

# **AYP Calculations and Workflow**

Federal Accountability Decisions  
State of the Schools Web Site

Version 2012.0.0 – November 11, 2012

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State of the Schools Web Site**

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**1. Performance for Reading (Indicator 1) and Mathematics (Indicator 2)  
Results**

The AYP data is from the Nebraska Student and Staff Record System (NSSRS). Assessment guidance and the business rules for calculating AYP can be found at: [http://www.education.ne.gov/assessment/pdfs/AYP\\_Guidance\\_2011\\_12\\_Revised\\_3\\_9\\_2012.pdf](http://www.education.ne.gov/assessment/pdfs/AYP_Guidance_2011_12_Revised_3_9_2012.pdf).

Note: "MET with confidence interval" is only displayed on the SOSR Preview for district review.

For each grade span, school, district and group of 30 or greater, determine AYP status for performance. Also see Step 5, Page 9 for Very Small Schools.

- A. Using NeSA Math and Reading results for each student, determine the percent proficient of all students who were enrolled a Full Academic Year (FAY) and check if it is equal to or greater than the state goals. If MET, apply "real score".

AYP State Goals		
	Reading	Math
Elementary	78%	67%
Middle School	80%	67%
High School	79%	61%

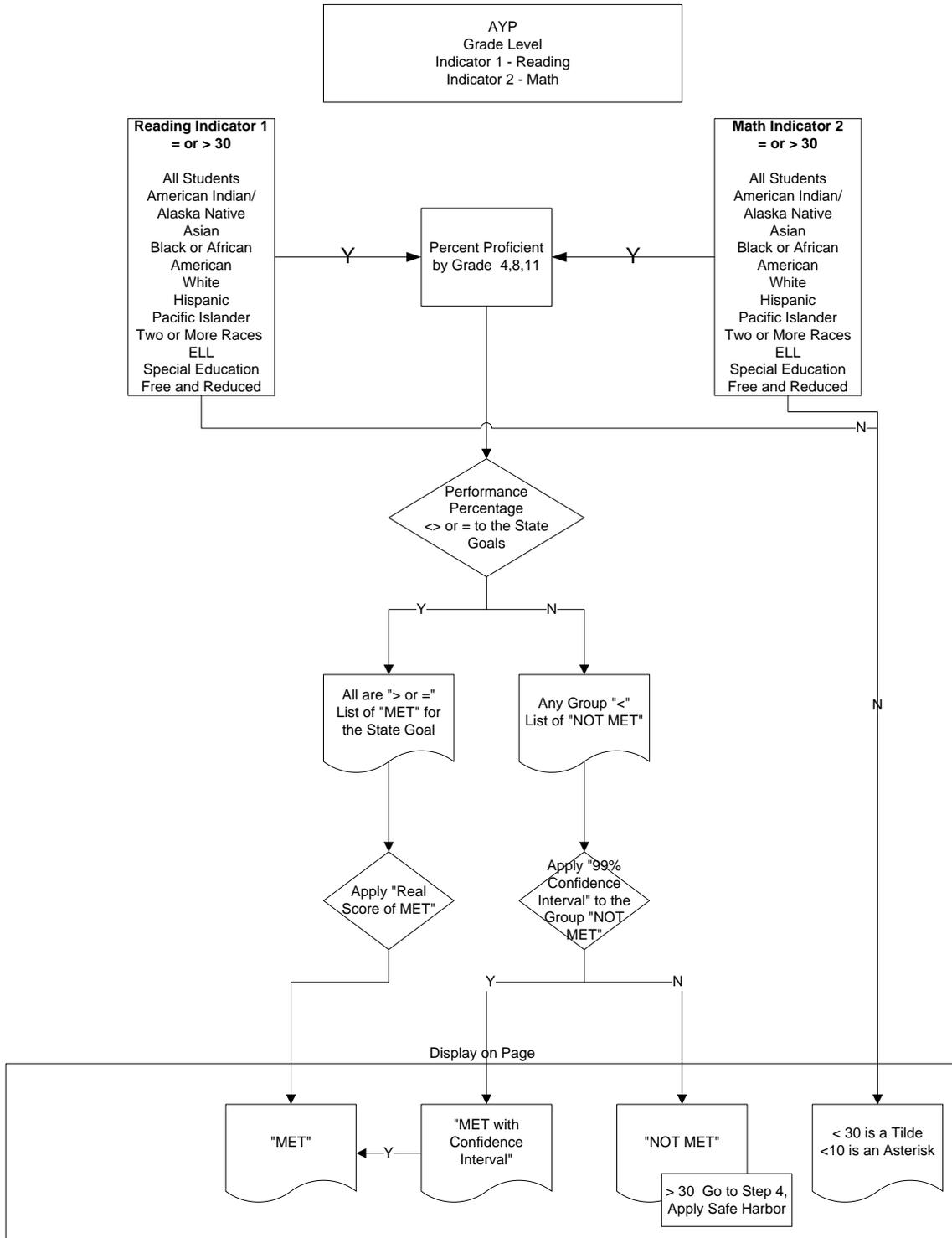
- B. If the "real score" is NOT MET, apply the 99% confidence interval to determine the range of acceptable scores. If the percent proficient falls within the range, the NOT MET becomes a MET with CI.
- C. All others are NOT MET. Safe Harbor will be applied in a subsequent process.

**Figure 1.0**

The following diagram shows how the performance indicators for Reading and Math are processed. NOTE: Although Grades 4, 8 and 11 are shown, Grade 4 is the elementary grade span, grade 8 is the middle school grade span and grade 11 is the high school grade span.

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## **2. Participation Rate (Indicator 3) for Reading and Math Results**

### **Figure 2.0**

Student enrollment and demographic data from the Nebraska Student and Staff Record System will be updated by districts prior to the first of February when the data will be sent to the vendor. Districts must account for each student in the February 1 data as either assessed or not assessed.

- (a) Numerator: The participation rate is calculated using the number of students enrolled as of February 1, plus any students who transfer in before the end of the testing window, less any students having one of the following Reason Not Tested codes:
- PAR – Parent Refusal
  - SAE – Student Absent the Entire testing window
  - INV – Invalid
  - OTH -- Other
  - NLE – No Longer Enrolled (no score)
  - EMW – Emergency Medical Waiver (no score)
  - RAL – Recently Arrived Limited English Proficient (no score for Reading)
- (b) The denominator: All students with scores (includes INV, OTH, SAE, PAR). Results with the following codes are excluded from participation calculations
- NLE – No Longer Enrolled (no score)
  - EMW – Emergency Medical Waiver (no score)
  - RAL – Recently Arrived Limited English Proficient (no score for Reading)

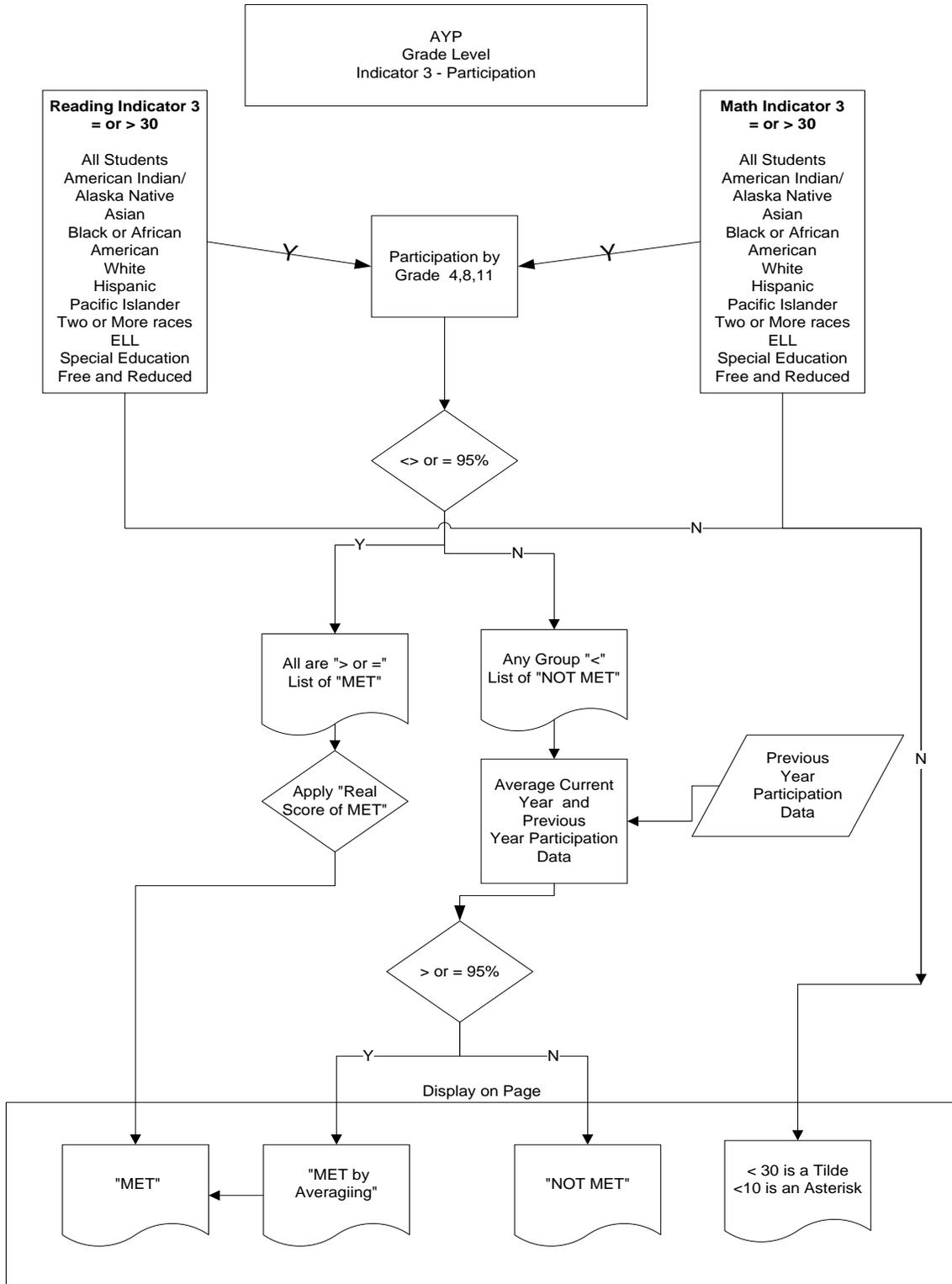
If the participation rate for any group, school, or district is a NOT MET, the current year and the previous year's data are averaged to determine the participation rate.

### **Figure 2.0**

The following diagram shows how the participation indicator for Reading and Math is processed.

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**3. Other Academic Indicators**

Note: “MET with confidence interval” and “MET by comparison” are only displayed on the SOSR Preview for district review.

For each grade span, school, district and group of 30 or greater, determine AYP status for the other academic indicators.

Writing Performance for grades 4 and 8

- A. Using Writing results for each student, determine the percent proficient of all students who were enrolled a Full Academic Year (FAY) and check if it is equal to or greater than the state goals. If MET, apply “real score”.

Grade	State Writing Goal
4	62%
8	61%

- B. If the “real score” is NOT MET, apply the 99% confidence interval to determine the range of acceptable scores. If the percent proficient falls within the range, the NOT MET becomes a MET with CI.
- C. All others are NOT MET.
- D. A ~ (tilde) will be shown for groups that are less than 30 and an \* (asterisk) will be shown for groups that are less than 10.

Starting in 2010-11, if any grade span has fewer than 30 students, data for that grade span from the previous year will be combined with the current year’s data. If the number of students of the combined data who were enrolled a Full Academic Year (FAY) equals or exceeds 30, the AYP decision is determined by calculating a weighted average of the percent proficient to use as the “real score” followed by steps A,B & C.

If a group does not have a decision for writing after following the above steps, to ensure that a group for Reading and Math will qualify for Safe Harbor.

- Previous year’s participation count is added to current year’s count, calculate a weighted average of the percent proficient to use as the “real score” for Safe Harbor purposes only. Exclude groups that are less than 30 and less than 10.
- If the percent proficient is greater than or equal to the state goal for the grade, then MET.
- If the percent proficient is below the state goal, apply the 99% confidence interval to determine the range of acceptable scores. If within the range, the NOT MET becomes a MET with Confidence Interval (CI).

- D. All others are NOT MET.

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Graduation rate for all high schools

The graduation rate used is from the prior school year. The “previous” data is from two years ago. The four year cohort graduation rate is being used for 2011-12.

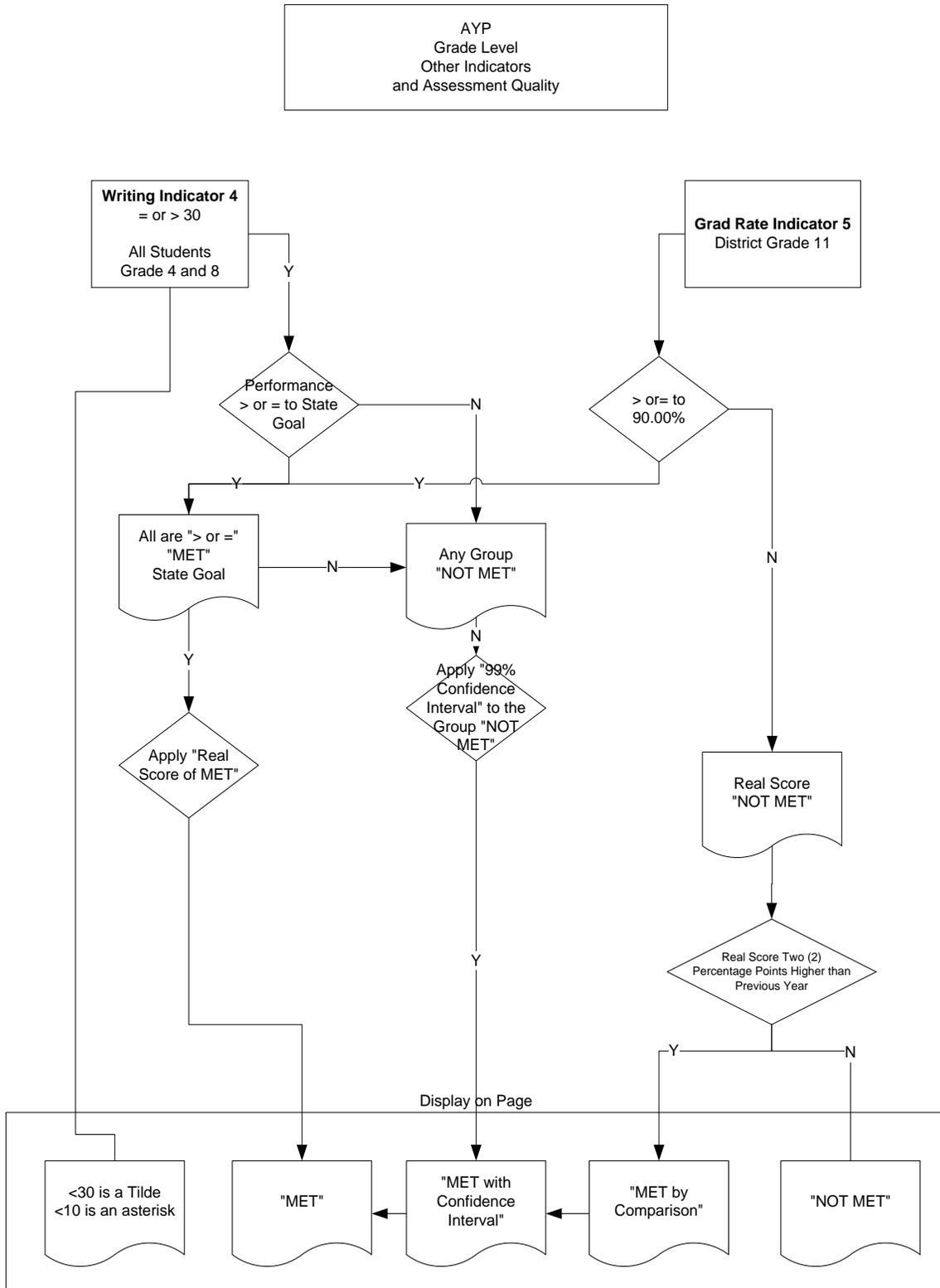
- A. If the graduation rate is equal to or greater than the State goal of 90%, then MET.
- B. Otherwise, if current year graduation rate is greater than previous year graduation rate by at least two percentage points, then MET by comparison.
- C. All others are NOT MET.

**Figure 3.0**

The following diagram shows how the other academic indicators are processed.

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#### **4. Determining Safe Harbor**

Safe Harbor is a separate calculation done **after** the calculation of AYP for groups, schools and for districts. Safe Harbor is available only when there are two years of data available for NeSA assessments.

Determine Safe Harbor for group, school or district that qualifies based on:

- A NOT MET for performance indicator 1 or 2.
- A MET on indicators 3 and 4 (or 5)

- A. Calculate the percentage below proficient from Previous Year's data for the group (i.e., 60% proficient last year equals 40% below)
- B. Determine a safe harbor goal (i.e.,  $40\% \times 10 = 4$ ; the goal is 36%)
- C. Compare the percent below proficient this year to the Safe Harbor goal.
- D. Apply a confidence interval of 75% to determine an acceptable range of percents not proficient for the Safe Harbor goal.
- E. Compare the percent below proficient this year to the acceptable range of percents not proficient from the use of the confidence interval for that Safe Harbor goal.
  1. If the percentage of the group below proficient is equal to or less than the Safe Harbor goal, that group has earned a MET with Safe Harbor
  2. All others are NOT MET

#### **Figure 4.0**

The following diagram shows how the Safe Harbor is applied and processed.



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## **5. Federal Accountability (AYP) for School Buildings, Districts and State**

### Very Small Schools

Very Small Schools is the name used for districts with any school(s) or grade span(s) having no groups that meet the minimum group size of 30 students and only one school at each grade span. To ensure that every small school and grade span has an AYP decision, data will be aggregated across all grade spans. The AYP goal of the grade span contributing the greatest number of students to the aggregated data will be used to make the AYP decision and that decision will be applied to all grade spans. In the event of multiple grade spans contributing the same number of students, the AYP goal of the lowest grade span will be used. This is used only for reading and math.

For districts with multiple very small schools (with no groups of 30) at same grade span, the AYP decision from the School District\_(below) will be applied to all schools with no group of thirty at that grade span.

Starting in 2010-11, if any grade span has fewer than 30 students, data for that grade span from the previous year will be combined with the current year's data. If the number of students of the combined data who were enrolled a Full Academic Year (FAY) equals or exceeds 30, the AYP decision is determined by calculating a weighted average of the percent proficient to use as the "real score" followed by Step 1, Page 1.

### School Buildings with at least one group of 30

- A. Consider all grade spans.
- B. Determine AYP Decision. All must be MET in all grade spans to be a MET.
- C. Any NOT MET is a NOT MET.

### School District

- A. Aggregate data from multiple attendance centers by same grade spans.
- B. Determine AYP Decisions. All must be a MET in all grade spans to be a MET.
- C. Any NOT MET is a NOT MET.

### State

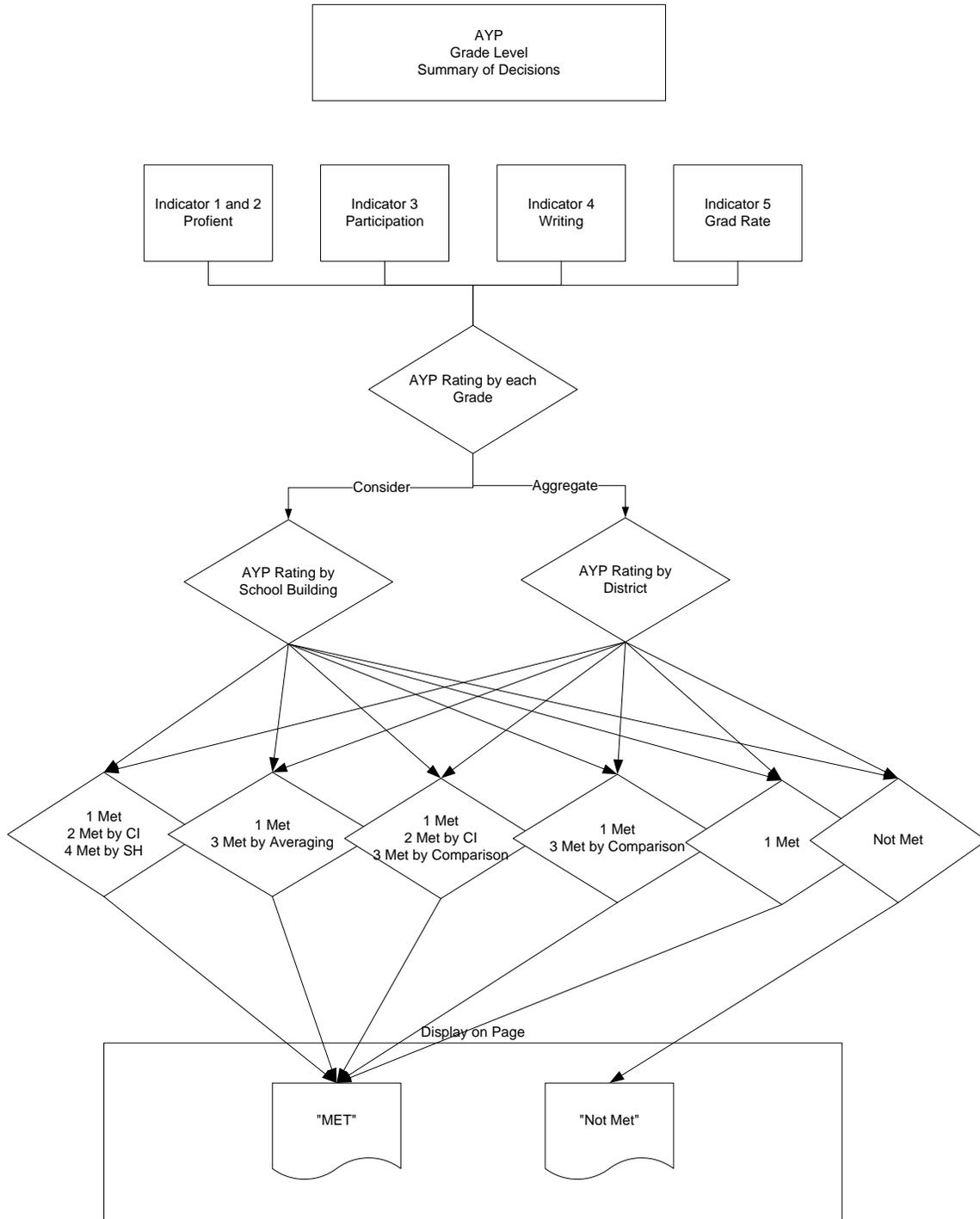
State level data is aggregated and provided in percentages by grade span.

## **Figure 5.0**

The following diagram shows how the indicators are combined and aggregated for school buildings, districts and state.

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## **6. AYP Status Decisions for Consecutive Years of Progress**

For each school and district, compare current year's Federal Accountability Decision with previous year's Federal Accountability Decision for consecutive years of progress. Title I schools are identified and the status decision display will be hard-coded to indicate number of years if the school is identified to be in need of improvement.

### School Building

#### AYP Status Decision for each indicator in **both years in all grade levels**

- A. Compare reading percent proficient and reading participation rate
  - a. All are MET then is a MET
  - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- B. Compare Math percent proficient and Math participation rate
  - a. All are MET then is a MET
  - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- C. Compare writing percent proficient at grades 4 and 8 or the graduation rate at high school
  - a. All are MET then is a MET
  - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- D. Compare Federal Accountability Decision from previous year
  - a. If the Federal Accountability Decision for previous year is NOT MET and the Federal Accountability Decision for current year is MET, then the AYP Status Decision is NOT MET, IMPROVEMENT SHOWN.

A school or district starts the consecutive years of progress anew:

#### School

- a) When the grade configuration changes by two or more grade levels that include grades being reported for assessments.
- b) When the enrollment of the building increases or decreases by at least 60% from the previous year.

#### District

- a) When the grade levels in the district change from a Class IV (high school only) to a K-12 district.

### **Figure 6.0**

The following diagram shows how the continuous progress is applied and processed.

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