 | |

*Pathway*: NEP Portal → Student & Staff (NSSRS) → Adviser Validation → Students → Assessment → Download NSCAS Assessment Results

# NSCAS Growth Platform

**Questions?**

Aly Martinez-Wilkinson
aly.martinez.wilkinson@nwea.org

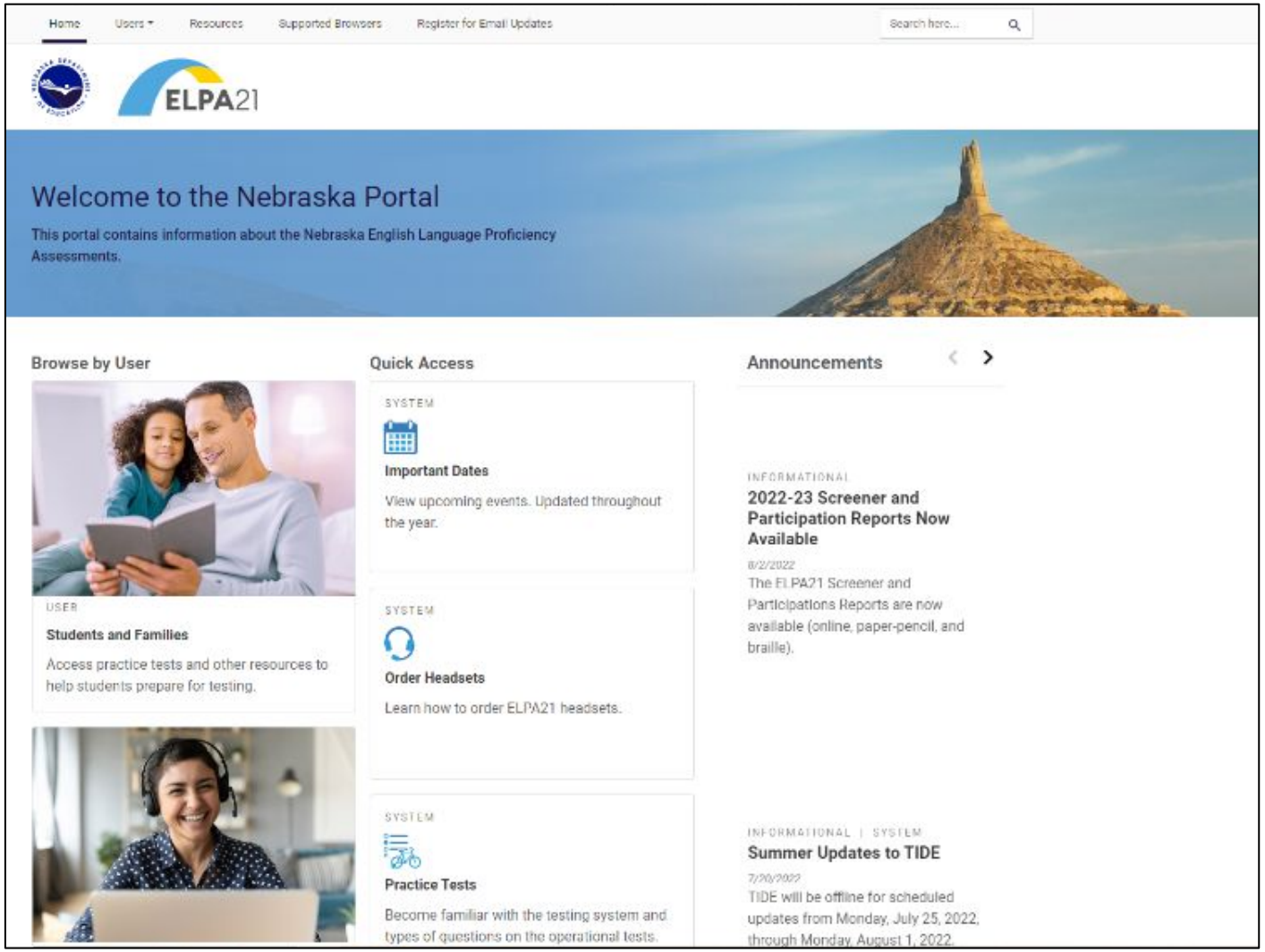



Bookmark this NWEA Webpage

# ELPA 21 Portal

**Questions?**

Allyson DenBeste
allyson.denbeste@nebraska.gov




Source: https://ne.portal.cambiumast.com/

# Reflections

- What are you still wondering about after reviewing these data sources? Business rules?
- How could we make this information clearer?
- What additional tools or resources would be helpful?

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# Thank you!

## Contact Us!


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