

AQuESTT Classification Rules – Version 3.0

10.2.22

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 Improve (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; Postsecondary, Career, and Civic Readiness; Student Achievement and Growth; 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

school grades cutoff that was used for this district in the previous AQuESTT model.

- 1.4.2.1. A district may request that NDE change the elementary/middle grade splits on any of its schools. It is recommended that the school types and grade level splits align with the teaching methods used in those grade levels.
- 1.4.2.2. Starting with the 2019-2020 school year, NDE will confirm these grade level splits on all schools as part of the District and School Information collection.
- 1.4.3. Accordingly, the grade levels that constitute the elementary, middle, or high schools are customized for each school building and school year. The resulting elementary/middle/high school divisions have been prepared before the Classification process begins.
- 1.4.4. Whenever the Classification process references previous school years' data, the E/M/H division logic for the corresponding years will be used rather than only using the current year's logic.

AQuESTT Indicators

The indicators described below are the individual data measurements that will be balanced and combined into a classification rating for AQuESTT state accountability. Please note that other data systems that use indicators by the same name, such as the ESSA Comprehensive Support and Improvement (CSI), Targeted Support for Improvement designation, may define indicators differently than AQuESTT.

Status

2. The Status indicator score is based on the percentage of eligible students who scored On Track or higher in the current year's statewide Math and English Language Arts assessments.
 - 2.1. The statewide assessments used for status include the NSCAS Growth, NSCAS-Alt, and NSCAS-ACT.
 - 2.1.1. Due to federal requirements, statewide assessments for Science are separated into their own indicators, as defined below.
 - 2.2. An assessment score will only count towards a school's Status if the student has been enrolled for the full academic year at that school. Full academic year (FAY) is calculated based on two points in time: October snapshot and where a student has assessment scores. If these match, the students have met FAY requirements and will be counted.
 - 2.2.1. Similarly, an assessment score will count towards a district's Status only if the student has been enrolled within the district for the full academic year. A student still maintains FAY status in a district if they change schools within the same district during the school year.
 - 2.3. An assessment will also be excluded from counting toward Status if it is marked with a valid *Reason Not Tested* in regard to Performance calculations. Valid reasons for the exclusion of statewide assessment results include the following:

Reason Not Tested Code	Name
EMW	Emergency Medical Waiver
COV	Student did not test because of an ongoing and continued concern about exposure to COVID-19. NDE approval to use this code was required and documented.
NCE	Not Currently Enrolled
FTE	Full-Time Equivalency is less than 51% so the student is excluded from testing.
RAEL (Year 1)	Recently Arrived English Learner: Student takes all content assessments; Score does not count in Proficiency Measures (Status, Science Status, Non-Proficiency) or any Progress Measures (Growth)
RAEL (Year 2)	2nd Year Recently Arrived English Learner: Student takes all content assessments; Score only counts in Progress Measures (Growth, Non-Proficiency). *3rd Year Recently Arrived English Learner: Students are included in all accountability calculations.
EXP	Student exempt from testing due to certain circumstances, such as a student requiring an unavailable accommodation; student attending an out-of-state facility; or testing irregularities.
RMV	Removed
OTH	Other
ALT	Alternate Assessment: Student not included in NSCAS/NSCAS-ACT results due to taking the NSCAS-Alt assessment
GEN	General Assessment: Student not included in NSCAS-Alt results due to taking the NSCAS//NSCAS-ACT assessment

2.3.1. Note that the rules for valid *Reason Not Tested* codes vary depending on the subject area, and whether you are calculating Performance scores or Participation rates (as defined in the Participation indicator below).

- 2.3.2. If an assessment with the minimum scale score has a *Reason Not Tested* value other than those on the approved list above, it will count towards the school/district average.
- 2.3.3. A school must have a minimum of 10 students participating in an assessment eligible for Status to calculate a Status rating. If a school does not have 10 eligible students, or does not contain any grade levels that participate in statewide assessments, its district’s Status rating will be assigned as the school Status rating.
- 2.4. A school or district’s Status indicator score is calculated by finding the count of eligible assessments (which includes both ELA and Math assessments for eligible students) that score at a proficient (On Track or Advanced) level, divided by the total number of eligible assessments in the current school year.

Participation

- 3. The Participation indicator score for each school/district is based on the percentage of eligible students that completed a statewide assessment.
 - 3.1. For all subjects and grade levels, the participation rate is defined as the percentage of eligible assessments with scores (completed assessments) compared to the total number of eligible assessments.
 - 3.1.1. A score will be excluded from the participation rate if it is marked with a valid *Reason Not Tested* for the current school year in regards to Participation calculations. Note that this is a different set of reasons than those used for the performance calculations. Valid reasons for the exclusion of statewide assessment results for NSCAS and NSCAS-ACT assessments include the following:

Code	Name
EMW	Emergency Medical Waiver
NCE	Not Currently Enrolled
FTE	Full-Time Equivalency Less Than 51%
RMV	Removed
OTH	Other
ALT	Alternate Assessment
GEN	General Assessment

- 3.1.2. A student does not have to be enrolled for a full academic year to be counted in the participation rate.
- 3.1.3. A school must have a minimum of 10 students eligible for the Participation indicator to calculate a rate. If a school does not have 10 eligible students, or does not contain any grade levels that participate in statewide assessments, its district’s Participation rate will be assigned as the school’s Participation rate.

Growth

4. The Growth indicator is defined as the percent of NSCAS/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area.
 - 4.1. Only ELA and Math assessments will be used in Growth rate calculations, since Science assessments are not taken in consecutive grades and for grades 5 and 8, the first proctoring of the NSCAS Science occurs in 2022.
 - 4.1.1. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.
 - 4.2. Each district/school will calculate a Growth rate, which is the percentage of Growth-eligible assessment scores that are assigned a Growth point as defined in the table below.
 - 4.2.1. Since the Growth calculation uses data from individual students across multiple years, it will attempt to match the current Student ID against any retired IDs for the same student.
 - 4.2.2. Any scores from students that were not enrolled for the full academic year in the current school year are excluded from the Growth rate calculation. However, students who attended a different school in the previous year will count in a school's calculation as long as they have a valid assessment score.
 - 4.2.2.1. School Growth scores require a full academic year at that particular school, while district Growth scores only require a full academic year in the district. Students that move between schools within the same district during the school year are still eligible for district Growth.
 - 4.2.3. An assessment will be excluded from the Growth rate if it has the minimum scale score in the current year, regardless of the *Reason Not Tested*.
 - 4.2.4. Any student that didn't have an assessment score in the previous year for the corresponding subject area and assessment type, or that had the lowest obtainable scale score for any reason, is excluded from the Growth rate. Refer to the "NSCAS Summative Technical Report" posted on NDE's Assessment Technical Reports website <https://www.education.ne.gov/assessment/technical-reports/> for the Scale Score Range chart that shows the lowest score for each grade level.
 - 4.2.4.1. Because of this rule and the grade levels that participate in statewide assessments, all 3rd grade students and students in the third-year cohort in high school are excluded.
 - 4.2.5. A school/district must have a minimum of 10 students participating in an eligible assessment (20 total assessments) to receive a Growth indicator score. If a school does not have 10 eligible students, or does not contain any consecutive grade levels that participate in statewide assessments, its district's Growth score will be assigned as the school's Growth score.
 - 4.2.6. As High Schools do not have assessments in consecutive grade levels, they will not be eligible for the Growth indicator. They will not receive the district's Growth score.

- 4.3. For all Growth-eligible assessments, the following table is used to determine whether or not that assessment is assigned a Growth point by comparing the current year performance level and score against the previous year for the same subject area.

	Current Year				
Previous Year	Performance Level	Advanced Benchmark	On Track		Developing
	CCR (Advanced) Benchmark	Yes	-		-
	On Track	Yes	Score Gain < 0	Score Gain ≥ 0	-
			-	Yes	
	Developing	Yes	Yes		Score Gain ≤ 0
-					Yes

- 4.4. The Growth indicator score is determined by finding the percentage of Growth-eligible assessments that qualify for a Growth point at each school/district.

Graduation (4 Year and Extended)

5. For each district/high school, the 4- and 7-year cohort graduation rates from the previous year are used to define two separate indicators.
- 5.1. The school year used for Graduation data lags one year behind other accountability data due to the timing of availability of the district-corrected data. Ex. Accountability data for Fall 2022 will use graduation rates from Spring 2021.
- 5.2. The cohort graduation rates are the percentage of members in a cohort who graduated with a diploma. The existing rules that NDE uses to define a cohort can be reviewed here: <https://www.education.ne.gov/dataservices/adviser-resources/>
- 5.3. If a school/district has not existed for long enough to have the 7-year graduation cohort required for the Extended Graduation Rate indicator, the 6-year cohort will be substituted.
- 5.3.1. Similarly, if the 7- and 6-year cohorts are missing, then the 5-year cohort will be substituted for the Extended Graduation Rate indicator.
- 5.3.2. If there are no 5-, 6-, or 7-year cohorts, then the Extended Graduation Rate indicator will not receive a score

- 5.4. Only high schools and districts are eligible. Elementary and middle schools will not have a Graduation indicator.
- 5.5. A school or district cohort must have at least 10 members for it to be used in the Graduation rating.
 - 5.5.1. If a cohort doesn't have 10 members, the previous year's counts for the matching cohort year (four or seven) can be added – e.g. for the 2021-2022 classification, if the 2020-2021 seven year cohort only has 18 members, the 2019-2020 7-year cohort can be added to it.
 - 5.5.2. If both cohorts combined are still lacking enough members, the 2nd prior year can be added as well, but no more than that.
- 5.6. The 4-Year Graduation Rate and Extended (7-Year) Graduation Rate are considered to be two separate indicators for the purpose of AQuESTT tenet scoring.

Non-Proficiency

6. Normally, the Non-Proficiency indicator is defined as the trend in the percentage of ELA and Math statewide assessments scoring at a proficient level or above in the school/district for the last three school years. However, for 2021-22 accountability, only two years of data will be available.
 - 6.1. As in the Status area, for each school year used in the trend calculation: assessment scores from students that were enrolled for the full academic year in the corresponding school year(s) will be included in this calculation.
 - 6.2. The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments. This rate is calculated for the current year as well as the previous year for each school/district, and this data will be combined into non-proficiency trend lines.
 - 6.2.1. A minimum of 10 students participating in an eligible assessment (20 total assessments) are required for any of the school years included in the calculation. If a school doesn't have 10 eligible students for any of these school years, or does not contain any grade levels that participate in statewide assessments, its district's score will be assigned as the school's score for that school year in the Non-Proficiency calculation.
 - 6.2.2. If a school/district has only a single year of Non-Proficiency data, they will not receive a score for this indicator, i.e. it is not included in further calculations.
 - 6.3. A school or district's Non-Proficiency indicator score is defined by the slope of a line that represents the trend in the rate of non-proficient statewide assessments over recent years. This slope value can generally be thought of as representing the change in the percentage of non-proficient assessments at a school/district per year, with a negative slope value (fewer non-proficient tests) being the goal.

Progress Toward English Language Proficiency

7. The Progress toward English Language Proficiency indicator is meant to measure the percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.
 - 7.1. A student will be eligible for this indicator if they have ever taken the ELPA21 assessment in Nebraska, and have not yet achieved a “Proficient” determination on that assessment or in any subsequent school years.
 - 7.1.1. All K-12 students that are identified as English learners are required to take the ELPA21 during the testing window.
 - 7.1.2. Different from the Status calculation, a student’s ELPA21 assessment at a school/district will be eligible for this indicator if the student was enrolled at the district on the ELPA21 testing labels upload date.
 - 7.1.2.1. A student’s ELPA21 assessment will not be eligible for inclusion in this indicator if the current year’s assessment is reported with a Reason Not Tested code of No Longer Enrolled, Emergency Medical Waiver, Student Misclassified/No Longer ELL, or Nonpublic Student.
 - 7.1.3. A student’s initial eligible assessment on the ELPA21 determines the baseline (Year 1), therefore, students in their first year of taking the assessment are not eligible for this indicator. The assessment must have a valid score greater than zero to be counted as eligible.
 - 7.1.4. The results from Nebraska’s prior English language proficiency test (ELDA) are not applicable to this indicator. If a student has taken both the old and new assessments, their progress towards proficiency will be defined starting with their first ELPA21 assessment.
 - 7.2. A student’s overall result from each ELPA21 assessment is categorized as one of these six proficiency levels: Emerging Low, Emerging High, Progressing Low, Progressing Medium, Progressing High, and Proficient.
 - 7.2.1. The categories of Emerging, Progressing, and Proficient are based on scores of the four domains of ELPA: Reading, Writing, Listening, and Speaking. See chart below:

Proficient	Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.
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Progressing	Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.
Emerging	Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

7.2.2. Within the proficiency determinations of Emerging and Progressing, to further subdivide these proficiency levels, overall scale scores are used to determine Low-High and Low-Medium-High levels. Below are the cut points on the overall scale score for the Emerging Low, Emerging High, Progressing Low, Progressing Medium, and Progressing High. Proficient is defined as scoring 4s or 5s in all four domains of the ELPA21.

ELPA21 Overall Proficiency	Emerging		Progressing		
	Low	High	Low	Medium	High
Kindergarten	<4778	≥4778	<5441	≥5441 <5802	≥5802
1st Grade	<4577	≥4577	<5384	≥5384 <5708.03	≥5708.03
2nd Grade	<4304	≥4304	<5161	≥5161 <5439	≥5439
3rd Grade	<4378	≥4378	<5466	≥5466 <5768	≥5768
4th Grade	<4227	≥4227	<5192	≥5192 <5493	≥5493

5th Grade	<4310	≥4310	<5379.99	≥5379.99 <5664.01	≥5664.01
6th Grade	<4352	≥4352	<5190.66	≥5190.66 <5444	≥5444
7th Grade	<4469	≥4469	<5337.99	≥5337.99 <5623.01	≥5623.01
8th Grade	<4503	≥4503	<5384.99	≥5384.99 <5729	≥5729
9th Grade	<4525.5	≥4525.5	<5388	≥5388 <5625	≥5625
10th Grade	<4704	≥4704	<5331	≥5331 <5627.01	≥5627.01
11th Grade	<4800	≥4800	<5349.66	≥5349.66 <5640.34	≥5640.34
12th Grade	<4828	≥4828	<5340	≥5340 <5615.34	≥5615.34

7.3. A student’s proficiency level on their first ELPA21 assessment sets their “baseline” level. This baseline level will be compared against the student’s proficiency level on each subsequent year’s ELPA21 assessment to determine whether or not they are on track to become proficient.

7.3.1. Once the baseline has been set for a student, this baseline will continue to be used in all future years of AQuESTT, it will not be updated as long as they are considered EL eligible.

7.3.2. A student who has taken their first ELPA21 assessment in the current school year is not eligible for this indicator, as there must be two years of results in order to define progress.

7.3.3. The chart below describes the timeline for when a student is expected to score at each level on the assessment to be considered on track, as determined by their baseline level. Essentially, a student is expected to attain the next level each year as measured by the annual assessment.

Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging Low	Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient
Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient	
Progressing Low	Progressing Medium	Progressing High	Proficient		
Progressing Medium	Progressing High	Proficient			
Progressing High	Proficient				

- 7.3.4. If a student has not achieved a Proficient level as determined by their individual timeline based on their initial ELPA21 score, they will continue to count as not being on track each year that they are enrolled at the school/district until that level is achieved.
- 7.3.5. Students who score Proficient on the ELPA21 are reclassified as English fluent and are no longer required to participate in ELPA21 testing.
 - 7.3.5.1. Once a student has been assessed at a Proficient level, the student will not be eligible for this indicator in the following school year.
 - 7.3.5.2. If a student achieves a Proficient level ahead of the specified timeline, they will also not be eligible for this indicator the following year.
- 7.3.6. A school who has a student who becomes “off-track,” i.e. they do not make the requisite growth, can still receive credit for that student in future years. An off-track student will receive half credit if not on track but showing growth (changing level) compared to the previous year.
 - 7.3.6.1. Growth is only applied when a student moves up a proficiency level.
- 7.3.7. If a student who has a baseline assessment and has not yet scored at a proficient level but does not complete an ELPA21 assessment in the current school year, they will be counted as not on track for the school/district the student’s assessment label was assigned at.
- 7.3.8. Students are defined as proficient in this assessment when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated by attaining a profile of level 4 or higher on each of the domains of Listening, Speaking, Reading, and Writing. Once Proficient on ELPA21, students are reclassified as English fluent.
- 7.4. A school or district must have at least 10 eligible English learner students who have taken at least two years of ELPA21 assessments in order for this indicator to receive a score.

- 7.5. The Progress Toward English Language Proficiency indicator score is defined by the percentage of eligible students making adequate progress to proficiency based on their ELPA21 baseline level.

Chronic Absenteeism

8. Due to disruptions caused by the COVID-19 pandemic, the Chronic Absenteeism indicator for 2021-22 will be an absolute measure, meaning there will not be a growth element to this indicator. Put another way, the Chronic Absenteeism indicator for 2021-22 school year will be based solely on 2021-22 attendance data.
 - 8.1. Students are defined as chronically absent when they are absent for 10% or more of their days in membership at a school/district. The chronic absenteeism rate is defined by the number of these students, divided by the total number of eligible students at a school or district.
 - 8.1.1. An absence for this purpose is defined the same way as for state accountability purposes. If a student is not receiving instruction then they are considered absent, regardless of whether the absence is considered excused or unexcused by the district. If students are out of school for an educational purpose and are supervised by school staff, such as a field trip or extracurricular activity, then they are not absent.
 - 8.1.2. Students shall be counted in attendance when they are present on days when school is in session. Being present may include authorized independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, or similar activities when officially authorized under policies of the local school board. It does not include "making up" school-work at home or activities supervised or sponsored by private individuals or groups. (See [Title 92, Chapter 2: Uniform System of Accounting](#))
 - 8.1.3. For more information about attendance policies during COVID-19, see Commissioner's [Guidance on Attendance](#).
 - 8.1.4. The cutoff for a student being listed as chronically absent is calculated based on the total number of instructional days (in-session days) that fall between the student's enrollment entry and exit dates at the school/district. If the student's total days absent is greater than or equal to 10% of their total days in session, that student will be considered chronically absent.
 - 8.1.4.1. The days absent and days in session values both support being reported using partial days, up to two decimal places.
 - 8.1.5. Consistent with federal reporting guidelines, if a student is in membership for fewer than 10 days at a school/district, that student is not eligible for this indicator.
 - 8.1.6. Students who do not require attendance for state accountability purposes are not eligible for this indicator – Prekindergarten students that receive only Special Education services, or students reported as enrolled in a home-based or Sixpence CPP Early Childhood program.

- 8.2. As a lower chronic absenteeism rate is desirable, the percentage of students who are *not* chronically absent will be used in this indicator’s standardized score used in the tenet scoring model noted below in 10.1.

Science Proficiency

- 9. The Science Proficiency indicator is defined by the percentage of eligible statewide assessments scored at a proficient level or above with a school/district in the NSCAS/NSCAS-Alt/NSCAS-ACT Science assessments.
 - 9.1. The rules for this indicator are the same as for the [Status Indicator](#) listed above, but applied solely to the Science content area. However, due to federal requirements it has been split into its own indicator.
 - 9.2. For 2021-22 school year, Science status will only be used for state classifications, not Federal designations.

AQuESTT Tenet Scoring

- 10. The indicators listed above are each categorized into one of the six tenets of Nebraska’s AQuESTT accountability system (See <https://aquestt.com/tenets/> for more information). Each tenet will receive a single score based on the availability and weighting of the indicators available within it. The indicators within each tenet may change over time as the accountability rules are updated, but each new indicator should fit within one of these six categories.
 - 10.1. The indicator scores within a tenet will be combined into a single standardized tenet score value for each school/district.
 - 10.1.1. This standardization method is based on standard deviations. Details about this calculation can be found in [Appendix D](#)
 - 10.1.2. Weighting is applied after each indicator is standardized.
 - 10.1.3. If an indicator score is missing from a tenet due to a district or school not having valid indicator data, the weights of the other indicators in that tenet will be increased to evenly distribute the missing indicator’s weighting.
 - 10.1.4. If there are no available indicators in a tenet, that tenet will not be included in a school/district’s classification.

Positive Partnerships, Relationships, and Student Success

- 11. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Transitions

- 12.

Indicator	Weight
4 Year Graduation	51%

Extended Graduation	49%
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Educational Opportunities and Access

13.

Indicator	Weight
Chronic Absenteeism	50%
English Learner Progress	50%

Postsecondary, Career, and Civic Ready

14. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Student Achievement & Growth

15. Elementary and Middle Schools

Indicator	Weight
Growth	65%
Non-Proficiency	25%
Science Proficiency	10%

High Schools

Indicator	Weight
Non-Proficiency	65%
Science Proficiency	35%

Educator Effectiveness

16. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

AQuESTT Classification

Status Level

17. The first step in calculating the classification rating is to assign a level to the Status indicator score mentioned above. The Status indicator score for each school and district will be compared against these cut scores (according to its type) to place it into one of four levels:

Elementary

- Level 4: Status indicator score > 77
- Level 3: Status indicator score > 54 but ≤ 77
- Level 2: Status indicator score > 34 but ≤ 54
- Level 1: Status indicator score ≤ 34

Middle School

- Level 4: Status indicator score > 71
- Level 3: Status indicator score > 51 but ≤ 71
- Level 2: Status indicator score > 32 but ≤ 51
- Level 1: Status indicator score ≤ 32

High School

- Level 4: Status indicator score > 78
- Level 3: Status indicator score > 59 but ≤ 78
- Level 2: Status indicator score > 34 but ≤ 59
- Level 1: Status indicator score ≤ 34

District

- Level 4: Status indicator score > 70
- Level 3: Status indicator score > 54 but ≤ 70
- Level 2: Status indicator score > 35 but ≤ 54
- Level 1: Status indicator score ≤ 35

Tenet Rating Adjustments

18. Each tenet that has at least one eligible indicator has received a tenet score as described above. This tenet score is then used to determine what adjustment will be made to a school or district's classification, if any.

Positive Partnerships, Relationships, and Student Success Adjustment

19. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Transitions Adjustment

20. For 2022 classifications, there are no negative adjustments for diminishing high school graduation rate.

Educational Opportunities and Access Adjustment

21. The Educational Opportunities and Access tenet may adjust the classification rating of a school/district if the following cut scores apply, otherwise the rating is unchanged:

Elementary

+1 rating adjustment: Tenet score > 1.0

Middle School

+1 rating adjustment: Tenet score > 1.0

High School

+1 rating adjustment: Tenet score > 1.3

District

+1 rating adjustment: Tenet score > 0.8

Postsecondary, Career, and Civic Ready Adjustment

22. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Student Achievement and Growth Adjustment

23. The Student Achievement and Growth tenet may adjust the classification rating of a school/district if the following cut scores apply, otherwise the rating is unchanged:

Elementary

+1 rating adjustment: Tenet score > 1.0

Middle School

+1 rating adjustment: Tenet score > 1.0

High School

+1 rating adjustment: Tenet score > 1.2

District

+1 rating adjustment: Tenet score > 0.8

Educator Effectiveness Adjustment

24. At this time there are no indicators representing this tenet and so does not have an adjustment that affects classification.

Classification

25. Each district and school receives a classification that is based on the Status indicator as well as any adjustments or limitations. This classification is represented as a number: 1, 2, 3, or 4.
 - 25.1. The next_step is to add or subtract any Participation or Tenet rating adjustments from the Status level.
 - 25.1.1. During the adjustment calculations the classification is temporarily allowed to go above the highest level of 4 or the lowest level of 1. For example: if a school has a Status rating of 4 and has an Assessment tenet adjustment of +1 and a Transitions tenet adjustment of -1, the Classification will be set to 4.
 - 25.1.2. After the adjustment calculations, if the rating is higher than 4 or lower than 1, it will be reset to 4 or 1. For example: if a school has a Status rating of 4 and an Assessment tenet adjustment of +1, its Classification will be set to 4.
 - 25.2. The numeric classification for schools/districts are labeled as:
 - 4 = Excellent*
 - 3 = Great*
 - 2 = Good*
 - 1 = Needs Support to Improve*
 - 25.3. The Classification is the primary classification data element provided on public AQuESTT reports. This final classification will also be used in subsequent accountability processes, such as the selection of Priority Schools from the Needs Support to Improve group.
 - 25.4. A school that has any student subgroups selected for federal Targeted Support and Improvement (TSI) or Additional Targeted Support & Improvement (ATSI) will be limited to a maximum of 3 (Great) in the Final Classification, if applicable.

Appendix A – Revision Summary

10/2/2022

- Coming Soon!

11/13/2019

- The EL subgroup in AQuESTT does not include redesignated fluent students. But in NEP its included which is creating confusion.--Pending details in :
<https://drive.google.com/drive/folders/1-WR2Ctc2i4MaCExvhDokIXfz9fUlg4qv?usp=sharing>

10/24/2019

- Rules need to be updated for Science Status where district details are getting copied to schools where schools are not eligible for Science Rating . -Pending and should be fixed in 2020 process. This needs to be fixed for both main rating and subgroup rating procedure.-Pending

10/1/2019

- Updated to version 2.1 for the 2019 classification
- 2.3 Clarified that Non-Proficiency is treated the same as Status in regards to Recently Arrived English Learners
- 2.3 & 3.1.1: Updated list of Reason Not Tested codes to match NSCAS guidance
- 4.2.1.2: A link to the website with the 2017 ELA Conversion Chart was added, clarified that only NeSA type assessments were included in 2016-2017
- 4.2.4: Clarified that Improvement scores are excluded both for the minimum scale score as well as the Reason Not Tested code
- 5.2.4: The rule about which scale scores do not count for Growth was clarified, and a link was added to the Scale Score Ranges chart
- 5.2.6: A rule was added that High Schools are no longer eligible for the Growth indicator starting with the 2019 Classification
- 8.1.2.1: A rule was added so that students with valid Reason Not Tested codes will not be counted as having a score of 0 in their current year ELPA assessment starting with the 2019 Classification.
- 8.1.3: The rule about what assessments are valid for determining a baseline was clarified
- 8.2.2: Corrected typos in list of ELPA cut scores for 1st and 4th graders
- 9.1.6: The rule for which Prekindergarten students are eligible for inclusion in the Chronic Absenteeism indicator was clarified to match the guidance given to districts during the 2018-2019 school year data collection
- 9.2.1 – 9.2.2: Clarified rules on how baselines are calculated for new schools and for the second year of classification
- 9.2.3: Clarified that a positive Chronic Absenteeism score is preferred over a negative one

DRAFT

- 9.3: The example scoring was updated to include a 2019 example
- 31.3: A rule was added to note the final classification limitation for TSI/ATSI schools per Nebraska's ESSA plan

12/20/2018

- Removed Draft label
- 5.2.5: Clarified that district data can be used for high schools in growth
- 30.4.5: Noted that the score needed to receive an EBA adjustment is still to be determined
- Appendices C and D: Clarified language
- Appendix D: updated to reflect 2017-2018 final means and standard deviations
- Appendix D: added mean and standard deviation for School EBA scores

11/19/2018

- Initial draft version

Appendix B – Tenet Scoring Standardization Method

In order to get equivalent scores from different tenet scores, we can apply a standardization procedure. Standard score ($z_{x_{iA}}$) for tenet x in tenet indicator A and for school i and standard score ($z_{x_{iB}}$) for tenet indicator B can be calculated using mean values for each tenet over all schools. The standard deviation of the tenet indicators will also be obtained from the population distribution for a given year.

$$z_{x_{iA}} = \frac{x_{iA} - \overline{x_{0A}}}{sd_{x_{0A}}},$$

$$z_{x_{iB}} = \frac{x_{iB} - \overline{x_{0B}}}{sd_{x_{0B}}},$$

where, x_{iA} is an tenet indicator A value for the school i (e.g., 4 year graduation rate), x_{iB} is an indicator B value, $\overline{x_{0A}}$ and $\overline{x_{0B}}$ are mean values for tenet indicators A , and B , respectively. $sd_{x_{0A}}$ is a standard deviation of the indicator A , and $sd_{x_{0B}}$ is a standard deviation of the indicator B .

Table 1. Exemplary indicator values for sample schools, with actual 2017-2018 statewide means and standard deviations

School	Ed. Opportunities & Access				School EBA (CSI designation process)	
	Chronic Absenteeism	State Mean (SD)	ELP	State Mean (SD)	EBA Total Score	State Mean (SD)
A	5.38	-2.15 (4.86)	1.15	51.11 (13.81)	118	99.86 (14.23)
B	3.1		0.65		57	
C	2.03		0.06		109	
D	6.3		3.64		101	
E	5.12		0.11		95	
F	4.34		0.98		88	

School	Assessment									
	Improvement	State Mean (SD)	Growth	State Mean (SD)	Non-Proficiency	State Mean (SD)	Science Proficiency	State Mean (SD)	Science Improvement	State Mean (SD)
A	121.86	0.08 (0.20)	0.00	69.95 (9.89)	26.09	-0.79 (9.51)	73.91	67.75 (17.10)	134.27	-0.02 (0.18)
B	115.69		57.14		29.69		70.31		116.56	
C	103.12		38.54		25.33		74.67		108.11	
D	95.65		0.00		42.98		57.02		95.71	
E	114.28		66.62		21.98		78.02		114.50	
F	111.28		71.33		13.95		86.05		110.23	

Standard scores for school A are calculated as below (note – uses example mean and standard deviation values):

1) Transition

$$Z_{x_{A_{T_1}}} = \frac{x_{A_{T_1}} - \overline{x_{0T_1}}}{sd_{x_{0T_1}}} = \frac{97.56 - 92.72}{6.97} = 0.695,$$

$$Z_{x_{A_{T_2}}} = \frac{x_{A_{T_2}} - \overline{x_{0T_2}}}{sd_{x_{0T_2}}} = \frac{87.45 - 92.58}{6.57} = -0.781,$$

$$Z_{x_{A_T}} = w_1 * Z_{x_{A_{T_1}}} + w_2 * Z_{x_{A_{T_2}}} = 0.51 * 0.695 + 0.49 * (-0.781) = -0.028$$

2) Educational Opportunities and Access

$$Z_{x_{A_{EO_1}}} = \frac{x_{A_{EO_1}} - \overline{x_{0EO_1}}}{sd_{x_{0EO_1}}} = \frac{5.38 - 4.53}{2.06} = 0.413,$$

$$Z_{x_{A_{EO_2}}} = \frac{x_{A_{EO_2}} - \overline{x_{0EO_2}}}{sd_{x_{0EO_2}}} = \frac{1.15 - 0.47}{1.96} = 0.347,$$

$$Z_{x_{A_{EO}}} = w_1 * Z_{x_{A_{EO_1}}} + w_2 * Z_{x_{A_{EO_2}}} = 0.5 * 0.413 + 0.5 * 0.347 = 0.38$$

3) Assessment

$$Z_{x_{A_{A_1}}} = \frac{x_{A_{A_1}} - \overline{x_{0A_1}}}{sd_{x_{0A_1}}} = \frac{121.86 - 103.19}{31.65} = 0.59,$$

$$Z_{x_{A_{A_2}}} = \frac{x_{A_{A_2}} - \overline{x_{0A_2}}}{sd_{x_{0A_2}}} = \frac{0.0 - 44.46}{30.08} = -1.44,$$

$$Z_{x_{A_{A_3}}} = \frac{x_{A_{A_3}} - \overline{x_{0A_3}}}{sd_{x_{0A_3}}} = \frac{26.09 - 20.98}{14.45} = 0.353,$$

$$Z_{x_{A_{A_4}}} = \frac{x_{A_{A_4}} - \overline{x_{0A_4}}}{sd_{x_{0A_4}}} = \frac{73.91 - 79.02}{14.96} = -0.341,$$

$$Z_{x_{A_{A_5}}} = \frac{x_{A_{A_5}} - \overline{x_{0A_5}}}{sd_{x_{0A_5}}} = \frac{134.27 - 101.1}{34.2} = 0.97,$$

$$\begin{aligned}
 z_{x_{A,A}} &= w_1 * z_{x_{A,A_1}} + w_2 * z_{x_{A,A_2}} + w_3 * z_{x_{A,A_3}} + w_4 * z_{x_{A,A_4}} + w_5 * z_{x_{A,A_5}} \\
 &= 0.4 * 0.59 + 0.3 * (-1.44) + 0.15 * 0.353 + 0.05 * (-0.341) + 0.1 * 0.97 \\
 &= -0.063
 \end{aligned}$$

4) Total Standard Score

$$z_{x_A} = \left(z_{x_{A,T}} + z_{x_{A,EO}} + z_{x_{A,A}} \right) \div 3 = (-0.028 + 0.38 + (-0.063)) \div 3 = 0.096$$

5) Put the scale on 100 point metric

After getting the Z-score:

If $Z < -3$, $Z_{100} = 0$

else if $Z > 3$, $Z_{100} = 100$

else $Z_{100} = (Z + 3) * (100/6)$ [rounded to integer value]

(Z = computed z-score; Z_{100} = converted to 100 point scale)

Table 2. Standard scores for sample schools

School	Transition	Ed. Opp. & Access	Assessment	Total Std. Score	100 Point Scale
A	-0.028	0.380	-0.063	0.096	51.602
B	0.581	-0.301	0.388	0.223	53.711
C	0.261	-0.711	-0.007	-0.153	47.456
D	0.376	1.238	-0.388	0.409	56.813
E	-0.291	0.051	0.402	0.054	50.900
F	-0.423	0.084	0.341	0.001	50.010

For those tenets with indicators employing different scales, each indicator is standardized, and a final score calculated from the weighted sum of the standardized scores. Standardized scores are calculated by first transforming values for each of the three indicators into z-scores as follows:

$$z = \frac{x - \mu}{\sigma}$$

Cut points are then set for the total score of each tenet.