



NEBRASKA
DEPARTMENT OF EDUCATION

2024 AQuESTT Classification Rules
Version 5.0
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The following rules are used to calculate AQuESTT school and district classifications for state accountability. The data used is collected from statewide assessment results and other data submitted to the Nebraska Department of Education by public school districts.

AQuESTT

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Participating Districts and Schools

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. 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.
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:
 - 2.1. Schools with a *District Type* other than Public, such as Interim, State Operated, ESU, Non-Public, etc.
 - 2.2. Schools that are wholly SPED or Prekindergarten programs (*Kind of School* codes 16 or 20, or *High Grade Level* code "PK")
 - 2.3. Schools that are wholly Alternative Programs (*Type of School* code "NA")
 - 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.
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.
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.
 - 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.
 - 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. The typical transition between "Elementary" and "Middle" occurs between 5th and 6th grades.
 - 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.
 - 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.
 - 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.

- 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.
5. Accountability for any new district, created through consolidation, deunification, or unification, will consider the new district and its schools as unique, with no previous scores.

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) designation process, may define indicators differently than AQuESTT.

Status

1. 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.
 - 1.1. The statewide assessments used for status include the NSCAS Growth, NSCAS-Alt, and NSCAS-ACT.
 - 1.1.1. Due to federal requirements, statewide assessments for Science are separated into their own indicators, as defined below.
 - 1.2. 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: the October snapshot and where a student has assessment scores. If these match, the students have met FAY requirements and will be counted.
 - 1.2.1. 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.
 - 1.3. An assessment will 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
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 Growth/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 Growth/NSCAS-ACT assessment
LBW	Student left before assessment window

- 1.3.1. 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).
- 1.3.2. 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.
- 1.3.3. 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.
- 1.4. 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

- 2. The Participation indicator score for each school/district is based on the percentage of eligible students that completed a statewide assessment.
 - 2.1. 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.
 - 2.1.1. 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 Growth and NSCAS-ACT assessments include the following:

Reason Not Tested 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
LBW	Left Before Window

- 2.1.2. A student does not have to be enrolled for a full academic year to be counted in the participation rate.
- 2.1.3. 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

- 3. The Growth indicator is defined as the percent of NSCAS Growth/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.
 - 3.1. Only ELA and Math assessments will be used in Growth rate calculations, since Science assessments are not taken in consecutive grades.
 - 3.1.1. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.
 - 3.2. A Growth rate is calculated for each district/school, which is the percentage of Growth-eligible assessment scores that are assigned a Growth point as defined in the table below.
 - 3.2.1. 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.
 - 3.2.2. 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 were enrolled for the full academic year, but attended a different school in the previous year will count in a school's calculation as long as they have a valid assessment score.
 - 3.2.2.1. 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.

- 3.2.3. An assessment will be excluded from the Growth rate if it has the lowest attainable scale score in the current year, regardless of the *Reason Not Tested*.
- 3.2.4. 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 attainable 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.
 - 3.2.4.1. 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.
- 3.2.5. 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.
- 3.2.6. Because 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.
- 3.3. For all Growth-eligible assessments, the table below is used to determine the assignment of a Growth point by comparing the current year performance level and score against the same subject area's performance from the previous year.

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

- 3.4. 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 Rate (4-Year and Extended)

4. For each district/high school, the 4- and 7-year cohort graduation rates from the previous year are used to define two separate indicators.
 - 4.1. 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. Fall 2024 accountability data will use graduation rates from Spring 2023.
 - 4.1.1. Cohort graduation rates are the percentage of members in a cohort who graduated with a diploma. To review the NDE's rules for defining a cohort, visit:
<https://www.education.ne.gov/dataservices/adviser-resources/>
 - 4.2. 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.
 - 4.2.1. Similarly, if the 7- and 6-year cohorts are missing, then the 5-year cohort will be substituted for the Extended Graduation Rate indicator.
 - 4.2.2. If there are no 5-, 6-, or 7-year cohorts, then the Extended Graduation Rate indicator will not receive a score
 - 4.3. Only high schools and districts are eligible. Elementary and middle schools will not have a Graduation indicator.
 - 4.4. A school or district cohort must have at least 10 members for it to be used in the Graduation rating.
 - 4.4.1. 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 2022-23 classification, if the 2022-23 seven year cohort only has 8 members, the 2020-2021 and 2021-22 7-year cohort can be added to it.
 - 4.4.2. If both cohorts combined are still lacking enough members, the 2nd prior year can be added as well, but no more than that.
 - 4.5. 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

5. 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.
 - 5.1. 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.
 - 5.2. 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 years for each school/district, and this data will be combined into non-proficiency trend lines.
 - 5.2.1. 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.

- 5.2.2. 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.
- 5.3. 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

- 6. 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 toward English language proficiency as measured by the state ELP assessment (ELPA21 and ALT-ELPA). Below is the scoring information for the ELPA21 assessment.
 - 6.1. A student will be eligible for this indicator if they have ever taken the ELP assessment in Nebraska, and have not yet achieved a "Proficient" determination.
 - 6.1.1. All K-12 students that are identified as English learners are required to take the state ELP assessment during the testing window.
 - 6.1.2. Students who achieve a "Proficient" determination are no longer required to take the state ELP assessment.
 - 6.1.3. A student's ELP assessment at a school/district will be eligible for this indicator if the student was enrolled at the district on the ELP testing labels upload date. This is different from the Status calculation.
 - 6.1.3.1. A student's ELP 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.
 - 6.2. A student's initial eligible assessment on the ELP assessment determines the baseline (Year 1), therefore, a student in their first year of taking the assessment will only be eligible for this indicator if the student attains proficiency within the first year. The assessment must have a valid score greater than zero to be counted as eligible.
 - 6.2.1. Once the baseline has been set for a student, it will continue to be used in all future years of AQuESTT and will not be updated as long as they are considered EL eligible.
 - 6.2.2. Test scores are not compared across tests. Students moving from the ELPA21 assessment to the Alt-ELPA assessment will have a new baseline established and will have the remainder of their six years to reach proficiency.

6.3. 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:

Category	Description
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 ELP by attaining a profile of Level 4 or higher in all ELPA 21 domains or 3 or higher in all AltELPA modalities. Once Proficient on the ELP assessment, students can be considered for reclassification.
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, and on the AltELPA by attaining above Level 1 and below Level 3 in at least 1 modality. Students scoring Progressing on the ELP assessment 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 the ELPA21 assessment by attaining a profile of Levels 1 and 2 in all four domains, and on the AltELPA by attaining Level 1 in all modalities. Students scoring Emerging on the ELP assessment are eligible for ongoing program support.

ELPA21

6.4. For ELPA21, a student’s overall result from each ELP assessment is categorized as one of these six proficiency levels: Emerging Low, Emerging High, Progressing Low, Progressing Medium, Progressing High, and Proficient.

6.4.1. Below are the cut points on the overall scale score for the Emerging Low, Emerging High, Progressing Low, Progressing Medium, and Progressing High.

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

6.4.1.1. 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				

Alt-ELPA

6.5. Students completing the Alt-ELPA receive a score of Emerging, Progressing, or Proficient.

6.5.1. A student’s initial eligible assessment on the Alt-ELPA assessment determines the baseline (Year 1), therefore, a student in their first year of taking the assessment will only be eligible for this indicator if the student attains proficiency within the first year. The assessment must have a valid score greater than zero to be counted as eligible.

- 6.5.2. Students that have set a baseline for both ELPA and Alt-ELPA assessments in multiple previous years will have their baseline set using the assessment of the same type that received a score in the current year.
- 6.5.3. Students whose baseline is set at Emerging will have six (6) years to reach proficiency. Students whose baseline is set at Progressing will have four (4) years to reach proficiency.
 - 6.5.3.1. Progress toward proficiency for the Alt-ELPA will be measured by growth in a student’s overall raw score.
 - 6.5.3.2. Students whose baseline performance was Emerging who achieve a performance level of Progressing in the first or second year since the baseline year will receive a full growth point for that year.
 - 6.5.3.2.1. Students whose baseline performance was Emerging who achieve a performance level of Progressing more than two years after their baseline year will be credited in that year as making partial progress, which counts as one-half a point.
 - 6.5.3.2.2. Students whose baseline performance was Emerging who show progress toward proficiency more than two years after their baseline year without reaching Progressing will be credited in that year as making partial progress, which counts as one-half point.
 - 6.5.3.3. The year in which a student achieves the Proficient level they will receive a full point for that year.

Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging	Emerging	Progressing	Progressing	Progressing	Proficient
Progressing	Progressing	Progressing	Proficient		

- 6.6. If a student has not achieved a Proficient level as determined by their individual timeline based on their initial ELP score, they will continue to count as not being on track each year that they are enrolled at the school/district until the Proficient level is achieved.
 - 6.6.1. Students who score Proficient on the ELP assessment are reclassified as English fluent and are no longer required to participate in ELP testing.
 - 6.6.1.1. Once a student has been assessed at a Proficient level, the student will not be eligible for this indicator in the following school year.
 - 6.6.1.2. If a student achieves a Proficient level ahead of the specified timeline, they will also not be eligible for this indicator the following year(s).
 - 6.6.2. 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 “Partial Progress” of half credit if not on track but showing growth (changing level) compared to the previous year.
 - 6.6.2.1. Growth is applied when a student moves up a proficiency level.

- 6.6.3. If a student who has a baseline assessment and has not yet scored at a proficient level but does not complete an ELP 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.
- 6.6.4. Once Proficient on the ELP assessment, students are reclassified as English fluent.
- 6.7. A school or district must have at least 10 eligible English learner students who have taken at least two years of ELP assessments in order for this indicator to receive a score.
- 6.8. The Progress Toward English Language Proficiency indicator score is defined by the percentage of eligible students making adequate progress to proficiency based on their ELP baseline level.

Chronic Absenteeism Reduction

- 7. The Chronic Absenteeism Reduction indicator is defined by the difference between the percentage of eligible students at a school/district that are categorized as chronically absent, relative to the 2021-2022 baseline chronic absenteeism rate. The target percentage is calculated based on the goal of reducing chronic absenteeism rates by half over 10 years, or a 5% improvement on the baseline rate each year.
 - 7.1. 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.
 - 7.1.1. Absences are defined the same way 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.
 - 7.1.2. Students shall be counted in attendance when they are present on days when school is in session or participating in remote learning on days when school is in session. A student must be counted present only when he or she is actually at the school, is present at a school-sponsored activity, or participating in remote learning which is supervised or coordinated by a member or members of the school staff. This may include authorized independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, summer school instructional programs 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](#))
 - 7.1.3. Chronic absenteeism 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.

- 7.1.3.1. The days absent and days in session values both support being reported using partial days, up to two decimal places.
- 7.1.4. As per federal reporting guidelines, a student is not eligible for this indicator until they are enrolled at a school/district for at least 10 days.
- 7.1.5. Prekindergarten students are not considered in this indicator.
- 7.2. In order to define the target chronic absenteeism rate for a school/district in the current year, a baseline rate must be established. As the long term goal is to reduce chronic absenteeism 50% over 10 years, the target rate for the current year will be a 10% improvement on the baseline rate.
 - 7.2.1. The baseline rate is calculated by taking the number of chronically absent students in a school/district during the 2021-2022 school year, divided by the number of eligible students during that year.
 - 7.2.1.1. If a school/district has no prior years of attendance data, then the school/district will not receive a score for this indicator. Once the school/district has one year of attendance data, they will be included. The school/district’s chronic absenteeism reduction goal will still be for a 50% reduction over 10 years.
 - 7.2.1.2. The target rate for the current year is defined by reducing the baseline rate by 5% per year: $\text{Target} = \text{Baseline} - (\text{Baseline} \times 0.05 \times \text{Number of Years Since Baseline})$
 - 7.2.2. The Chronic Absenteeism indicator score is defined by the difference between the target rate and the current year chronic absenteeism rate. This difference could be positive or negative, with a positive number indicating the district/school is performing better than the target.
- 7.3. The chart below show examples of a Chronic Absenteeism indicator score:

	2021-2022 Baseline Rate	10% of Baseline Rate	2023-2024 Target Rate	2023-2024 Actual Rate	Difference from Target (Score)
Example 1	17.1%	1.71%	15.39%	19.2%	-3.81
Example 2	39.3%	3.93%	35.37%	34.6%	+0.77

- 7.4. Appendix D shows the 10-year reduction progression for Examples 1 and 2.

Science Proficiency

- 8. 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 Growth/NSCAS-Alt/NSCAS-ACT Science assessments.
 - 8.1. 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.

Student Discipline

9. For each school/district, the percent of students who did not receive an out-of-school suspension (OSS) or expulsion serves as the indicator.
 - 9.1. This indicator score is using unduplicated students, meaning if a student receives both an out-of-school suspension and an expulsion, the student will only count once in the calculation.
 - 9.1.1. A school/district must have a minimum of 10 students enrolled to be included in the calculation.
 - 9.1.2. Prekindergarten students are not considered in this indicator.
 - 9.2. To calculate the score, the unduplicated number of students who received an OSS or expulsion will be divided by the total number of students enrolled in the school/district throughout the year. This will be subtracted from 1 and multiplied by 100 to receive the percent of students who did not receive an OSS or expulsion.
 - 9.3. Student discipline will be used for reporting purposes only in 2024. It will not be calculated into the final classification of a school/district.

AQuESTT Tenet Scoring

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.

The indicator scores within a tenet will be combined into a single standardized tenet score value for each school/district.

- This standardization method is based on standard deviations. Details about this calculation can be found in Appendixes B and C.
- Weighting is applied after each indicator is standardized.
- 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.
- If there are no available indicators in a tenet, that tenet will not be included in a school/district’s classification.

Educational Opportunities and Access

Indicator	Weight
Chronic Absenteeism Reduction	50%
English Learner Progress	50%

* Specific data used for calculating standardized scores are provided in Appendix C

Transitions

Indicator	Weight
4-Year Graduation	51%
Extended Graduation	49%

Positive Partnerships, Relationships, and Student Success

Indicator	Weight
Non-OSS/Expelled Students	100%

Educator Effectiveness

At this time there are no indicators representing this tenet and it is not included in classification.

Student Achievement & Growth

Elementary and Middle Schools

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

High Schools

Indicator	Weight
Non-Proficiency	65%
Science Proficiency	35%

* Specific data used for calculating standardized scores are provided in Appendix C

Postsecondary, Career, and Civic Ready

At this time there are no indicators representing this tenet and it is not included in classification.

AQuESTT Classification Process

Status Level

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 thresholds (according to its type) to place it into one of four levels:

Elementary

- Level 4: Status indicator score $\geq 75\%$
- Level 3: Status indicator score $\geq 60\%$ but $< 75\%$
- Level 2: Status indicator score $\geq 35\%$ but $< 60\%$
- Level 1: Status indicator score $< 35\%$

Middle School

- Level 4: Status indicator score $\geq 73\%$
- Level 3: Status indicator score $\geq 60\%$ but $< 73\%$
- Level 2: Status indicator score $\geq 40\%$ but $< 60\%$
- Level 1: Status indicator score $< 40\%$

High School

- Level 4: Status indicator score $\geq 61\%$
- Level 3: Status indicator score $\geq 45\%$ but $< 61\%$
- Level 2: Status indicator score $\geq 26\%$ but $< 45\%$
- Level 1: Status indicator score $< 26\%$

District

- Level 4: Status indicator score $\geq 70\%$
- Level 3: Status indicator score $\geq 60\%$ but $< 70\%$
- Level 2: Status indicator score $\geq 45\%$ but $< 60\%$
- Level 1: Status indicator score $< 45\%$

Tenet Rating Adjustments

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.

Participation

- The Participation tenet will not be used to calculate school and district classifications for the 2023-2024 school year.

Transitions

- The Transitions tenet will not be used to calculate school and district classifications for the 2023-2024 school year.

Positive Partnerships, Relationships, and Success

- The Positive Partnerships, Relationships, and Success tenet will not be used to calculate school and district classifications for the 2023-2024 school year.

Educational Opportunities and Access

- 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

Student Achievement and Growth

- 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

Final Classification

Each school and district 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.

The next step is to apply any Tenet rating adjustments to the Status level.

- During the adjustment calculations the classification is temporarily allowed to go above the highest level of 4.
- After the adjustment calculations, if the rating is higher than 4, it will be reset to 4. For example: if a school has a Status rating of 4 and an Student Achievement and Growth tenet adjustment of +1, its Classification will be set to 4.

The numeric classification for schools/districts are labeled as:

4 = Excellent

3 = Great

2 = Good

1 = Needs Support to Improve

Final classification is the primary data element provided on public AQuESTT reports and will also be used in subsequent accountability processes, such as the selection of Priority Schools from the Needs Support to Improve classification.

Appendix A – Revision Summary

October 1, 2024

- Identified process for handling new districts and schools within new districts
- Status Level thresholds updated
- Standardized z-scores set by grade-band
- Alt-ELPA scoring rules added
- Student discipline added as an indicator with scoring rules in the Positive, Partnerships, Relationships, and Success tenet
- Updated Appendix B to reflect new z-score setting procedure
- Added Appendix C to help schools recreate their scores
- Added Appendix D to help schools understand the progression of goals for Chronic Absenteeism Reduction

Appendix B – Tenet Scoring Standardization Method

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:

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

- z = Standardized Score
- x = School Unit Indicator Score
- μ = Grade Band Mean Score
- σ = Grade Band Standard Deviation

Standardized Scores are created for each indicator, in each grade band, and then combined for individual tenet adjustments.

If the combined, weighted sum of the standardized scores exceeds the grade-band threshold, a positive adjustment is awarded to the school unit.

Appendix C – 2024 Standardized Score Setting Figures

Educational Opportunities and Access

Grade-Band	English Language Proficiency		Chronic Absenteeism Reduction	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Districts	45.26	15.30	1.44	6.61
Elementary Schools	50.18	15.88	1.44	5.80
Middle Schools	34.90	13.30	0.67	8.06
High Schools	33.16	12.93	0.85	11.58

Student Achievement and Growth

Grade-Band	Growth		Non-Proficiency Reduction		Science Status	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Districts	63.52	6.45	-6.29	3.11	71.30	10.99
Elementary Schools	68.71	8.29	-6.00	4.31	81.29	13.65
Middle Schools	58.56	9.22	-7.83	5.43	72.18	15.55
High Schools	-	-	-0.39	6.82	55.68	15.90

Appendix D– Chronic Absenteeism Reduction Goal Example

Year	Percent Reduction	Example 1		Example 2	
		Reduction Goal	Target	Reduction Goal	Target
Baseline Year (21-22)		17.10%		39.30%	
Year 1 (22-23)	5%	0.86%	16.26%	1.97%	37.34%
Year 2 (23-24)	10%	1.71%	15.39%	3.95%	35.37%
Year 3 (24-25)	15%	2.57%	14.33%	5.90%	33.40%
Year 4 (25-26)	20%	3.42%	13.68%	7.86%	31.44%
Year 5 (26-27)	25%	4.28%	12.82%	9.83%	29.47%
Year 6 (27-28)	30%	5.13%	11.97%	11.79%	27.51%
Year 7 (28-29)	35%	5.99%	11.11%	13.76%	25.54%
Year 8 (29-30)	40%	8.84%	10.26%	15.72%	23.58%
Year 9 (30-31)	45%	7.70%	9.40%	17.69%	21.61%
Year 10 (31-32)	50%	8.55%	8.55%	19.65%	19.65%