

**State of the Schools Report (SOSR)
Guidance for Assessment Calculations
Nebraska State Accountability (NeSA)
Reading/Math 2010-2011**

The purpose of this document is to provide guidance on how student assessment data collected with Nebraska State Accountability Reading and Math assessments will be reported in the State of the Schools Report (SOSR). The SOSR will display reading performance for students in grades 3 through 8 and 11. The following pages will explain how the data collected from districts will be used to determine performance percentages for STATE and AYP reporting. If you have any questions, please contact the Statewide Assessment Office – 402-471-2495 or Federal Programs Office – 402-471-3504.

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STATE Data for State of the Schools Report

NeSA Reading only (includes NeSA-R and NeSA-AAR)

A. Calculations for State of the Schools Report (SOSR): This information is collected from NeSA assessments and NSSRS data submitted by districts. Information collected from NSSRS will be used to disaggregate the assessment data into subgroups by English Language Learners (ELL), Special Education Students (SPED), gender, race/ethnicity, migrant, and eligibility for free and reduced lunch. The following business rules (i) will be used to calculate the percent proficient on the SOSR from the student information submitted through the NSSRS system to the test vendor. Student information in NSSRS will be shared with the vendor in December (writing) and in February (reading/math/science). Districts will be able to add new students through the online system or by completing a new answer sheet during the assessment window. New student information and demographic corrections needs to be submitted to the NSSRS. Districts will be able to revise NSSRS data for SOSR reporting. By submitting corrections in the student templates by June 30th, districts can provide accurate student demographic and enrollment data for assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor will return the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts will receive a district data file and district reports as well. Demographics in reports from the vendor and reports on the SOSR may differ due to updates made in NSSRS by districts. The following assessment data is returned to districts and the state:

- a. **County District Number – (99-9999) [Student: District Code (1)].** These numbers will be used to determine which district the student attended when the Reading/Math assessment occurred.
- b. **School Number – (999) [Student: Location (2)].** These numbers will be used to determine which school the student attended when Reading/Math assessment occurred.
- c. **Grade Level – [Student: Grade Level (10)].** This number will be used to determine the student’s grade level when the Reading/Math assessment occurred.
- d. **Subject – [NeSA-R, NeSA-M, NeSA-AAM & NeSA-AAR Assessments: Reading/Math Only].** This year results from Nebraska State Accountability – Reading (NeSA-R), Nebraska State Accountability - Math (NeSA-M), Nebraska State Accountability – Alternate Assessment Math (NeSA – AAM), and Nebraska State Accountability – Alternate Assessment Reading (NeSA-AAR) will collected by NDE for reading and math.
- e. **Assessment Status Not Assessed – [NeSA Assessment: Student Answer Sheet or Online Submission].** Districts will provide code for students not assessed either on the student answer document or in the online system. Districts will report students not assessed by selecting one of the following codes; Emergency Medical Waiver, Parent Refusal, No Longer Enrolled, Recently Arrived LEP, Student Absent for the Entire Testing Window, Invalid, or Other.

Code	Description	Explanation of Use
EMW	Emergency Medical Waiver	Student was not assessed because of an Emergency Medical Waiver.
PAR	Parent Refusal	Student was not assessed because of a formal request from parent or guardian.

NLE	No Longer Enrolled	Student was not assessed because of relocation from district/school after February data submission but prior to NeSA-R testing.
RAL	Recently Arrived LEP	Student was not assessed because student met the requirements for recently arrived classification.
SAE	Student Absent for the Entire Testing Window	Student was not assessed because student was absent from school from the beginning of testing till the end of testing.
INV	Invalid	Student was not assessed due to invalidation of assessment.
OTH	Other	Student was not assessed for reasons not covered by other descriptions.

- f. **Performance Level Code – [NeSA Test Documents: Student Answer Sheet or Online Submission].** Results from the total reading/math scores will be converted to a performance levels based on cut scores established by NDE. Values for total reading/math for each student will be determined and reported by NDE to schools/districts (1, 2, 3, or Blank). See table below.

Code	Performance Level
1	Exceeds the Standards
2	Meets the Standards
3	Below the Standards
blank	For not tested codes of NLE, RAL, and EMW.

- g. **Testing Accommodations – [NeSA Assessment: Student Answer Sheet or Online Submission].** Test accommodations are adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, the construct or content being measured. All students who take NeSA assessments are counted in the same way, including students who take assessments with accommodations. Districts will report the category of accommodation through either the online submission or the student answer sheet. Refer to the “Nebraska State Accountability (NeSA) Approved Accommodations Document” for additional information about accommodation categories.
- h. **Alternate Assessment – [Districts submit NSSRS Special Education Snapshot with Alternate Assessment Flag – Yes]** An alternate assessment is appropriate for students whose IEP team has determined and documented that they have a significant cognitive disability. The NeSA-AAR and NeSA-AAM have been designed for these students and reported through the Computer Assisted Learning (CAL) system to NDE. Students taking this assessment are included in STATE and AYP reports for the Special Education subgroup and the all students group. Refer to the “Reading/Math Standards with Extended Indicators” for guidance.
- i. **Business rules for NeSA calculations for SOSR:**
- i. In the State of the School Reports, student performance will be displayed for all grades 3, 4, 5, 6, 7, 8 and 11. The results by total score, sub-score, and percent proficient will be displayed for these grades for all students including students assessed with the state alternate assessment, NeSA-AAR and NeSA-AAM. The total number of students assessed will be displayed as well.
 - ii. **Performance Level by Grade:** The number and percent of students with a Below the Standards, Meets the Standards, and Exceeds the Standards performance will be presented for each school and district using NeSA-R

and NeSA-AAR assessment results. The total number of students will include all assessed students and those reported as “not assessed included.”

1. Three Levels (1, 2, or 3) – The performance levels (Below the Standards, Meet the Standards, and Exceeds the Standards) from the Total Reading score will be counted for the each grade and displayed on the SOSR as a percentage. On the SOSR all students performing at the Meets and Exceeds the Standards will be considered meeting the standards. Percent of students in each performance level will be calculated by dividing the performance level count by the total count of students. The total count of students is the number of students assessed plus students not assessed. See paragraphs 2 and 3 below for an explanation of which students are included.
 2. Students coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), or Recently Arrived LEP (RAL) will not be included in the calculation of performance level percentages. Students in these categories will not be included in performance level count or total count. Recently Arrived LEP students are exempt from one administration of the State’s reading assessment.
 3. Students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV), or Other (OTH) will not be included in performance level count, but will be included in the total count.
- iii. **Disaggregated Data** The number and percent of students at each performance level (below the standards, meets the standards, exceeds the standards) will be displayed on the SOSR by demographic subgroups (ELL, Special Education, gender, race/ethnicity, migrant programs, and eligibility for free and reduced lunch). Disaggregated data will be displayed by grade level and subject for each school and district using percent and total counts for each demographic group. Student demographic information is collected from the Student template in June. See guidance for ELL and Special Education for special rules affecting these subgroups.
- iv. **Student Participation** Students in the “Assessment Status Not Assessed” category coded PAR, SAE, INV or OTH will be included in the total student count and given a zero score. Students in the “Assessment Status Not Assessed” category coded EMW, NLE, or RAL will not be included in the performance level count or total student count. A count of all students not assessed by code will be provided to districts. No students will be given “out-of-level” assessments. Students will be considered assessed if they respond to at least one question or prompt.
- v. **Student Changes** Districts are responsible for testing all students enrolled at the beginning of the testing window. The district is responsible for administering make up tests when needed. Students who change schools within the same district will be reported for the school where assessed. If there are duplicate assessments between the schools, the first score will be reported for the student and the associated school. Districts will be contacted for corrections addressing these duplications.
- vi. For students who change districts during the testing window, the receiving district is responsible to determine whether the student has been tested in the preceding district. If not, the receiving district is responsible for testing. Students who change districts will be reported for the school/district where

assessed. If there are duplicate assessments between the districts, the first score will be reported for the student and the associated school/district. Districts will be contacted for corrections to address any duplication.

- vii. For untested students who move out of state or who move and do not enter another school/district in Nebraska, the district will report the student as – “No Longer Enrolled.” Students with the “No Longer Enrolled” code are not included in performance level count or total student count. In a few cases, it may be impossible (i.e., enrolled the last day of assessment window) to assess an untested student who enters a new district/school. In these cases both districts will code the student “No Longer Enrolled.”
- viii. Before data is shared with districts and schools, NDE will conduct a corrections process to review student results. The test vendor will send a data file to NDE with students who do not match any record in the NSSRS data file, students who have multiple scores, and students in the NSSRS file who have no score. Districts will be contacted to assist with the correction of student records as needed. The goal of the corrections process is provide the correct score for each student or the reason for “not assessed,” as applicable.

AYP Data for State of the Schools Report NeSA Reading and Math (includes NeSA-R, NeSA-M, NeSA-AAM and NeSA-AAR)

A. AYP Data for State of the Schools Report (SOSR): This information is collected from NeSA assessments and NSSRS data submitted by districts. Information collected from NSSRS will be used to disaggregate the assessment data into subgroups by English Language Learners (ELL), Special Education Students (SPED), gender, race/ethnicity, migrant, and eligibility for free and reduced lunch. The following business rules (a) will be used to calculate the percent proficient on the SOSR from the student information submitted through the NSSRS system to the test vendor. Student information in NSSRS will be shared with the vendor in December (writing) and in February (reading/math). Districts will be able to revise NSSRS data for SOSR reporting. By submitting corrections in the student templates by June 30th, districts can provide updated student demographic and enrollment data for use in assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor will return the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts will receive a district data file and district reports as well. Demographics in reports from the vendor and reports on the SOSR may differ due to updates made in NSSRS by districts.

a. Business rules for AYP calculations for SOSR:

- i. The Adequate Yearly Progress report will be completed for each school and district using information from the Total Reading and Math scores. Grade level grouping for each elementary, middle, and high school will be determined by the Department. For each subgroup, grade level grouping, building, and district, the percent proficient and percent participation will be determined by using data for grades 3 through 8 and 11.
- ii. Data for students who take alternate assessments in grades 3 through 8 and one grade in the high school are included in AYP totals.
- iii. For the district and each elementary, middle level, and high school in the district the number of students for each of the following AYP totals will be calculated from the Total Reading and Math Scores along with other information in the NSSRS. Districts are responsible for testing all students enrolled at the beginning of the testing window. All students in the February enrollment database will be included in AYP calculations with some exceptions listed in the business rules.
 - a. **Number of students enrolled** (district and school) - only students enrolled in the school/district as of February 1st.
 - b. **Number of students at level performance of MET** – only students coded Meets the Standards and Exceeds the Standards will be counted as meeting AYP State goals.
 - c. **Students who are “not assessed included”**- Not assessed student counts will include all students enrolled on February 1st who have:
 1. Parent Refusal (PAR)
 2. Student Absent for the Entire Testing Window (SAE)
 3. Invalid (INV)

4. Other (OTH)
- d. **Students who are “not assessed excluded”** - Not assessed student counts will exclude students enrolled on February 1st who have:
 - 1. Emergency Medical Waiver (EMW)
 - 2. No Longer Enrolled (NLE)
 - 3. Recently Arrived LEP (RAL) – one administration of the State’s reading assessment.
 - e. **Full Academic Year** – Students with NeSA scores (including zero) that were enrolled on the last Friday in September (as reported in October) are included in determining the percent proficient.
 - f. **Performance Percentage** – Number of students at Meets the Standards and Exceeds the Standards divided by the number of students enrolled a full academic year.
 - g. **Total Number of Students** – Number of students enrolled as of February 1st minus the number of students not assessed excluded.
 - h. **Participation Rate** – Students will be considered a participant for AYP/NeSA if they respond to at least one question or prompt. The participation rate will be determined by dividing number of participants by the total number of students.
- iv. **Disaggregated Data** – Using the same process described in part iii, the disaggregated data will be tabulated for each grade level grouping for each school/district using the student indicators for ELL, Special Education, gender, race/ethnicity, migrant programs, and eligibility for free and reduced lunch from the student templates. Student demographic information is collected from the June 30th Student Template. In the CDC site, the districts will decide whether students who are “redesignated as English fluent 2 years or less” are included in the AYP calculations for the ELL subgroup. See additional guidance sections for special rules affecting ELL and Special Education calculations.

Students Receiving Services as English Language Learners NeSA Reading and NeSA Math (includes NeSA-R, NeSA-M, NeSA-AAM, and NeSA-AAR)

A. Students Receiving Services as English Language Learners: This information is collected from NeSA assessments and NSSRS data submitted by districts.

Information collected from NSSRS will be used to disaggregate the assessment data into subgroups by English Language Learners (ELL), Special Education Students (SPED), gender, race/ethnicity, migrant, and eligibility for free and reduced lunch. The following business rules (e) will be used to calculate the percent proficient on the SOSR from the student information submitted through the NSSRS system to the test vendor. Student information in NSSRS will be shared with the vendor in December (writing) and in February (reading/math). Districts will be able to revise NSSRS data for SOSR reporting. By submitting corrections in the student templates by June 30th, districts can provide updated student demographic and enrollment data for use in assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor will return the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts will receive a district data file and district reports as well. Demographics in reports from the vendor and reports on the SOSR may differ due to updates made in NSSRS by districts.

- a. **LEP Participation – (1=Yes, 2=No) [Student: LEP Participation (41)].** This determines whether student is participating in a Limited English Proficient program. This data is needed for Federal reporting for Title III.
- b. **LEP Eligibility – (1=Yes, 2=No) [Student: LEP/ELL Eligibility (95)].** A flag indicating the student has been identified as Limited English Proficient (LEP). This indicator is used to identify students as part of the ELL subgroup. The term ‘limited English proficient’, when used with respect to an individual, means an individual who meets the four criteria below –
 - i. (A) who is aged 3 through 21;
 - ii. (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - iii. (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - iv. (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.
- c. **English Language Proficiency – (00-not LEP, 01-LEP, 02-Redesignated as English fluent <= 2 years, 03-Redesignated as English fluent > 2 years) [Student: English Proficiency (113)].** Redesignated as English Fluent is when

an LEP student's eligibility status is changed to "2=No" since the last school year. The district can include students with "Redesignated as English Fluent 2 years or less" in the ELL subgroup for AYP if indicated in the CDC. Students that are "Redesignated as English Fluent more than 2 years" are not included in the ELL subgroup for AYP. The code indicates the student's adeptness in English:

- i. reading skills (the ability to comprehend and interpret text);
- ii. listening skills (the ability to understand verbal expressions of the language);
- iii. writing skills (the ability to produce written text with content and format); and
- iv. speaking skills (the ability to use oral language appropriately and effectively).

d. **Testing Accommodations – [NeSA Assessment: Student Answer Sheet or Online Submission].** Test accommodations are adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. All students who take NeSA assessments are counted in the same way, including students who take assessments with accommodations. Districts will report the category of test accommodation through either the online submission or the student answer sheet. Refer to the "Nebraska State Accountability (NeSA) Approved Accommodations Document" for additional information about accommodation categories.

e. **Business rules for NeSA and AYP calculations for SOSR:**

- i. LEP students including redesignated as English fluent may receive accommodations on NeSA assessments for two years after being redesignated.
- ii. Students with code (1) (eligibility) are included in calculations for ELL subgroup in STATE and AYP reporting. Students with 02 (English Language Proficiency - Redesignated as English fluent less than or equal 2 years) maybe included in calculations for the ELL subgroup in STATE and AYP reporting. The English Language Proficiency code (2) may be used for two years after the LEP student's eligibility status has changed to "2=No" (Student not eligible for LEP program). Districts will decide whether to include these students in the calculations in the Consolidated Data Collection site (CDC). See definitions for LEP Eligibility and English Language Proficiency. Student demographic information is collected from the most recent Student Template for submission in February to testing vendor.
- iii. After two years the English Language Proficiency code 03 (redesignated as English fluent greater than 2 years) should be used. Code 03 students are not included in calculations for the ELL subgroup in STATE or AYP reporting.
- iv. Students receiving accommodations are included in AYP and STATE calculations and reporting.

Students Receiving Special Education Services NeSA Reading and NeSA Math (includes NeSA-R, NeSA-M, NeSA-AAM and NeSA-AAR)

B. Students Receiving Special Education Services: This information is collected from NeSA assessments and NSSRS data submitted by districts. Information collected from NSSRS will be used to disaggregate the assessment data into subgroups by English Language Learners (ELL), Special Education Students (SPED), gender, race/ethnicity, migrant, and eligibility for free and reduced lunch. The following business rules (d) will be used to calculate the percent proficient on the SOSR from the student information submitted through the NSSRS system to the test vendor. Student information in NSSRS will be shared with the vendor in December (writing) and in February (reading/math). Districts will be able to revise NSSRS data for SOSR reporting. By submitting corrections in the student templates by June 30th, districts can provide updated student demographic and enrollment data for use in assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor will return the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts will receive a district data file and district reports as well. Demographics in reports from the vendor and reports on the SOSR may differ due to updates made in NSSRS by districts.

- a. **Verified Disability Flag – (1=Yes, 2=No) [Student: Special Education (38)]**
Provide a code indicating that a student has been verified by a multidisciplinary evaluation team as per Rule 51, Section 006 as child with autism, behavior disorders, deaf-blindness, a developmental delay, a hearing impairment including deafness, a mental handicap, multiple impairment s, an orthopedic impairment, another health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment including blindness, , who because of this impairment needs special education and related services. If it is determined, through an appropriate evaluation under Rule 51, Section 006, that a child has one of the disabilities identified above, but only needs a related service and not Special Education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered Special Education rather than a related service, the child would be determined to be a child with a disability (as per 92 NAC 51-003.10).
- b. **Testing Accommodations – [NeSA Assessment: Student Answer Sheet or Online Submission].** Test accommodations are adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. All students who take NeSA assessments with accommodations or without accommodations are included in STATE and AYP reports. Districts will report the category of test accommodation through either the online submission or the student answer sheet. Refer to the “Nebraska State Accountability (NeSA) Approved Accommodations Document” for additional information about accommodation categories.
- c. **Alternate Assessment – [Districts submit NSSRS Special Education Snapshot with Alternate Assessment Flag – Yes]** An alternate assessment is appropriate for students whose IEP team has determined and documented that they have significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills. Additional considerations are

found in the “Alternate Assessment Determinations Guideline” s. The NeSA-AAR has been designed for these students and student answers are reported through the Computer Assisted Learning (CAL) system to NDE. Students taking this assessment are included in STATE and AYP reports, as well as the Special Education subgroup reports. Refer to the “Alternate Standards and Assessments for Students with Disabilities” for guidance.

d. Business Rules for NeSA and AYP calculations for SOSR:

- i. Students who receive special education services (SPED) should receive accommodations if indicated in the student’s IEP.
- ii. For STATE and AYP reporting, students with the verified disability flag as of June 30th will be counted in the Special education subgroup. Student demographic information is collected from the NSSRS for use in assessment calculations and SOSR reporting..

Students with Section 504 Plans NeSA Reading (NeSA-R) and NeSA Math (NeSA-M)

C. Section 504: This information is collected in the student and assessment templates. (Student (a), Student Indicators (b))

- a. **Section 504 – (1=Yes, 2=No) [Plan 504 Indicator (70)].** Provide a code indicating that the student is receiving services under Section 504 of the Rehabilitation Act of 1973.
- b. **Testing Accommodations – [NeSA Assessment: Student Answer Sheet or Online Submission].** Test accommodations are adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. Districts will report the category of test accommodation through either the online submission or the student answer sheet. Refer to the “Nebraska State Accountability (NeSA) Approved Accommodations” for additional information about accommodation categories.
- c. **Business Rules:**
 - i. Students who have a 504 plan may receive accommodations based on the 504 plan.
 - ii. Students who have a 504 plan are not reported as a subgroup on SOSR.

Migrant Students
NeSA Reading and NeSA Math (includes NeSA-R, NeSA-M, NeSA-AAM and NeSA-AAR)

D. Migrant Students – This information is collected in the MIS 2000 system by the Migrant Education Office.

a. Business Rules:

- i. Students indentified as migrant are included in calculations for AYP and NeSA.

Foreign Exchange Students
NeSA Reading and NeSA Math (includes NeSA-R, NeSA-M, NeSA-AAM and NeSA-AAR)

E. Foreign Exchange Student – This information is collected in student and assessment templates. (Student).

- a. **Foreign Exchange Student – (1=Yes, 2=No) [Foreign Exchange Student (73)]** Provide a Yes or No indicator of whether the student has entered the country on a student visa (usually 2 year) and is not intending to remain here permanently. This field should not be used to indicate immigrant status - see Immigrant Indicator [Student: Population Code (89)].
- b. **Business Rules**
 - i. Assessment results for Foreign Exchange Students are included in AYP or NeSA calculations.
 - ii. Foreign Exchange Students are not reported as a subgroup on the SOSR.