NEBRASKA
DEPARTMENT OF EDUCATION

2026 AQuESTT Classification Rules

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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.

AQuESTT

Table of Contents

Participating Schools and Districts **2**

AQuESTT Indicators and Goals **3**

Status 3

Proficiency Improvement 4

Student Growth 5

Combined Graduation Rate 7

Postsecondary Readiness 8

Science Proficiency 9

English Language Proficiency 9

Chronic Absenteeism Reduction 13

Participation 15

Student Discipline 16

Calculating Classifications **16**

District Indicator and Goal Thresholds 17

Elementary School Indicator and Goal Thresholds 18

Middle School Indicator and Goal Thresholds 19

High School Indicator and Goal Thresholds 20

Weighting Table 21

Rounding 21

Indicators without Data 21

Raw Classifications 21

Final Classifications 21

Scorecard Examples **22**

District Scorecard Example 22

Elementary School Scorecard Example 23

Middle School Scorecard Example 24

High School Scorecard Example 25

Appendices **26**

Appendix A: Proficiency Improvement Slope Calculation 26

Appendix B: Chronic Absenteeism Reduction Goal Example 26

Appendix C: Threshold Review Timeline 26

DRAFT

Participating Schools and Districts

Every eligible public school and district is included and held accountable. The same process is used to classify districts and schools into four classification levels: Excellent (4), Great (3), Good (2), or Needs Support to Improve (1).

1. 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:
    - 1.1. Schools with a *District Type* other than Public (i.e., Interim, Special Purpose, ESU, Non-Public, etc.)
    - 1.2. Schools that are wholly SPED or Prekindergarten programs (*Kind of School* codes 16 or 20, or *High Grade Level* code "PK")
    - 1.3. Schools that are wholly Alternative Programs (*Type of School* code "NA")
    - 1.4. 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.
2. 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.
3. School classifications will be set per school building and school type (elementary, middle, high). A single school building may have one or two "schools" due to how its grade levels are mapped as defined in this process.
    - 3.1. 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.
    - 3.2. 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.
        - 3.2.1. 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. These grade-level splits for all schools are collected as part of the District and School Information collection.
        - 3.2.2. 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.
    - 3.3. 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.
4. 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.

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AQuESTT Indicators and Goals

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

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 General, NSCAS-Alt, and 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 1st 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. Assessment scores for recently arrived English Learners are included through a three-year process.
        1.3.1. RAEL (Year 1): The assessment is marked RAEL (Recently Arrived English Learner), and the student takes all content assessments, but does not count in any proficiency or progress measures. They are counted in participation.
        1.3.2. RAEL (Year 2): The assessment is marked RAEL, and the student takes all content assessments, and their score is counted in progress measures (Growth and Proficiency Improvement).
        1.3.3. Year 3: The student is included in all accountability calculations.
    1.4. 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.

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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 Growth. *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 General/ACT results due to taking the NSCAS-Alt assessment
GEN	General Assessment: Student not included in NSCAS-Alt results due to taking the NSCAS General/ACT assessment
LBW	Student left before assessment window

1.4.1. 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).

1.4.2. 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.

1.4.3. 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.

1.5. 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.

1.6. Due to different cut scores at each grade-band, it is possible that a district could be classified higher or lower than any of its member schools.

Proficiency Improvement

2. The Proficiency Improvement 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 up to the last three school years.

2.1. 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.

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2.2. The proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the middle and highest performance ranges by the total number of eligible ELA/Math assessments. This rate is calculated for the current year as well as the previous years (up to two years prior to the current year) for each school/district, and is combined into proficiency trend lines.

2.2.1. 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 Proficiency Improvement calculation.

2.2.2. If a school/district has only a single year of Proficiency data, they will not receive a score for this indicator.

2.3. A school or district's Proficiency Improvement score is defined by the slope of a line that represents the trend in the rate of proficient statewide assessments over the last three years. This slope value can generally be thought of as representing the change in the percentage of proficient assessments at a school/district per year, with a positive slope value (more proficient tests) being the goal.

2.4. Because high levels of improvement are difficult to achieve at high levels of performance, if the school or district met or exceeded the grade-band sustained performance thresholds provided below in each year reviewed and initially earned a classification of 2 or lower, the classification would be raised to a 3.

Districts	Elementary Schools	Middle Schools	High Schools
80.00%	85.00%	85.00%	75.00%

Student Growth

3. The Growth indicator is defined as the percent of NSCAS General/NSCAS-Alt assessment scores within a school or district that maintained or increased their percentile ranking compared to the same individual's score in the previous year within the same subject area.

3.1. Percentiles are calculated and provided by the assessment vendors.

3.2. Only ELA and Math assessments will be used in Growth rate calculations, since Science assessments are not taken in consecutive grades.

3.2.1. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.

3.3. 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.

3.3.1. 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.

3.3.2. 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.

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3.3.2.1. 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.

3.3.3. 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.

3.3.4. 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.

3.3.4.1. 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.

3.3.5. 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.

3.3.6. 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.

3.4. 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.

<table>
<tr><td></td><td colspan="5">Current Year</td></tr>
<tr><td rowspan="5">Previous Year</td><td>Performance Level</td><td>Advanced Benchmark</td><td colspan="2">On Track</td><td colspan="2">Developing</td></tr>
<tr><td>Advanced Benchmark</td><td>Yes</td><td colspan="2">–</td><td colspan="2">–</td></tr>
<tr><td rowspan="2">On Track</td><td rowspan="2">Yes</td><td>Percentile Gain < 0</td><td>Percentile Gain ≥ 0</td><td colspan="2" rowspan="2">–</td></tr>
<tr><td>–</td><td>Yes</td></tr>
<tr><td rowspan="2">Developing</td><td rowspan="2">Yes</td><td colspan="2" rowspan="2">Yes</td><td>Percentile Gain < 0</td><td>Percentile Gain ≥ 0</td></tr>
<tr><td>–</td><td>Yes</td></tr>
</table>

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

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Combined Graduation Rate

Combined Graduation Rate

4. The **Combined Graduation Rate** is calculated by adding the 4-year and Extended (7-year) Graduation Rates from the previous year together at the weights of 51% and 49% respectively.
    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 2020-21 and 2021-22 7-year cohorts 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. Students who continued their secondary school education due to IEP team decisions are excluded from the 4-year cohort (by means of removing them from the denominator used to calculate the cohort graduation percentage).
        4.5.1. All special education students in the 4th year cohort who did not graduate with a 210 Completer with Diploma code, and have an active special education record that is not exited or have exited with a SPED11 code (transferred known to be continuing) are considered continuing students.

Combined Graduation Rate Improvement

5. A school/district's Combined Graduation Rate Improvement classification level is based on the year-to-year improvement of combined graduation rates and is measured using the Simple Improvement scoring methodology.
    5.1. **Step 1:** Is the current year's combined rate higher than the previous year's rate? If yes, move to step 2; if no, Improvement score is 1.
    5.2. **Step 2:** Does the current year's combined rate meet or exceed the improvement goal? If yes, improvement score is 3; if no, improvement score is 2.
        5.2.1. **Calculating the Improvement Goal:** Last Year's Score + (Last Year's Score x 0.05)

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Postsecondary Readiness

Postsecondary Readiness Rate

6. The Postsecondary Readiness Rate is the percentage of students in the graduating cohort of a school/district meeting one or more of five menu items: Successfully complete two or more AP/IB/Cambridge/Dual Enrollment courses; earn the Seal of Biliteracy; was a CTE concentrator; successfully complete a work-based learning experience; or Met/Exceeded the ACT Benchmark on ACT in ELA, Math, and Science during their statewide ACT assessment.
    - 6.1. These menu items will be tracked based on submitted data through ADVISER and through the Seal of Biliteracy Application process.
        - 6.1.1. AP/IB/Cambridge/Dual Enrollment courses will be tracked by course codes.
        - 6.1.2. The Seal of Biliteracy will be tracked through the application process.
        - 6.1.3. Career and Technical Education (CTE) Concentrators (those completing two intermediate/capstone courses in a single CTE career cluster program area) will be tracked through course codes.
        - 6.1.4. Work-based learning opportunities will be tracked through course codes.
            - 6.1.4.1. There are specific course codes for courses that include work-based learning (WBL). All courses can be found within the Course Codes and Clearing Endorsements website: https://coursecodes.education.ne.gov/. The WBL codes are either listed under the heading "Career Education Foundational and Specialty" or integrated into a CTE course and whose title includes "with WBL".
        - 6.1.5. Statewide assessment scores will be used to determine if students have met or exceeded the ACT Benchmark for the ACT ELA, Math, and Science scores.
    - 6.2. 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 2026 accountability data will use the 4-year graduation cohort from Spring 2025.
        - 6.2.1. If the current 4-year graduation cohort doesn't have 10 members, the previous year's counts for the matching cohort year can be added. If both cohorts combined are still lacking enough members, the 2nd prior year can be added as well, but no more than that. – e.g. for the 2025-26 classification, if the 2024-25 4-year cohort only has 8 members, the 2023-24 and 2022-23 4-year cohorts may be added to it.
    - 6.3. Only high schools and districts are eligible. Elementary and middle schools will not have a Postsecondary Readiness indicator.
    - 6.4. A school or district cohort must have at least 10 members for it to be used in the Postsecondary Readiness Indicator.
    - 6.5. The Postsecondary Readiness Rate is determined by finding the percentage of students who met at least one of the menu items divided by the total number of students in the cohort.

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Postsecondary Readiness Improvement

7. A school/district's Postsecondary Readiness Improvement classification level is based on the year-to-year improvement of Postsecondary Readiness rates and is measured using the Simple Improvement scoring methodology.
    7.1. **Step 1:** Is the current year's postsecondary readiness rate higher than the previous year's rate? If yes, move to step 2; if no, Improvement score is 1.
    7.2. **Step 2:** Does the current year's postsecondary readiness rate meet or exceed the improvement goal? If yes, improvement score is 3; if no, improvement score is 2.
        7.2.1. **Calculating the Improvement Goal:** Last Year's Score + (Last Year's Score x 0.05)

Science Proficiency

Science Proficiency

8. Science Proficiency is defined by the percentage of eligible statewide assessments scored at a proficient level or above when compared to school's/district's total valid NSCAS General/NSCAS-Alt/ACT Science assessments.
    8.1. The rules for this indicator are the same as for the Status Indicator listed above, applied to the Science content area.

Science Proficiency Improvement

9. A school/district's Science Proficiency Improvement is based on the year-to-year improvement in science proficiency rates and is measured using the Simple Improvement scoring methodology.
    9.1. **Step 1:** Is the current year's proficiency score higher than the previous year's score? If yes, move to step 2; if no, Improvement score is 1.
    9.2. **Step 2:** Does the current year's proficiency score meet or exceed the improvement goal? If yes, improvement score is 3; if no, improvement score is 2.
        9.2.1. **Calculating the Improvement Goal:** Last Year's Score + (Last Year's Score x 0.05)

English Language Proficiency

English Language Proficiency

10. The English Language Proficiency rate is defined as the percentage of English learner students who tested as proficient on the current year's ELPA21 or ALT-ELPA assessment.
    10.1. A school must have a minimum of 10 students participating in an assessment to calculate an English Language Proficiency rating. If a school does not have 10 eligible students, the school will not receive a classification level.
        10.1.1. A student will be eligible if they have been enrolled for the full academic year at that school. Full academic year (FAY) is calculated based on two points in time: the October 1st snapshot and where a student has assessment scores. If these match, the student has met FAY requirements and will be counted.
            10.1.1.1. Similarly, an assessment score will count towards a district's ELP score 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.

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10.2. 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, Withdrew Before Test Window, Emergency Medical Waiver, Student Misclassified/No Longer ELL, or Nonpublic Student.

10.3. A school or district's English Language Proficiency Rate is calculated by finding the count of eligible assessments that score at a proficient level, divided by the total number of eligible assessments in the current school year.

Progress toward English Language Proficiency

11. A school/district's Progress Toward English Language Proficiency is based on the percentage of English Learner students who are on track in their progress towards English language proficiency as measured by the ELPA21 or ALT-ELPA assessment. Below is the scoring information for the ELPA21 assessment.

11.1. 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.

11.1.1. All K-12 students that are identified as English learners are required to take the state ELP assessment during the testing window.

11.1.2. Students who achieve a "Proficient" determination are no longer required to take the state ELP assessment.

11.1.3. A student's ELP assessment at a school/district will be eligible for this indicator if the student was enrolled at the district at the time of ELP testing. This is different from the Status/English Language Proficiency calculation.

11.1.3.1. 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 Not Currently Enrolled, Withdrew Before Test Window, Emergency Medical Waiver, Student Misclassified/No Longer ELL, Full-Time Equivalency/Nonpublic Student, Student Took the ELPA In Another State, Exempt, or Other.

11.2. 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.

11.2.1. 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.

11.2.2. 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.

11.3. 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:

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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

11.4. 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.

11.4.1. Below are the overall scale score cut points for 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

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11.4.2. 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

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

11.5.1. 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.

11.5.2. 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.

11.5.3. 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.

11.5.3.1. Progress toward proficiency for the Alt-ELPA will be measured by growth in a student's overall raw score.

11.5.3.2. 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.

11.5.3.2.1. 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.

11.5.3.2.2. Students whose baseline performance was Emerging who show progress toward proficiency more than two years after their baseline year without reaching Progressing will

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be credited in that year as making partial progress, which counts as one-half point.

11.5.3.3. 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		

11.6. 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.

11.6.1. Students who score Proficient on the ELP assessment are reclassified as English fluent and are no longer required to participate in ELP testing.

11.6.1.1. Once a student has been assessed at a Proficient level, they will not be eligible for this indicator in the following school year(s). Even if they achieve proficiency ahead of the specified timeline.

11.6.2. 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.

11.6.2.1. Growth is applied when a student moves up a proficiency level.

11.6.3. 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 their student's assessment label was assigned.

11.7. 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 to receive an Progress toward English Language Proficiency classification level.

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

Chronic Absenteeism Reduction

Chronic Absenteeism Rate

12. The Chronic Absenteeism Rate is defined as the percent of eligible students at a school or district that are categorized as chronically absent.

12.1. 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.

12.2. If a student is not receiving instruction, they are considered absent, regardless of whether the absence is considered excused or unexcused by the district. If

DRAFT

students are out of school for an educational purpose and are supervised by school staff, such as a field trip or extracurricular activity, they are not absent.

12.3. Students shall be counted in attendance when they are present 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)

12.4. 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, the student is chronically absent.

12.4.1. The days absent and days in session values both support being reported using partial days, up to two decimal places.

12.5. 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.

12.6. A school must have a minimum of 10 eligible students enrolled to be considered for this indicator. If a school doesn't have 10 eligible students, its district's score will be assigned as the school's score for that school year.

12.7. Prekindergarten students are not considered in this indicator.

12.8. A school or district's Chronic Absenteeism Rate is calculated by finding the number of chronically absent students divided by the total number of eligible students in the current school year.

Chronic Absenteeism Reduction

13. A school/district's Chronic Absenteeism Reduction is based on the difference in year-to-year improvement in chronic absenteeism rate and by the difference between the chronic absenteeism rate and their target rate, a 5% improvement on the baseline rate for each year after 2022.

13.1. In order to define the target chronic absenteeism rate for a school/district in the current year, a baseline rate must be established. The long-term goal is to reduce chronic absenteeism 50% over 10 years.

13.1.1. 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.

13.1.1.1. 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.

DRAFT

13.1.1.2. The target rate for the current year is defined by reducing the baseline rate by 5% per year: Target = Baseline − (Baseline × 0.05 x Number of Years Since Baseline)

13.1.1.3. The reduction score is defined by the difference between the target rate and the current year chronic absenteeism rate.

13.2. Chronic Absenteeism Reduction uses the Simple Improvement scoring methodology combined with a comparison between the current year's Chronic Absenteeism Rate and the target rate.

13.2.1. **Step 1:** Is the current year's chronic absenteeism rate below the current year's target rate? If so, the reduction score is a 4; if no, proceed to step 2.

13.2.2. **Step 2:** Is the current year's chronic absenteeism rate lower than the previous year's rate? If yes, move to step 3; if no, Reduction score is 1.

13.2.3. **Step 3:** Is the current year's chronic absenteeism rate at or below the improvement goal? If yes, reduction score is 3; if no, reduction score is 2.

13.2.3.1. **Calculating the Improvement Goal:** Last Year's Score - (Last Year's Score x 0.05)

Participation

Participation Score

14. The Participation indicator score for each school/district is based on the percentage of eligible students that completed a statewide assessment.

14.1. 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.

14.1.1. 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 General and 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

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

14.1.3. 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

DRAFT

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.

Participation Score Improvement

15. A school/district's Participation Improvement classification level is based on the year-to-year improvement of participation scores and is measured using the Simple Improvement scoring methodology.
    - 15.1. **Step 1:** Is the current year's participation score higher than the previous year's score? If yes, move to step 2; if no, Improvement score is 1.
    - 15.2. **Step 2:** Does the current year's participation score meet or exceed the improvement goal? If yes, improvement score is 3; if no, improvement score is 2.
        - 15.2.1. **Calculating the Improvement Goal:** Last Year's Score + (Last Year's Score x 0.05)

Student Discipline

Student Discipline Rate

16. The Student Discipline Rate is defined as the unduplicated percent of students who did not receive an out-of-school suspension or expulsion is used to determine the student discipline indicator for each school/district.
    - 16.1. This score uses unduplicated students, meaning if a student receives both an out-of-school suspension and an expulsion, they will only be counted once.
        - 16.1.1. A school/district must have a minimum of 10 students enrolled to be included in the calculation. If a school doesn't have 10 eligible students, its district's score will be assigned as the school's score for that school year
        - 16.1.2. Prekindergarten students are not considered in this indicator.
        - 16.1.3. Students must have been enrolled in the school/district for 10 or more days to be eligible for inclusion in the student discipline rate calculation.
    - 16.2. To calculate the score, the 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.

Student Discipline Improvement

17. A school/district's Student Discipline Rate Improvement classification level is based on the year-to-year improvement in student discipline rates and is measured using the Simple Improvement scoring methodology.
    - 17.1. **Step 1:** Is the current year's student discipline rate higher than the previous year's rate? If yes, move to step 2; if no, Improvement score is 1.
    - 17.2. **Step 2:** Does the current year's student discipline rate meet or exceed the improvement goal? If yes, improvement score is 3; if no, improvement score is 2.
        - 17.2.1. **Calculating the Improvement Goal:** Last Year's Score + (Last Year's Score x 0.05

Calculating Classifications

1. Classification levels are determined by comparing the school/district score with its specific indicator/goal threshold.

DRAFT

1.1. For the indicators Status, Proficiency Improvement, and Student Growth, the classification level is determined by the indicator level threshold listed on the following pages.

1.2. For the indicators Combined Graduation Rate, Postsecondary Readiness, Science Proficiency, English Language Proficiency, Participation, and Student Discipline Rate, the indicator classification level will be the higher of the two measurement point classification levels.

1.2.1. For example, if a district had a combined graduation rate of 86% (classification level of 2) and met the improvement goal of 5% over last year's rate (classification level of 3), the district would receive a 3 for the Combined Graduation Rate Indicator Classification Level.

2. Grade-band thresholds are provided on the following pages.

DRAFT

District Indicator and Goal Thresholds

Status	Proficiency Improvement	Growth
4: 70% and Higher	4: 4.50 and higher	4: 60% and higher
3: 60% to 69.99%	3: 3.00 to 4.49	3: 50% to 59.99%
2: 45% to 59.99%	2: 0.01 to 2.99	2: 40% to 49.99%
1: Below 45%	1: 0 and Lower	1: Below 40%

Combined Graduation Rate

Combined Graduation Rate:
4: 95% and Higher
3: 90% to 94.99%
2: 85% to 89.99%
1: Below 85%

Combined Graduation Rate Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Postsecondary Readiness

Postsecondary Readiness Rate:
4: 92% and higher
3: 84% to 91.99%
2: 76% to 83.99%
1: Below 76%

Postsecondary Readiness Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Science Proficiency

Science Proficiency Rate:
4: 80% and Higher
3: 70% to 79.99%
2: 56% to 69.99%
1: Below 56%

Science Proficiency Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

English Language Proficiency

English Language Proficiency Rate:
4: 26% and Higher
3: 17% to 25.99%
2: 8% to 16.99%
1: Below 8%

Progress toward English Language Proficiency:
4: 55% and Higher
3: 40% to 54.99%
2: 25% to 39.99%
1: Below 25%

Chronic Absenteeism Reduction

Chronic Absenteeism Rate:
4: Below 10%
3: 10% to 14.99%
2: 15% to 29.99%
1: 30% and Higher

Chronic Absenteeism Reduction:
4: Met the 10-year, 50% Reduction Goal
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Participation Score

Participation Score:
4: 99% and Higher
3: 97% to 98.99%
2: 95% to 96.99%
1: Below 95%

Participation Score Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Student Discipline

Student Discipline Rate:
4: 95% and Higher
3: 90% to 94.99%
2: 85% to 89.99%
1: Below 85%

Student Discipline Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

DRAFT

Elementary School Indicator and Goal Thresholds

Status	Proficiency Improvement	Growth
4: 75% and Higher	4: 4.75 and Higher	4: 60% and Higher
3: 60% to 74.99%	3: 3.15 to 4.74	3: 50% to 59.99%
2: 35% to 59.99%	2: 0.01 to 3.14	2: 40% to 49.99%
1: Below 35%	1: 0 and Lower	1: Below 40%

Science Proficiency

Science Proficiency Rate:
4: 93% and Higher
3: 81% to 92.99%
2: 61% to 80.99%
1: Below 61%

Science Proficiency Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

English Language Proficiency

English Language Proficiency Rate:
4: 35% and Higher
3: 18% to 34.99%
2: 8% to 17.99%
1: Below 8%

Progress toward English Language Proficiency:
4: 60%
3: 45% to 59.99%
2: 30% to 44.99%
1: Below 30%

Chronic Absenteeism Reduction

Chronic Absenteeism Rate:
4: Below 10%
3: 10% to 14.99%
2: 15% to 29.99%
1: 30% and Higher

Chronic Absenteeism Reduction:
4: Met the 10-year, 50% Reduction Goal
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Participation Score

Participation Score:
4: 99% and Higher
3: 97% to 98.99%
2: 95% to 96.99%
1: Below 95%

Participation Score Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Student Discipline

Student Discipline Rate:
4: 95% and Higher
3: 90% to 94.99%
2: 85% to 89.99%
1: Below 85%

Student Discipline Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

DRAFT

Middle School Indicator and Goal Thresholds

Status	Proficiency Improvement	Growth
4: 73% and Higher	4: 4.10 and higher	4: 60% and higher
3: 60% to 72.99%	3: 3.15 to 4.09	3: 50% to 59.99%
2: 40% to 59.99%	2: 0.01 to 3.14	2: 40% to 49.99%
1: Below 40%	1: 0 and Lower	1: Below 40%

Science Proficiency

Science Proficiency Rate:
4: 85% and Higher
3: 72% to 84.99%
2: 50% to 71.99%
1: Below 50%

Science Proficiency Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

English Language Proficiency

English Language Proficiency Rate:
4: 13% and Higher
3: 7% to 12.99%
2: 1% to 6.99%
1: Below 1%

Progress toward English Language Proficiency:
4: 45% and Higher
3: 30%, but < 44.99%
2: 20% to 29.99%
1: Below 20%

Chronic Absenteeism Reduction

Chronic Absenteeism Rate:
4: Below 10%
3: 10% to 14.99%
2: 15% to 29.99%
1: 30% and Higher

Chronic Absenteeism Reduction:
4: Met the 10-year, 50% Reduction Goal
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Participation Score

Participation Score:
4: 99% and Higher
3: 97% to 98.99%
2: 95% to 96.99%
1: Below 95%

Participation Score Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

Student Discipline

Student Discipline Rate:
4: 95% and Higher
3: 90% to 94.99%
2: 85% to 89.99%
1: Below 85%

Student Discipline Improvement:
3: Met the improvement goal
2: Improved but did not meet the goal
1: No or negative improvement

DRAFT

High School Indicator and Goal Thresholds

Status	Proficiency Improvement
4: 61% and Higher	4: 3.90 and Higher
3: 45% to 60.99%	3: 2.60 to 3.89
2: 26% to 44.99%	2: 0.01 to 2.59
1: Below 26%	1: 0 and Lower

Combined Graduation Rate

Combined Graduation Rate:	Combined Graduation Rate Improvement:
4: 95% and Higher	3: Met the improvement goal
3: 90% to 94.99%	2: Improved but did not meet the goal
2: 85% to 89.99%	1: No or negative improvement
1: Below 85%	

Postsecondary Readiness

Postsecondary Readiness Rate:	Postsecondary Readiness Improvement:
4: 92% and Higher	3: Met the improvement goal
3: 84% to 91.99%	2: Improved but did not meet the goal
2: 76% to 83.99%	1: No or negative improvement
1: Below 76%	

Science Proficiency

Science Proficiency Rate:	Science Proficiency Improvement:
4: 67% and Higher	3: Met the improvement goal
3: 54% to 66.99%	2: Improved but did not meet the goal
2: 35% to 53.99%	1: No or negative improvement
1: Below 35%	

English Language Proficiency

English Language Proficiency Rate:	Progress toward English Language Proficiency:
4: 8% and Higher	4: 40% and Higher
3: 5% to 7.99%	3: 30% to 39.99%
2: 1% to 4.99%	2: 20% to 29.99%
1: Below 1%	1: Below 20%

Chronic Absenteeism Reduction

Chronic Absenteeism Rate:	Chronic Absenteeism Reduction:
4: Below 10%	4: Met the 10-year, 50% Reduction Goal
3: 10% to 14.99%	3: Met the improvement goal
2: 15% to 29.99%	2: Improved but did not meet the goal
1: 30% and Higher	1: No or negative improvement

Participation Score

Participation Score:	Participation Score Improvement:
4: 99% and Higher	3: Met the improvement goal
3: 97% to 98.99%	2: Improved but did not meet the goal
2: 95% to 96.99%	1: No or negative improvement
1: Below 95%	

Student Discipline

Student Discipline Rate:	Student Discipline Improvement:
4: 95% and Higher	3: Met the improvement goal
3: 90% to 94.99%	2: Improved but did not meet the goal
2: 85% to 89.99%	1: No or negative improvement
1: Below 85%	

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Weighting Table

Areas/Measures	District	Elementary School	Middle School	High School
Status	40%	40%	40%	40%
Proficiency Improvement	9%	13%	13%	11%
Student Growth	9%	13%	13%	-
Combined Graduation Rate	9%	-	-	11%
Postsecondary Readiness	9%	-	-	11%
Science Proficiency	9%	13%	13%	10%
English Language Proficiency	7%	10%	10%	9%
Chronic Absenteeism Reduction	6%	9%	9%	6%
Participation	1%	1%	1%	1%
Student Discipline	1%	1%	1%	1%
Total	**100%**	**100%**	**100%**	**100%**

Rounding

3. All data will be rounded to two decimal points for the classification process.

Indicators without Data

4. Indicators without data (i.e. school unit does not reach the n-size) will not be calculated into the school unit's classification. The classification will be calculated by finding the sum of the applicable weights (those weights with data) and dividing the total score by the applicable weight. This will give a school unit its raw classification score.

Raw Classifications

5. A school or district's raw classification is determined by dividing the total points by the total applicable weight.
    - 5.1. Total Points are defined as the sum of the indicator points created by multiplying the indicator classification level by the indicator weight.
        - 5.1.1. For example, a Status Classification Level of 3, multiplied by the indicator weight of 40% is 1.20.
    - 5.2. Total Applicable Weight is defined as the sum of the indicator weights with indicator classification levels identified.
        - 5.2.1. If an indicator does not have a classification level specified, the weight will not be added into the total applicable weight.

Final Classifications

6. A school or district's overall classification rating is determined by comparing the raw classification to the grade-band's Classification Thresholds table.

Final Classification	Raw Classification Ranges
Excellent	3.20 and higher
Great	2.65 to 3.19
Good	2.00 to 2.64
Needs Support to Improve	Below 2.00

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Scorecard Examples

District Scorecard Example

Indicator	Score	Score Ranges	Class. Level	Indicator Weight	Indicator Points
Status	**63.97%**	**60% to 69.99%**	**3**	**40%**	**1.20**
• English/Language Arts Proficiency	59.78%				
• Math Proficiency	68.16%				
Proficiency Improvement	**-0.51**	**0 and lower**	**1**	**9%**	**0.09**
• 2023 Proficiency	67.11%				
• 2022 Proficiency	64.98%				
Student Growth	**60.40%**	**60% and higher**	**4**	**9%**	**0.36**
• English/Language Arts Growth	59.20%				
• Math Growth	61.60%				
Combined Graduation Rate			**4**	**9%**	**0.36**
• Combined Graduation Rate	96.81%	95% and higher	4		
• Graduation Rate Improvement	-3.19%	0% and lower	1		
Postsecondary Readiness			**3**	**9%**	**0.27**
• Postsecondary Readiness - Performance	88.24%	84% to 91.99%	3		
• Postsecondary Readiness - Improvement	-9.26%	0% and lower	1		
Science Proficiency			**4**	**9%**	**0.36**
• Science Proficiency	81.01%	80% and higher	4		
• Science Proficiency Improvement	28.07%	5% and higher	3		
English Language Proficiency			**3**	**7%**	**0.21**
• English Language Proficiency	19.05%	17% to 25.99%	3		
• Progress toward English Language Proficiency	54.76%	40% to 54.99%	3		
Chronic Absenteeism Reduction			**3**	**6%**	**0.18**
• Chronic Absenteeism Rate	12.47%	8% to 16.99%	3		
• Chronic Absenteeism Reduction Target	9.90%	Did not meet	1		
• Chronic Absenteeism Rate Improvement	-1.24%	0% and lower			
Participation Score			**4**	**1%**	**0.04**
• Participation Score	100%	99% and higher	4		
• Participation Score Improvement	0.00%	0% and lower	1		
Student Discipline Rate			**4**	**1%**	**0.04**
• Student Discipline Rate	99.23%	95% and higher	4		
• Student Discipline Rate Improvement	4.90%	0.01% to 4.99%	2		
Total Applicable Weight and Total Indicator Points				**100%**	**3.11**
Raw Classification			**3.11**		
Final Classification			**Great**		

Raw Classification Range	Final Classification
3.20 and higher	Excellent
2.65 to 3.19	Great
2.00 to 2.64	Good
Below 2.00	Needs Support to Improve

Elementary School Scorecard Example

Indicator	Score	Score Ranges	Class. Level	Indicator Weight	Indicator Points
Status	**63.97%**	**60% to 74.99%**	**3**	**40%**	**1.20**
• English/Language Arts Proficiency	59.78%				
• Math Proficiency	68.16%				
Proficiency Improvement	**-0.51**	**0 and lower**	**1**	**13%**	**0.13**
• 2023 Proficiency	67.11%				
• 2022 Proficiency	64.98%				
Student Growth	**60.40%**	**60% and higher**	**4**	**13%**	**0.52**
• English/Language Arts Growth	59.20%				
• Math Growth	61.60%				
Science Proficiency			**3**	**13%**	**0.39**
• Science Proficiency	81.01%	81% to 92.99%	3		
• Science Proficiency Improvement	28.07%	5% and higher	3		
English Language Proficiency			**3**	**10%**	**0.30**
• English Language Proficiency	19.05%	18% to 34.99%	3		
• Progress toward English Language Proficiency	54.76%	45% to 59.99%	3		
Chronic Absenteeism Reduction			**3**	**9%**	**0.27**
• Chronic Absenteeism Rate	12.47%	8% to 16.99%	3		
• Chronic Absenteeism Reduction Target	9.90%	Did not meet	1		
• Chronic Absenteeism Rate Improvement	-1.24%	0% and lower			
Participation Score			**4**	**1%**	**0.04**
• Participation Score	100%	99% and higher	4		
• Participation Score Improvement	0.00%	0% and lower	1		
Student Discipline Rate			**4**	**1%**	**0.04**
• Student Discipline Rate	99.23%	95% and higher	4		
• Student Discipline Rate Improvement	4.90%	0.01% to 4.99%	2		
Total Applicable Weight and Total Indicator Points				**100%**	**2.89**
Raw Classification			**2.89**		
Final Classification			**Great**		

Raw Classification Range	Final Classification
3.20 and higher	Excellent
2.65 to 3.19	Great
2.00 to 2.64	Good
Below 2.00	Needs Support to Improve

Middle School Scorecard Example

Indicator	Score	Score Ranges	Class. Level	Indicator Weight	Indicator Points
Status	**63.97%**	**60% to 74.99%r**	**3**	**40%**	**1.20**
• English/Language Arts Proficiency	59.78%				
• Math Proficiency	68.16%				
Proficiency Improvement	**-0.51**	**0 and lower**	**1**	**13%**	**0.13**
• 2023 Proficiency	67.11%				
• 2022 Proficiency	64.98%				
Student Growth	**60.40%**	**60% and higher**	**4**	**13%**	**0.52**
• English/Language Arts Growth	59.20%				
• Math Growth	61.60%				
Science Proficiency			**3**	**13%**	**0.39**
• Science Proficiency	81.01%	72% to 84.99%	3		
• Science Proficiency Improvement	28.07%	5% and higher	3		
English Language Proficiency			**-**	**-**	**-**
• English Language Proficiency					
• Progress toward English Language Proficiency					
Chronic Absenteeism Reduction			**3**	**9%**	**0.27**
• Chronic Absenteeism Rate	12.47%	8% to 16.99%	3		
• Chronic Absenteeism Reduction Target	9.90%	Did not meet	1		
• Chronic Absenteeism Rate Improvement	-1.24%	0% and lower			
Participation Score			**4**	**1%**	**0.04**
• Participation Score	100%	99% and higher	4		
• Participation Score Improvement	0.00%	0% and lower	1		
Student Discipline Rate			**4**	**1%**	**0.04**
• Student Discipline Rate	99.23%	95% and higher	4		
• Student Discipline Rate Improvement	4.90%	0.01% to 4.99%	2		
Total Applicable Weight and Total Indicator Points				**90%**	**2.59**
Raw Classification			**2.88**		
Final Classification			**Great**		

Raw Classification Range	Final Classification
3.20 and higher	Excellent
2.65 to 3.19	Great
2.00 to 2.64	Good
Below 2.00	Needs Support to Improve

High School Scorecard Example

Indicator	Score	Score Ranges	Class. Level	Indicator Weight	Indicator Points
Status	**63.97%**	**61% and higher**	**4**	**40%**	**1.60**
• English/Language Arts Proficiency	59.78%				
• Math Proficiency	68.16%				
Proficiency Improvement	**-0.51**	**0 and lower**	**1**	**11%**	**0.11**
• 2023 Proficiency	67.11%				
• 2022 Proficiency	64.98%				
Combined Graduation Rate			**4**	**11%**	**0.44**
• Combined Graduation Rate	96.81%	95% and higher	4		
• Graduation Rate Improvement	-3.19%	0% and lower	1		
Postsecondary Readiness			**3**	**11%**	**0.33**
• Postsecondary Readiness - Performance	88.24%	84% to 92.99%	3		
• Postsecondary Readiness - Improvement	-9.26%	0% and lower	1		
Science Proficiency			**4**	**11%**	**0.44**
• Science Proficiency	81.01%	67% and higher	4		
• Science Proficiency Improvement	28.07%	5% and higher	3		
English Language Proficiency			**-**	**-**	**-**
• English Language Proficiency					
• Progress toward English Language Proficiency					
Chronic Absenteeism Reduction			**3**	**6%**	**0.18**
• Chronic Absenteeism Rate	12.47%	8% to 16.99%	3		
• Chronic Absenteeism Reduction Target	9.90%	Did not meet	1		
• Chronic Absenteeism Rate Improvement	-1.24%	0% and lower			
Participation Score			**4**	**1%**	**0.04**
• Participation Score	100%	99% and higher	4		
• Participation Score Improvement	0.00%	0% and lower	1		
Student Discipline Rate			**4**	**1%**	**0.04**
• Student Discipline Rate	99.23%	95% and higher	4		
• Student Discipline Rate Improvement	4.90%	0.01% to 4.99%	2		
Total Applicable Weight and Total Indicator Points				**91%**	**3.18**
Raw Classification			**3.49**		
Final Classification			**Excellent**		

Raw Classification Range	Final Classification
3.20 and higher	Excellent
2.65 to 3.19	Great
2.00 to 2.64	Good
Below 2.00	Needs Support to Improve

Appendices

Appendix A: Proficiency Improvement Slope Calculation

To best understand the proficiency improvement slope calculation, substitute the following variables for their scores.

A = Current Year Status Score

B = Previous Year Status Score

C = 2 Years Previous Status Score

D = Three-year proficiency average: $\frac{A+B+C}{3}$

Proficiency Improvement Slope = $\frac{-1^{*}(C-D)+(A-D)}{2}$

Appendix B: Chronic Absenteeism Reduction Goal Example

Year	Percent Reduction	Example 1		Example 2	
		5% Reduction	Annual Target	5% Reduction	Annual 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%

Appendix C: Threshold Review Timeline

The following thresholds will be reviewed, and reset if necessary, prior to releasing classification results for the identified years *(subject to change)*:

- Status: Fall of 2029
- English Language Proficiency: 2029
- Science: 2031
- Non-Assessment Thresholds: 2031

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