

State of the Schools Report (SOSR)
Guidance for Assessment Calculations
Nebraska State Accountability (NeSA)
Reading/Math/Science/Writing 2012-2013

The purpose of this document is to provide guidance on how the student assessment data collected through the Nebraska State Accountability Reading, Math, Science, and Writing assessments (NeSA-RMSW) are compiled for the State of the Schools Report (SOSR). The SOSR displays reading and math performance for students in grades 3 through 8 and 11; science performance in grades 5, 8, and 11; and writing performance in grades 4, 8, and 11. The following pages explain how the data collected from NeSA Assessments is used to determine STATE, AYP, and NePAS reports. 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, Math and Science

(includes NeSA-R, NeSA-M, NeSA-S)

- 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 is 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 (FRL). The following business rules are used to calculate the percent proficient, the average scale scores, the participation rates, the percent for each performance level, and average domain performance for the SOSR based on student information submitted into the NSSRS system. Migrant data is collected from the MIS 2000 system. The NSSRS information on students is shared with the vendor in February for reading, math, and science testing. Districts are 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 into the NSSRS during the collection windows (refer to NSSRS calendar). During the NSSRS collection windows, districts can provide accurate student demographic and enrollment data for assessment calculations and SOSR reporting. The vendor returns the student assessment results to NDE for inclusion in NSSRS data system and SOSR reports. Districts receive a district data file and district reports as well. Demographics in vendor reports and SOSR reports may differ due to updates made in NSSRS by districts. The state utilizes the following assessment data in calculating the results for SOSR.
- a. **County District Number – (99-9999) [Student: District Code (1)].** These numbers are used to determine which district the student attended when the Reading/Math/Science assessment occurred.
 - b. **School Number – (999) [Student: Location (2)].** These numbers are used to determine which school the student attended when Reading/Math/Science assessment occurred.
 - c. **Grade Level – [Student: Grade Level (10)].** This number is used to determine the student’s grade level when the Reading/Math/Science assessment occurred.
 - d. **Subject – [NeSA-R, NeSA-M, and NeSA-S Assessments: Reading/Math/Science Only].** The results from Nebraska State Accountability – Reading (NeSA-R), Nebraska State Accountability – Math (NeSA-M), and Nebraska State Accountability – Science (NeSA-S) are collected by NDE.
 - e. **Reason Student Not Tested – [NeSA Assessment: Student Answer Sheet or Online Submission].** Districts provide code for students not assessed either on the student answer document or in the online system. Districts report students not assessed by selecting one of the following codes; Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Parent Refusal (PAR), Recently Arrived LEP (RAL), or Student Absent for the Entire Testing Window (SAE). During the corrections process, assessment status for Invalid (INV), Other (OTH), or Removed (RMV) is assigned by the NDE assessment office as necessary. The Not Tested code (NT) is added to students who were not tested and no “Reason Student Not Tested” code was provided.

Table A.1: Codes and Explanation for Reasons Not Tested – NeSA-RMS

Code	Description	Explanation of Use
NT	Not tested	Student was not tested. If the “reason not tested code” is not supplied, the code NT is assigned. The student is reported with a scale score of zero and performance level of 1. Subscores are blank and are not included in average subscore calculations.
EMW	Emergency Medical Waiver	Student was not tested because of an Emergency Medical Waiver. (excluded from reporting)
INV	Invalid	Student was not tested due to invalidation of assessment. (included in reporting as scale score zero and performance level of 1)
NLE	No Longer Enrolled	Student was not tested because of relocation from district/school after data submission but prior to NeSA testing. (excluded from reporting)
OTH	Other	Student was not tested for reasons not covered by other descriptions. The student is excluded from reporting, for example an enrolled U.S. student attending school in a foreign country as foreign exchange student.
PAR	Parent Refusal	Student was not tested because of a formal request from parent or guardian. (included in reporting as scale score zero and performance level of 1)
RMV	Removed	Student was removed from the district assessment file for reasons not covered by other descriptions. (excluded from reporting, not included in data file)
RAL	Recently Arrived LEP	Student was not tested because student met the requirements for recently arrived classification. (excluded from reporting for reading only)
SAE	Student Absent for the Entire Testing Window	Student was not tested because student was absent from school from the beginning of testing till the end of testing. (included in reporting as scale score zero and performance level of 1)

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

Table A.2: Scale Score / Performance Level Conversion – NeSA-RMS

Code	Performance Level	Scale Score Conversion NeSA-RMS
1	Below the Standards	0 through 84
2	Meets the Standards	85 through 134
3	Exceeds the Standards	135 and above
blank	For not tested codes of NLE, RAL, OTH, and EMW.	No scale score, not applicable

- 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 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. Business rules for NeSA calculations for SOSR:

- i. In the State of the School Reports, average student results are displayed for grades 3, 4, 5, 6, 7, 8 and 11 in reading and math. Only results for grades 5, 8, and 11 are displayed for science. The school and district results for average scale score, average sub-score performance, percent proficient, and the percent tested / not tested are displayed for these grades for all students. The total number of students tested / not tested is displayed by school and district as well.
- ii. **Performance Level by Grade:** Along with the percent proficient (Meets plus Exceeds), the number and percent of students with a Below the Standards, Meets the Standards, and Exceeds the Standards performance are presented for each school and district using the results from all NeSA assessments.
 1. Three Levels (1, 2, or 3) – The performance levels (Below the Standards, Meet the Standards, and Exceeds the Standards) based on the scale score for Reading, Math, and Science are counted for the each grade and displayed on the SOSR as a percentage of the total count of students. In addition on the SOSR, the percent of students performing at Meets and Exceeds the Standards are presented as proficient. Percent of students in each are calculated by dividing the performance level count by the total count of students. The total count of students is the number of students tested plus the number of students not tested that are “included in reporting, as zero.” See paragraphs 2 and 3 below for an explanation of which students are included in the total number of students.
 2. Not Included – Students coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Recently Arrived LEP (RAL), Other (OTH), or Removed (RMV) are not included in the calculation of performance level percentages. Students in these categories are not included in performance level count or total count. Recently Arrived LEP students are exempt from one administration of the State’s reading assessment and are excluded from reading calculation of performance level percentages.
 3. Included – Students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV) or not tested (NT) are not included in performance level count, but included in the total count.
- iii. **Average Scale Scores by Grade:** The average scale score for reading, math, and science are presented for each school and district using the scale scores from all NeSA assessments. The average includes scale scores for all tested students and zeros scores for some students based on the not tested codes.
 1. The scale scores for all students tested along with zero scores for students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV), or not tested (NT) are averaged to obtain the average scale score.

2. Students coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Recently Arrived LEP (RAL), Other (OTH), or Removed (RMV) are not included in the scale score calculation.
- iv. **Student Participation by Grade:** The percent of students tested and students not tested are reported for each school and district using the results from all NeSA assessments. For the percent tested, the total tested count is divided by the total student count. For the percent not tested, the total not tested count is divided by the total student count. The code for all students not tested is provided to districts in the data download from the vendor. No student is given an “out-of-level” assessment. Students are considered tested if they respond to at least one question or prompt.
1. Students in the “Reason Student Not Tested” category coded PAR, SAE, INV, or not tested (NT) are included in the total student count but not the total tested count. These students are included in the not tested count.
 2. Students in the “Reason Student Not Tested” category coded EMW, NLE, RAL, RMV, or OTH are not included in the total tested count or total student count. These students are not included in the student participation reporting.
- v. **Subscore Performance by Grade:** For reading, math, and science, the average percent correct is reported for each subscore. The subscores reported for reading are vocabulary and comprehension. The subscores for Math are number sense, geometric/measurement, algebraic, and data analysis/probability. Subscores for inquiry, physical science, life science, and earth/space science are reported for science.
1. No subscores are reported for not tested students coded EMW, NLE, RAL, RMV, OTH, PAR, SAE, INV, or not tested (NT). The not tested students are not included in the subscore calculation for the average percent correct.
 2. The average percent correct for each subscore is calculated by counting the number of correct responses and the number of items for each test. The average is calculated by dividing the total number of correct responses by the total number of items.
- vi. **Disaggregated Data by Grade:** In addition to the percent proficient (Meets plus Exceeds), the number and percent of students at each performance level (below the standards, meets the standards, exceeds the standards) are reported on the SOSR by demographic subgroups (ELL, SPED, FRL, gender, race/ethnicity, and migrant programs). The average scale score, subscore performance, and percent of participation are displayed on the SOSR by demographic subgroups as well. Disaggregated data are displayed by grade level and subject for each school and district. Student demographic information is collected from the Student template submitted in June. See guidance for ELL and SPED for special rules affecting these subgroups in section F and section G respectively.
1. In calculating the results for student eligible for Free or Reduced Price Meals (FRL), students with a code of 1 (eligible for free meals), 2 (eligible for reduced price meals), and 3 (eligible for free special milk) are counted as part of the FRL subgroup. A code of 0 (not eligible for free or reduced price meals) are not included as part of the FRL subgroup.

2. In calculating the results for English Language Learners (ELL), students who are coded LEP eligible “Yes” along with students having a “Redesignated as English Fluent” code of 02 (redesignated as English fluent two years or less) are included in the ELL subgroup. Students with a code of 03 (redesignated as English fluent more than two years) are not included in the ELL subgroup. Students with a code of 00 (not applicable) are not included in the ELL subgroup.
- vii. **Reporting/Testing School/District:** Districts are responsible for testing all students enrolled at the beginning of the testing window. Initial list of students is determined by the student information in NSSRS data file as of the first of February. The district is responsible for administering make up tests when needed.
1. For students who change schools within the same district, the results are reported for the school where tested. If there are duplicate assessments between the schools, the first score is reported for the student and the associated school. Districts are contacted for corrections addressing these duplications.
 2. 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 tested, the receiving district is responsible for testing. Students who change districts are reported for the school/district where tested. If there are duplicate assessments between the districts, the first score is reported for the student and the associated school/district. Districts are contacted for corrections to address any duplication.
 3. For untested students who move out of state or who move and do not enter another school/district in Nebraska, the district reports the student as – “No Longer Enrolled” (NLE). Students with the (NLE) 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, the student is coded NLE in both districts.
- viii. **Corrections:** Before the data are shared with districts and schools, a corrections process is conducted by NDE and the vendor to address potential errors in student reports. Districts are 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 not tested. NDE uses the corrections system to address assessment records with one of the following conditions:
1. New Student
 2. No Attempted Documents Returned
 3. Duplicate State ID
 4. Multiple Documents Returned
 5. Online Demographic Mismatch
 6. Alt Assessment Flag Changed
 7. Incorrect Student ID
- NDE sends a follow-up request to districts on students receiving zero scores to verify the validity of the zero score. Districts can respond with one of the following reasons for not testing a student.

1. Emergency Medical Wavier (EMW)
2. Invalid (INV) assigned by NDE
3. No Longer Enrolled (NLE)
4. Other (OTH) assigned by NDE
5. Parent Refusal (PAR)
6. Recently Arrived LEP (RAL)
7. Removed (RMV) assigned by NDE
8. Student Absent For the Entire Testing Window (SAE)

NDE applies appropriate corrections to student records before the NSSRS data file is used in the production of the State of the Schools Report. For any student still without a reason for not testing, NDE codes the student as “Not Tested” (NT).

STATE Data for State of the Schools Report

NeSA Writing (NeSA-W)

B. 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 is 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 (FRL). The following business rules are used to calculate the percent proficient, the average scale scores, the participation rates, the percent for each performance level, and average domain performance for SOSR based on student information submitted into the NSSRS system. Migrant data is collected from the MIS 2000 system. The NSSRS information on students is shared with the vendor in December for writing assessment. Districts are 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 into the NSSRS during the collection windows (refer to NSSRS calendar). During the NSSRS collection windows, districts can provide accurate student demographic and enrollment data for assessment calculations and SOSR reporting. The vendor returns the student assessment results to NDE for inclusion in NSSRS data system and SOSR reports. Districts receive a district data file and district reports as well. Demographics in vendor reports and SOSR reports may differ due to updates made in NSSRS by districts. The state utilizes the following assessment data in calculating the results for SOSR.

- a. **County District Number – (99-9999) [Student: District Code (1)].** These numbers are used to determine which district the student attended when the Writing assessment occurred.
- b. **School Number – (999) [Student: Location (2)].** These numbers are used to determine which school the student attended when the writing assessment occurred.
- c. **Grade Level – [Student: Grade Level (10)].** This number is used to determine the student’s grade level when the Writing assessment occurred.
- d. **Subject – [NeSA-W Assessment: Writing Only].** The results from Nebraska State Accountability –Writing (NeSA-W) are collected by NDE.
- g. **Reason Student Not Tested – [NeSA Assessment: Student Answer Sheet or Online Submission].** Districts provide code for students not assessed either on the student answer document or in the online system. Districts report students not assessed by selecting one of the following codes; Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Parent Refusal (PAR), Foreign Language Other than English or Spanish (FNS), Alternate (ALT), or Student Absent for the Entire Testing Window (SAE). During the corrections process, assessment status for Invalid (INV), Other (OTH), or Removed (RMV) are assigned by the NDE assessment office as necessary. The Not Tested code (NT) is added to students who were not tested and no “Reason Student Not Tested” code was provided.

Table B.1: Codes and Explanation for Reasons Not Tested –NeSA-W

Code	Description	Explanation of Use
ALT	Alternate (writing only)	Student, flagged as an alternate student, was not tested in writing due to no state test available. (excluded from reporting for writing)
NT	Not Tested	Student was not tested. If the “reason not tested code” is not supplied, the code NT is assigned. The student is reported with a scale score of zero and performance level of 1. Subscores are blank and are not included in average subscore calculations.
EMW	Emergency Medical Waiver	Student was not tested because of an Emergency Medical Waiver. (excluded from reporting)
FNS	Foreign Language Other than English or Spanish (writing only)	Student was tested in writing using language other than English or Spanish. (excluded from performance reporting, but included in participation reporting)
INV	Invalid	Student was not tested due to invalidation of assessment. (included in reporting as scale score zero and performance level of 1)
NLE	No Longer Enrolled	Student was not tested because of relocation from district/school after data submission but prior to NeSA testing. (excluded from reporting)
OTH	Other	Student was not tested for reasons not covered by other descriptions. The student is excluded from reporting, example an enrolled U.S. student attending school in a foreign country as foreign exchange student.
PAR	Parent Refusal	Student was not tested because of a formal request from parent or guardian. (included in reporting as scale score zero and performance level of 1)
RMV	Removed	Student was removed from the district assessment file for reasons not covered by other descriptions. (excluded from reporting, not included in data file)
SAE	Student Absent for the Entire Testing Window	Student was not tested because student was absent from school from the beginning of testing till the end of testing. (included in reporting as scale score zero and performance level of 1)

- h. **Performance Level Code – [NeSA Test Documents: Student Answer Sheet or Online Submission].** The total writing scale score is converted to a performance level based on cut scores established by NDE. Values for total writing for each student are determined and reported by NDE to schools/districts (1, 2, 3, or Blank). See table below.

Table B.2: Scale Score / Performance Level Conversion – NeSA-W

Code	Performance Level	Scale Score Conversion NeSA-RMS (4 th)	Scale Score Conversion NeSA-RMS (8 th)	Scale Score Conversion NeSA-RMS (11 th)
1	Below the Standards		0 through 39	0 through 39
2	Meets the Standards		40 through 54	40 through 52
3	Exceeds the Standards		55 through 70	53 through 70
blank	For not tested codes of NLE, FNS, ALT, OTH, and EMW.	No Scale Score, not applicable	No Scale Score, not applicable	No Scale Score, not applicable

- i. **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 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.

j. **Business rules for NeSA calculations for SOSR:**

- i. In the State of the School Reports, average student results are displayed for grades 4, 8 and 11 in writing. The results for average scale score, average domain performance, percent proficient, and the percent tested/ not tested are displayed for these grades for all students. The number of students tested / not tested is 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 are presented for each school and district using the results from all NeSA assessments. The total number of students represents all assessed students and some of the not tested students. The inclusion of not tested student is dependent on the reason for not tested.
 1. Three Levels (1, 2, or 3) – The performance levels (Below the Standards, Meet the Standards, and Exceeds the Standards) based on the scale score for writing are counted for the each grade and displayed on the SOSR as a percentage of the total count of students. On the SOSR all students performing at the Meets and Exceeds the Standards are considered meeting the standards. Percent of students in each performance level is 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 that are “included in reporting, as zero.” See paragraphs 2 and 3 below for an explanation of which students are included.
 2. Not Included – Students coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Foreign Language Other than English or Spanish (FNS), Alternate (ALT), Other (OTH), or Removed (RMV) are not included in the calculation of performance level percentages. Students in these categories are not included in performance level count or total count. Recently Arrived LEP students are exempt from one administration of the State’s reading assessment and are not counted in reading performance, but are counted for the writing assessment.
 3. Included – Students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV), or not tested (NT) are not included in performance level count, but included in the total count.
- iii. **Average Scale Scores by Grade:** The average scale score for writing is presented for each school and district using the scale scores from all NeSA assessments. The average includes scale scores for all assessed students and zeros scores for some students based on the not tested codes.
 1. The scale scores for all students assessed along with zero scores for students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV) or not tested (NT) are averaged to obtain the average scale score.

2. A student coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Foreign Language Other than English or Spanish (FNS), Alternate (ALT), Other (OTH), or Removed (RMV) is not included in the scale score calculation.
 3. For some students, their writing response receives nonscore codes. Some are not scored and others cannot be scored. The following nonscore codes are assigned based on the student’s writing response along with the appropriate scale score.
 - a. B for blank – no response (score of 0)
 - b. R for refusal – refused to respond to the prompt (score of 0)
 - c. T for off topic – response is not to prompt (indicator score of 2, total composite score of 8, and a scale score of 1)
 - d. F for foreign language other than English or Spanish – only Spanish and English responses are scored. Other languages are not scored (no score)
 - e. I for illegible/incoherent – handwriting illegible or thoughts incoherent (indicator score of 2, total composite score of 8, and a scale score of 1)
 - f. U for insufficient – response is too brief (indicator score of 2, total composite score of 8, and a scale score of 1)
 - g. C for copy of prompt – response is solely a copy of the prompt (a score of 0)
- iv. **Student Participation by Grade:** The percent of students tested and percent not tested are reported for each school and district using the results from all NeSA assessments. For the percent tested, the total tested count is divided by the total student count. For the percent not tested, the total not tested count is divided by the total student count. The code for all students not tested is provided to districts in the data download from the vendor. No student is given “out-of-level” assessment. A student is considered tested if the student responds to the prompt with some exceptions listed in below.
1. Students in the “Reason Student Not Tested” category coded PAR, SAE, INV, or not tested (NT) are included in the total student count but not the total tested count. These students are included in the not tested count.
 2. Students in the “Reason Student Not Tested” category coded EMW, NLE, FNS, ALT, OTH, or RMV are not be included in the total tested count or total student count. These students are not included in the student participation reporting.
 3. For students receiving nonscore codes. Some are counted as participants and others are not. The following nonscore codes are assigned based on the student’s writing response.
 - a. The nonscore codes of B (blank) and R (refusal) are not participants
 - b. The nonscore codes T (off topic), F (foreign language), I (illegible/incoherent), U (insufficient) and C (copy of prompt) are counted as participants.
- v. **Domain Performance by Grade:** For writing, the average domain score is reported for each subscore. The subscores for writing are content/ideas, organization, voice/word choice, and sentence fluency/conventions.
1. No subscores are reported for not tested students coded EMW, NLE, RAL, RMV, OTH, PAR, SAE, INV, or not tested (NT). The

not tested students are not included in the subscore calculation for average domain score.

2. The average domain score for each subscore is calculated by averaging the respective domain scores for each of the four subscores. The range for each domain score is 2 through 8.
- vi. **Disaggregated Data by Grade:** In addition to the percent proficient (Meets plus Exceeds), the number and percent of students at each performance level (below the standards, meets the standards, exceeds the standards) are reported on the SOSR by demographic subgroups (ELL, SPED, FRL, gender, race/ethnicity, and migrant programs). The average scale score, subscore performance, and percent of participation are displayed on the SOSR by demographic subgroups as well. Disaggregated data are displayed by grade level and subject for each school and district. Student demographic information is collected from the Student template submitted in June. See guidance for ELL and SPED for special rules affecting these subgroups in section F and section G respectively.
1. In calculating the results for student eligible for Free or Reduced Price Meals (FRL), students with a code of 1 (eligible for free meals), 2 (eligible for reduced price meals), and 3 (eligible for free special milk) are counted as part of the FRL subgroup. A code of 0 (not eligible for free or reduced price meals) are not included as part of the FRL subgroup.
 2. In calculating the results for English Language Learners (ELL), students who are coded LEP eligible “Yes” along with students having a “Redesignated as English Fluent” code of 02 (redesignated as English fluent two years or less) are included in the ELL subgroup. Students with a code of 03 (redesignated as English fluent more than two years) are not included in the ELL subgroup. Students with a code of 00 (not applicable) are not included in the ELL subgroup.
- vii. **Reporting/Testing School/District:** Districts are responsible for testing all students enrolled at the beginning of the testing window. Initial list of students is determined by the student information in NSSRS data file as of the first of December. The district is responsible for administering make up tests when needed.
1. For students who change schools within the same district, the results are reported for the school where assessed. If there are duplicate assessments between the schools, the first score is reported for the student and the associated school. Districts are contacted for corrections addressing these duplications.
 2. 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 tested, the receiving district is responsible for testing. Students who change districts are reported for the school/district where assessed. If there are duplicate assessments between the districts, the first score is reported for the student and the associated school/district. Districts are contacted for corrections to address any duplication.
 3. For untested students who move out of state or who move and do not enter another school/district in Nebraska, the district reports 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, the student is coded NLE in both districts.

viii. **Corrections:** Before the data are shared with districts and schools, a corrections process is conducted by NDE and the vendor to address potential errors in student reports. Districts are 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 not tested. NDE uses the corrections system to address assessment records with one of the following conditions:

1. New Student
2. No Attempted Documents Returned
3. Duplicate State ID
4. Multiple Documents Returned
5. Online Demographic Mismatch
6. Alt Assessment Flag Changed
7. Incorrect Student ID

NDE sends a follow-up request to districts on students receiving zero scores to verify the validity of the zero score. Districts can respond with one of the following reasons for not testing a student.

1. Alternate (ALT)
2. Emergency Medical Wavier (EMW)
3. Invalid (INV) assigned by NDE
4. Foreign Language Other than English or Spanish (FNS)
5. No Longer Enrolled (NLE)
6. Other (OTH) assigned by NDE
7. Parent Refusal (PAR)
8. Removed (RMV) assigned by NDE
9. Student Absent For the Entire Testing Window (SAE)

NDE applies appropriate corrections to student records before the NSSRS data file is utilized in the production of the State of the Schools Report. For any student still without a reason for not testing, NDE codes the student as “Not Tested” (NT).

STATE Data for State of the Schools Report NeSA Alternate Assessment Reading, Math and Science (includes NeSA-AAR, NeSA-AAM, NeSA-AAS)

C. 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 is used to identify students taking the alternate assessments for reading, math, and science. The following business rules are used to calculate the percent proficient, the average scale scores, the participation rates, the percent for each performance level, and average domain performance for SOSR based on student information submitted into the NSSRS system. The NSSRS information on students is shared with the vendor in February for reading, math, and science testing. Districts are able to add new students by completing a new answer sheet during the assessment window. New student information and demographic corrections are submitted into the NSSRS. Districts are able to revise NSSRS data for SOSR reporting. During the NSSRS collection windows, districts can provide accurate student demographic and enrollment data for assessment calculations and SOSR reporting. After the NeSA assessments are completed, the vendor returns the student assessment results to NDE for inclusion in NSSRS data system and SOSR reports. Districts 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 are returned to districts and the state:

- a. **County District Number – (99-9999) [Student: District Code (1)].** These numbers are used to determine which district the student attended when the Reading/Math/Science assessment occurred.
- b. **School Number – (999) [Student: Location (2)].** These numbers are used to determine which school the student attended when Reading/Math/Science assessment occurred.
- c. **Grade Level – [Student: Grade Level (10)].** This number is used to determine the student’s grade level when the Reading/Math/Science assessment occurred.
- d. **Subject – [NeSA-AAR, NeSA-AAM, and NeSA-AAS Assessments: Alternate Reading/Math/Science Only].** The results from Nebraska State Accountability – Alternate Assessment Reading (NeSA-AAR), Nebraska State Accountability – Alternate Assessment Math (NeSA-AAM), and Nebraska State Accountability – Alternate Assessment Science (NeSA-AAS) are collected by NDE.
- i. **Reason Student Not Tested – [NeSA Assessment: Student Answer Sheet].** Districts provide the code for students not assessed on the student answer document. Districts report those students not assessed by selecting one of the following codes; Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Parent Refusal (PAR), Recently Arrived LEP (RAL), or Student Absent for the Entire Testing Window (SAE). During the corrections process, assessment status for Invalid (INV), Other (OTH), or Removed (RMV) are assigned by the NDE assessment office as necessary. The Not Tested code (NT) is added to students who were not tested and no “Reason Student Not Tested” code was provided.

Table C.1: Codes and Explanation for Reasons Not Tested – NeSA-AAR, AAM, & AAS

Code	Description	Explanation of Use
NT	Not Tested	Student was not tested. If the “reason not tested code” is not supplied, the code NT is assigned. The student is reported with a scale score of zero and performance level of 1. Subscores are blank and are not included in average subscore calculations.
EMW	Emergency Medical Waiver	Student was not assessed because of an Emergency Medical Waiver. (excluded from reporting)
INV	Invalid	Student was not assessed due to invalidation of assessment. (included in reporting as scale score zero and performance level of 1)
NLE	No Longer Enrolled	Student was not assessed because of relocation from district/school after data submission but prior to NeSA testing. (excluded from reporting)
OTH	Other	Student was not assessed for reasons not covered by other descriptions. The student is excluded from reporting, example an enrolled U.S. student attending school in a foreign country as foreign exchange student.
PAR	Parent Refusal	Student was not assessed because of a formal request from parent or guardian. (included in reporting as scale score zero and performance level of 1)
RMV	Removed	Student was removed from the district assessment file for reasons not covered by other descriptions. The student is excluded from reporting and not included in the district data file.
RAL	Recently Arrived LEP	Student was not assessed because student met the requirements for recently arrived classification. (excluded from reporting for reading only)
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. (included in reporting as scale score zero and performance level of 1)

- j. **Performance Level Code – [NeSA Test Documents: Student Answer Sheet or Online Submission].** The total reading/math/science scale score is converted to a performance level based on cut scores established by NDE. Values for total reading/math/science for each student are determined and reported by NDE to schools/districts (1, 2, 3, or Blank). See table below.

Table C.2: Scale Score / Performance Level Conversion – NeSA-AAR, AAM, & AAS

Code	Performance Level	Scale Score Conversion NeSA-Alternate
1	Below the Standards	0 through 84
2	Meets the Standards	85 through 134
3	Exceeds the Standards	135 and above
blank	For not tested codes of NLE, RAL, OTH, and EMW.	No scale score, not applicable

- k. **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 alternate assessments are counted in the same way, including students who take the alternate assessments with accommodations. Districts report the category of accommodation through the student answer sheet. Refer to the “Nebraska State

Accountability (NeSA) Approved Accommodations Document” for additional information about accommodation categories.

1. **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, NeSA-AAM, and NeSA-AAS have been designed for these students and administered one-on-one using a paper/pencil assessment. Students taking this assessment are included in STATE and AYP reports for the Special Education subgroup and all students as well as reported as a separate subgroup. Refer to the “Reading/Math/Science Standards with Extended Indicators” for guidance.

<http://www.education.ne.gov/sped/instruction.html>

m. **Business rules for NeSA calculations for SOSR:**

- i. In the State of the School Reports, average student results are displayed for grades 3, 4, 5, 6, 7, 8 and 11 in reading and math. Only grades 5, 8, and 11 are displayed for science. The results for average scale score, average sub-score performance, percent proficient, and the percent tested / not tested are displayed for these grades for all students. The total number of students tested / not tested is 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 are presented for each school and district using the results from the NeSA alternate assessments. The total number of students represents all tested students and those not tested students that are to be included.
 1. Three Levels (1, 2, or 3) – The performance levels (Below the Standards, Meet the Standards, and Exceeds the Standards) based on the scale score for Reading, Math, and Science are counted for the each grade and displayed on the SOSR as a percentage of the total count of students. On the SOSR all students performing at the Meets and Exceeds the Standards are considered meeting the standards. Percent of students in each performance level are calculated by dividing the performance level count by the total count of students. The total count of students is the number of students tested plus students not tested that are “included in reporting, as zero.” See paragraphs 2 and 3 below for an explanation of which students are included.
 2. Not Included – Students coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Recently Arrived LEP (RAL), Other (OTH), or Removed (RMV) are not included in the calculation of performance level percentages. Students in these categories are not included in performance level count or total count. Recently Arrived LEP (RAL) students are exempt from one administration of the State’s reading assessment and are not counted in reading performance.
 3. Included – Students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV) or not tested (NT) are not be included in performance level count, but are included in the total count.

- iii. **Average Scale Scores by Grade:** The average scale score for reading, math, and science are presented for each school and district using the scale scores from all NeSA assessments. The average includes the scale scores for all assessed students and zeros scores for some students based on their not tested codes.
 1. The scale scores for all students assessed along with zero scores for students coded Parent Refusal (PAR), Student Absent for the Entire Testing Window (SAE), Invalid (INV) or not tested (NT) are averaged to obtain the average scale score.
 2. A student coded Emergency Medical Waiver (EMW), No Longer Enrolled (NLE), Recently Arrived LEP (RAL), Other (OTH), or Removed (RMV) is not included in the scale score calculation.
- iv. **Student Participation by Grade:** The percent of students tested and percent not tested are reported for each school and district using the results from all NeSA assessments. For the percent tested, the total tested count is divided by the total student count. For the percent not tested, the total not tested count is divided by the total student count. A count of all students not assessed by code is provided to districts. Students are not given “out-of-level” assessments. Students are considered assessed if they respond to at least one question or prompt.
 1. Students in the “Reason Student Not Tested” category coded PAR, SAE, INV, OTH, or not tested (NT) are included in the total student count but not the total tested count. These students are included in the not tested count.
 2. Students in the “Reason Student Not Tested” category coded EMW, NLE, RAL, or RMV are not included in the total tested count or total student count. These students are not included in the student participation reporting.
- v. **Subscore Performance:** For reading, math, and science, the average percent correct is reported for each subscore. The subscores reported for reading are vocabulary and comprehension. The subscores for Math are number sense, geometric/measurement, algebraic, and data analysis/probability. Subscores for inquiry, physical science, life science, and earth/space science are reported for science.
 1. No subscores are reported for not tested students coded EMW, NLE, RAL, RMV, OTH, PAR, SAE, INV, or not tested (NT). The not tested students are not included in the subscore calculation for the average percent correct.
 2. The average percent correct for each subscore is calculated by counting the number of correct responses and the number of items for each test. The average is calculated by dividing the total number of correct responses by the total number of items.
- vi. **Disaggregated Data by Grade:** The alternate data is not disaggregated or reported in the SOSR.
- vii. **Reporting/Testing School/District:** Districts are responsible for testing all students enrolled at the beginning of the testing window. Initial list of students is determined by the student information in NSSRS data file as of the first of February. The alternate assessment flag code is collected in NSSRS Special Education Snapshot. The district is responsible for administering make up tests when needed.

1. For students who change schools within the same district, the results are reported for the school where assessed. If there are duplicate assessments between the schools, the first score is reported for the student and the associated school. Districts are contacted for corrections addressing these duplications.
 2. 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 tested, the receiving district is responsible for testing. Students who change districts are reported for the school/district where assessed. If there are duplicate assessments between the districts, the first score is reported for the student and the associated school/district. Districts are contacted for corrections to address any duplication.
 3. For untested students who move out of state or who move and do not enter another school/district in Nebraska, the district reports 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, the student is coded NLE in both districts.
- viii. **Corrections:** Before the data are shared with districts and schools, a corrections process is conducted by NDE and the vendor to address potential errors in student reports. Districts are 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 not tested. NDE uses the corrections system to address assessment records with one of the following conditions:
1. New Student
 2. No Attempted Documents Returned
 3. Duplicate State ID
 4. Multiple Documents Returned
 5. Online Demographic Mismatch
 6. Alt Assessment Flag Changed
 7. Incorrect Student ID

NDE sends a follow-up request to districts on students receiving zero scores to verify the validity of the zero score. Districts can respond with one of the following reasons for not testing a student.

1. Emergency Medical Wavier (EMW)
2. Invalid (INV) assigned by NDE
3. No Longer Enrolled (NLE)
4. Other (OTH) assigned by NDE
5. Parent Refusal (PAR)
6. Recently Arrived LEP (RAL)
7. Removed (RMV) assigned by NDE
8. Student Absent For the Entire Testing Window (SAE)

NDE applies appropriate corrections to student records before the NSSRS data file is used in the production of the State of the Schools Report. For any student still without a reason for not testing, NDE codes the student as “Not Tested” (NT).

Nebraska Performance Accountability System (NePAS)
Data for State of the Schools Report
NeSA Reading, Math, Science, and Writing
NeSA – RMSW and NeSA - AARMS

D. Calculations for State of the Schools Report (SOSR): This information is collected from NeSA assessments and NSSRS data submitted by districts. The following business rules are used to calculate NePAS reports for status, improvement, growth, and participation measures using average scale scores and the participation rates. The NePAS reports in SOSR are based on student information submitted into the NSSRS system. After the NeSA assessments are complete, the vendor returns the student assessment results to NDE for inclusion in NSSRS data system and SOSR reports. The following assessment data is returned to districts and the state:

a. Business rules for NePAS calculations for SOSR:

- i. For each district NePAS includes four charts one for each grade level configuration: 3-5, 6-8, 9-12, and 3-12. Each chart in section one includes the district's average scale scores in NeSA-Reading, Math, Science, and Writing along with a ranking comparison to other districts in the state. A measurement for status, improvement, growth, and participation is displayed for each grade level configuration.
- ii. For each school NePAS consists of one chart for each grade level in the school. Each chart in section two includes the district's average scale scores in NeSA-Reading, Math, Science, and Writing along with the state's average score. The improvement and growth indicators are included in the grade level report as well.
- iii. **Status Scores:** Status is calculated by determining the average of all the students' scale scores. For each grade/subject, the scale scores for all students are added together and divided by the number of students.
- iv. **Improvement Scores:** Improvement is calculated as the average scale score for all students in a group (i.e. third grade) one year compared to average scale score of the students in the same group (i.e. third grade) the next year. The difference in the two averages is the improvement measure. The two groups contain different individuals.
- v. **Growth Scores:** Growth is a calculation in which the scale scores of the same individual student are matched in two consecutive years and the difference found. The differences in scale scores for all students are averaged for each grade level configuration. For a student's growth to be included, the student must be in the same school district for two consecutive years of NeSA testing. Students with a zero scale score in the previous or current school year are not included in the growth calculation for the current year. In matching students, NDE checks for retired student IDs to ensure correct student match between years. Growth scores are only available for NeSA tests given two years in a row. No growth data are available for:
 1. Writing (given at grades 4, 8, and 11)
 2. Science (given at grades 5, 8, and 11)
 3. Reading and math at secondary level (given only at grade 11 in the high school)
 4. Reading and math at third grade (the first year of testing is third grade – no second grade scores are available for growth measure)

- vi. **Participation:** Participation is calculated as percentage of enrolled students who take the NeSA assessment in the grade level configuration. The target rate has been set at 95%. The district is rated MET or NOT MET. The percent of participation is calculated by dividing the number of students tested by the number of students enrolled and reported for each grade level in a school/district.
- vii. **Graduation Rate:** Graduation rate is calculated by following the students enrolled in grade 9 and calculating the percentage who have graduated after four and six years. The method to be used is the Cohort Four-Year Graduation Rate as defined by the US Department of Education. As data become available in the future, the Cohort Extended 6th Year Graduation Rate will be calculated as a two-year extension using the same method. Unlike AYP, the Cohort Graduation Rates do not lag. For more information, please refer to the “Guidance for Graduation Cohort” located at the following link:

http://www.education.ne.gov/nssrs/docs/Guidance_for_Graduation_Cohort_3_0_0.pdf

- viii. **Masking Rule:** No schools or districts are included if the number of students in the group is below ten. If 100% of students are graduates, the district graduation rate is masked.
- ix. **Tied Scores:** Scores that are tied for an indicator are displayed with the same rank.
- x. **Important note:** For smaller groups of students, a few student scores can have a large impact on the district and school averages. Small school averages are subject to more fluctuation due to fewer student scores.

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

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 are used to disaggregate the assessment data into subgroups by English Language Learners (ELL), Special Education Students (SPED), race/ethnicity, and eligibility for free and reduced lunch (FRL). The following business rules (a) are 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 is shared with the vendor in December (writing) and in February (reading/math). New student information and demographic corrections needs to be submitted to the NSSRS. Districts are 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 use in assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor returns the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts 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 is completed for each school and district using information from the Total Reading and Math performance levels. Grade level groupings for each elementary, middle, and high school are determined by the Department. For each subgroup, grade level grouping, building, and district, the percent proficient and percent participation are 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. **Performance Level:** For the district and each elementary, middle level, and high school in the district, the performance level for all students and each AYP subgroup are calculated from the Total Reading and Math performance levels along with other demographic information in the NSSRS. All students in the end of September enrollment are included in AYP for performance level calculations with some exceptions listed below.
 - a. **Full Academic Year (FAY):** Only students who were enrolled in the school/district by the end of September and have NeSA test results are considered FAY and included in performance level calculations. Some “student not tested codes” are included, while others are excluded. See section d below for “not tested codes” included in the total student count. See section e below for “not tested codes excluded from the total student count.
 - b. **Number of students at level performance of MET:** only students who are FAY coded Meets the Standards or Exceeds the

Standards are counted as meeting AYP State goals. This number represents the numerator in the percent calculation.

- c. **Students who are “not tested included”:** The following “not tested” student codes are not included in the number of students at performance level of MET (numerator). The following “not tested” student codes are included in the total number of students (denominator). The “not tested included” codes are:
 - 1. Parent Refusal (PAR)
 - 2. Student Absent for the Entire Testing Window (SAE)
 - 3. Invalid (INV)
 - 4. Not Tested (NT)
 - d. **Students who are “not tested excluded”:** The following “not tested” student codes are excluded in the number of students at performance level of MET (numerator). The following “not tested” student codes are excluded in the total number of students (denominator). The “not tested excluded” codes are:
 - 1. Emergency Medial Waiver (EMW)
 - 2. No Longer Enrolled (NLE)
 - 3. Recently Arrived LEP (RAL) – administration of the State’s reading assessment for one year.
 - 4. Other (OTH)
 - e. **Total Number of Students:** Number of students who are FAY minus the number of students not tested excluded represents the total number of students. This number represents the denominator in the percent calculation.
 - f. **Performance Percentage:** Number of students at performance level of MET (numerator) is divided by total number of students (denominator) to calculate the performance percentage.
- iv. **Participation Rate:** For the district and each elementary, middle level, and high school in the district, the participation rate for all students and each AYP subgroup are calculated for the Reading and Math assessments. Students are considered an AYP participant if they respond to at least one question or prompt. All students in the February submission to the test vendor are included in AYP participation calculations with some exceptions listed below. The participation rate is determined by dividing number of participants by the total number of students.
- a. **Participants:** Only students who were in the February submission for the school/district and have a NeSA performance level (code = below, meets, or exceeds) are considered participants and included in participation rate calculations. Some “student not tested codes” are included, while others are excluded. See section c below for “not tested codes” included in the total student count. See section d below for “not tested codes” excluded from the total student count.
 - b. **Students who are “not tested included”:** The following “not tested” student codes are not included in the participant count (numerator). The following “not tested” student codes are included in the total number of students (denominator). The “not tested included” codes are:
 - 1. Parent Refusal (PAR)
 - 2. Student Absent for the Entire Testing Window (SAE)

3. Invalid (INV)
 4. Not Tested (NT)
- c. **Students who are “not tested excluded”:** The following “not tested” student codes are excluded in the participant count (numerator). The following “not tested” student codes are excluded in the total number of students (denominator) as well. The “not tested excluded” codes are:
1. Emergency Medical Waiver (EMW)
 2. No Longer Enrolled (NLE)
 3. Recently Arrived LEP (RAL) – administration of the State’s reading assessment for one year.
 4. Other (OTH)
- d. **Total number of students (district and school):** Students in the February submission or students who transferred into the district/school before the end of the testing window are counted as a student for participation calculations. Note this total is used for participation calculations only.
- e. **Participation Rate:** Number of participants (numerator) is divided by total number of students (denominator) to calculate the participation rate.
- v. **Disaggregated Data:** Using the same process described in part iii; the disaggregated data are tabulated for each grade level grouping for each school/district using the student indicators for ELL, SPED, FRL, and race/ethnicity. The student indicators are collected from Student demographic information collected from NSSRS as of June 30th. 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.
- vi. **Additional Information:** Specific information on confidence intervals, other academic indicators, safe harbor and AYP goals are available at the following links:

[http://reportcard.education.ne.gov/Documents/DiagramsandInstructionsfor AYP20112012.pdf](http://reportcard.education.ne.gov/Documents/DiagramsandInstructionsforAYP20112012.pdf)

http://www.education.ne.gov/assessment/pdfs/AYP_Guidance_2011_12_Revised_3_9_2012.pdf.

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

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 is 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 (FRL). The following business rules (e) are 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 is shared with the vendor in December (writing) and in February (reading/math). Districts are 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 use in assessment calculations and SOSR reporting. After the NeSA assessments are complete, the vendor returns the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts 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. **Redesignated as English Fluent – (00-not Applicable, 02-Redesignated as English fluent 2 years or less, 03-Redesignated as English fluent more than 2 years) [Student: English Proficiency (113)].** Redesignated as English Fluent is

when an LEP student's eligibility is changed to "2=No" since the last school year. Students with "Redesignated as English Fluent 2 years or less" are included in the ELL subgroup for AYP and STATE reporting. Students that are "Redesignated as English Fluent more than 2 years" are not included in the ELL subgroup for AYP.

- 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 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) are included in calculations for the ELL subgroup in STATE and AYP reporting. The English Language Proficiency code (2) must be used for two years after the LEP student's eligibility status has changed to "2=No" (Student not eligible for LEP program). See definitions for LEP Eligibility and English Language Proficiency. Student demographic information is collected from the Student Template in June.
 - iii. After two years the English Language Proficiency code 03 (redesignated as English fluent greater than 2 years) must be used. Code 03 students are not included in calculations for the ELL subgroup in STATE or AYP reporting.
 - iv. Students receiving ELL accommodations are included in AYP and STATE calculations and reporting.

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

- B. Students Receiving Special Education Services: This information is collected from NeSA assessments and NSSRS data submitted by districts.** Information collected from NSSRS is 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 (FRL). The following business rules (d) are 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 is shared with the vendor in December (writing) and in February (reading/math). Districts are 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 returns the assessment data to NDE for inclusion in NSSRS data system and SOSR report. Districts 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 [Special Education Snapshot]** – A student is considered a special education student if the district submits the Special Education Snapshot template for the student. The template collects data on students with verified disabilities on an Individualized Education Plan (IEP). The submission of the template indicates 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, developmental delay, hearing impairment including deafness, mental handicap, multiple impairments, orthopedic impairment, other health impairment, specific learning disability, speech-language impairment, traumatic brain injury or visual impairment including blindness, who because of the 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). In addition the exit date on the Special Education Snapshot is considered. If the exit date is blank (meaning the student is still receiving special education services) or greater than the opening date of the NeSA testing window, the student is included in the Special Education subgroup. The entry date on the Special Education Snapshot is considered as well. If the entry date is greater than the closing date of the NeSA testing window, the student is not included in the Special Education subgroup.
 - 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 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 are expressed in conceptual, social, and practical adaptive skills. Additional considerations are found in the “Alternate Assessment Determinations Guideline”. 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 and allowed on the NeSA Approved Accommodations document.
 - ii. For STATE and AYP reporting, students with the verified disability flag as of June 30th are counted in the special education subgroup.
 - iii. Student demographic information is collected from the NSSRS for use in assessment calculations and SOSR reporting.

Students with Section 504 Plans
NeSA Reading, NeSA Math, and NeSA Science
(includes NeSA-R, NeSA-M, NeSA-S,
NeSA-AAR, NeSA-AAM, and NeSA-AAS)

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 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, NeSA Math, and NeSA Science
(includes NeSA-R, NeSA-M, NeSA-S,
NeSA-AAR, NeSA-AAM, and NeSA-AAS)

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 STATE.

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

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 STATE calculations.
 - ii. Foreign Exchange Students are not reported as a subgroup on the SOSR.