
Federal Programs

AYP Calculations and Workflow

Federal Accountability Decisions
State of the Schools Web Site

Version 2013.0.0 – September 20, 2013



NEBRASKA

DEPARTMENT OF

EDUCATION

**Nebraska Department of Education
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/federalprograms/Documents/AYP_Adequate_Yearly_Progress/AYP_Guidance_2012-13_Revised%209.11.2013.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	89%	84%
Middle School	90%	83%
High School	89%	80%

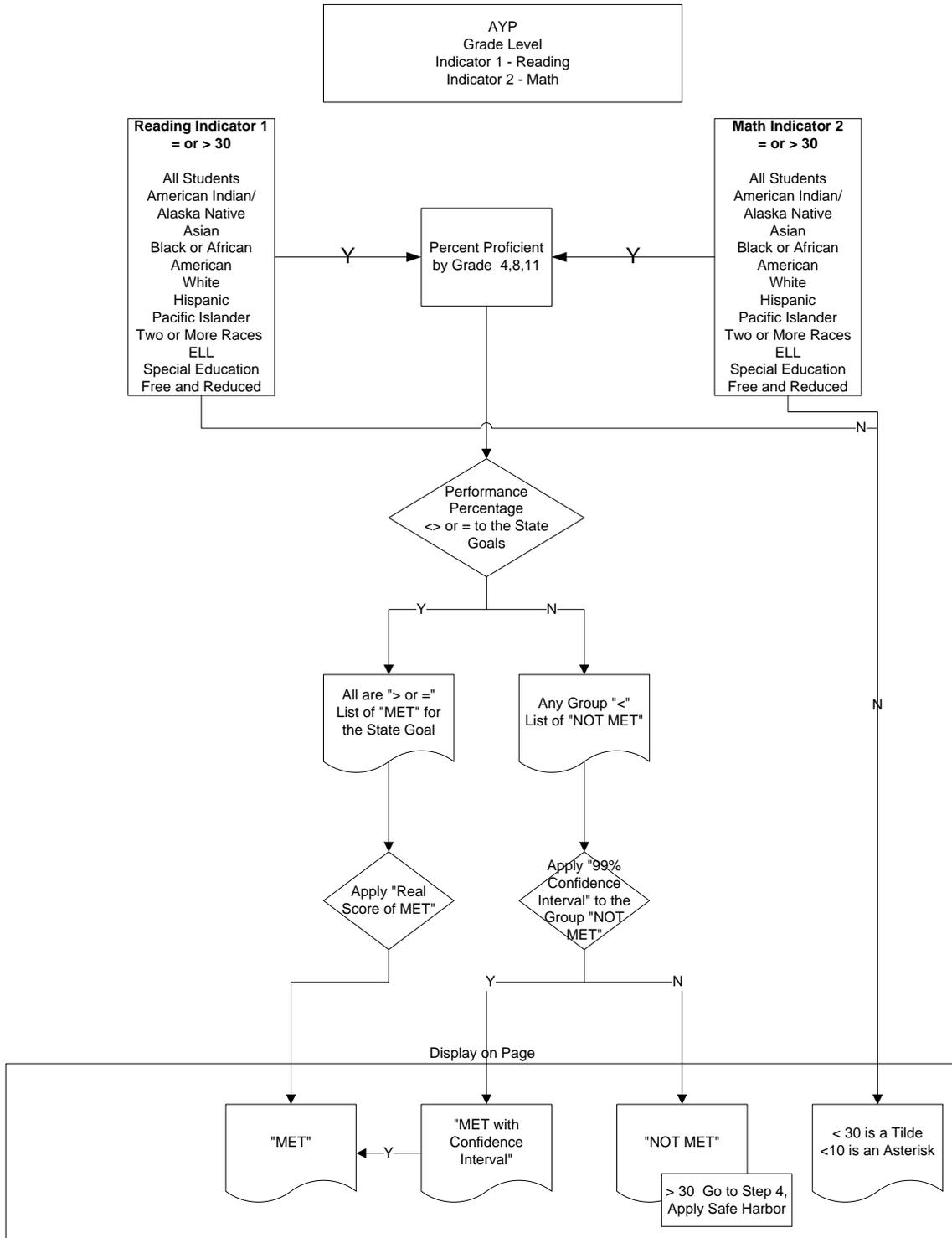
- B. If the "real score" is NOT MET, apply the 99% confidence interval to determine the range of acceptable scores. If the upper limit of the 99% confidence interval is equal to or greater than the AYP state goal, the NOT MET becomes a MET with CI.
- C. All others are NOT MET. Safe Harbor will be applied 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 – Student was not assessed for reasons not covered by other descriptions (excluded starting in 2012-2013 and no score)
 - NLE – No Longer Enrolled (no score)
 - EMW – Emergency Medical Waiver (no score)
 - RAL – Recently Arrived Limited English Proficient (no score for Reading)
 - NT – Not Tested (new code in 2012-2013)
- (b) The denominator: All students with scores (includes INV, NT, 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)
 - OTH – Student was not assessed for reasons not covered by other descriptions (excluded starting in 2012-2013 and no score)

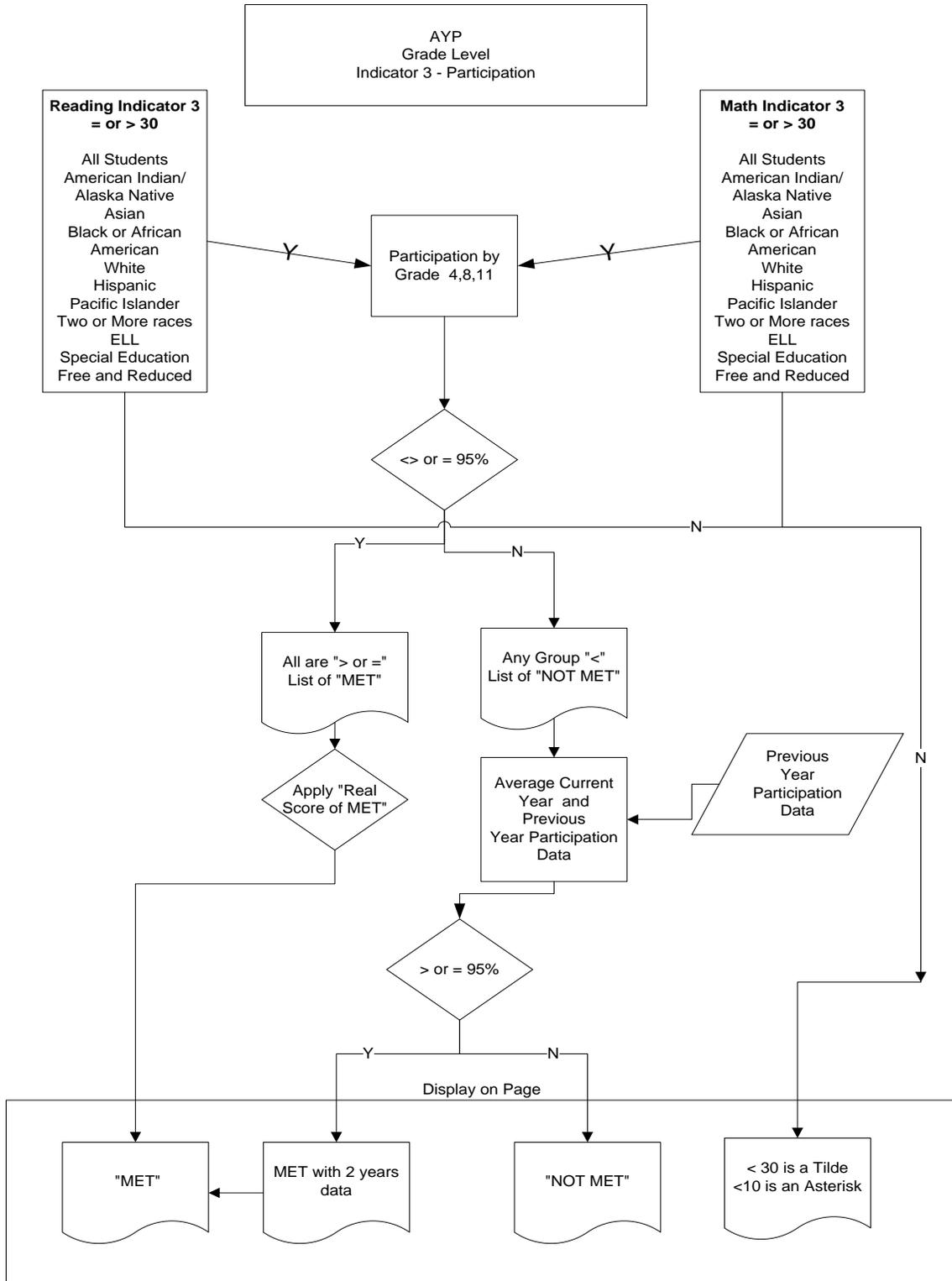
If the participation rate for any group, school, or district is a NOT MET, the current year and the previous year's data are averaged to determine the participation rate.

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 (Indicator 4)

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 upper limit of the 99% confidence interval is equal to or greater than the AYP state goal, 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 FAY 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 the upper limit of the 99% confidence interval is equal to or greater than the AYP state goal, the NOT MET becomes a MET with Confidence Interval (CI).

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D. All others are NOT MET.

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 as the initial graduation rate.

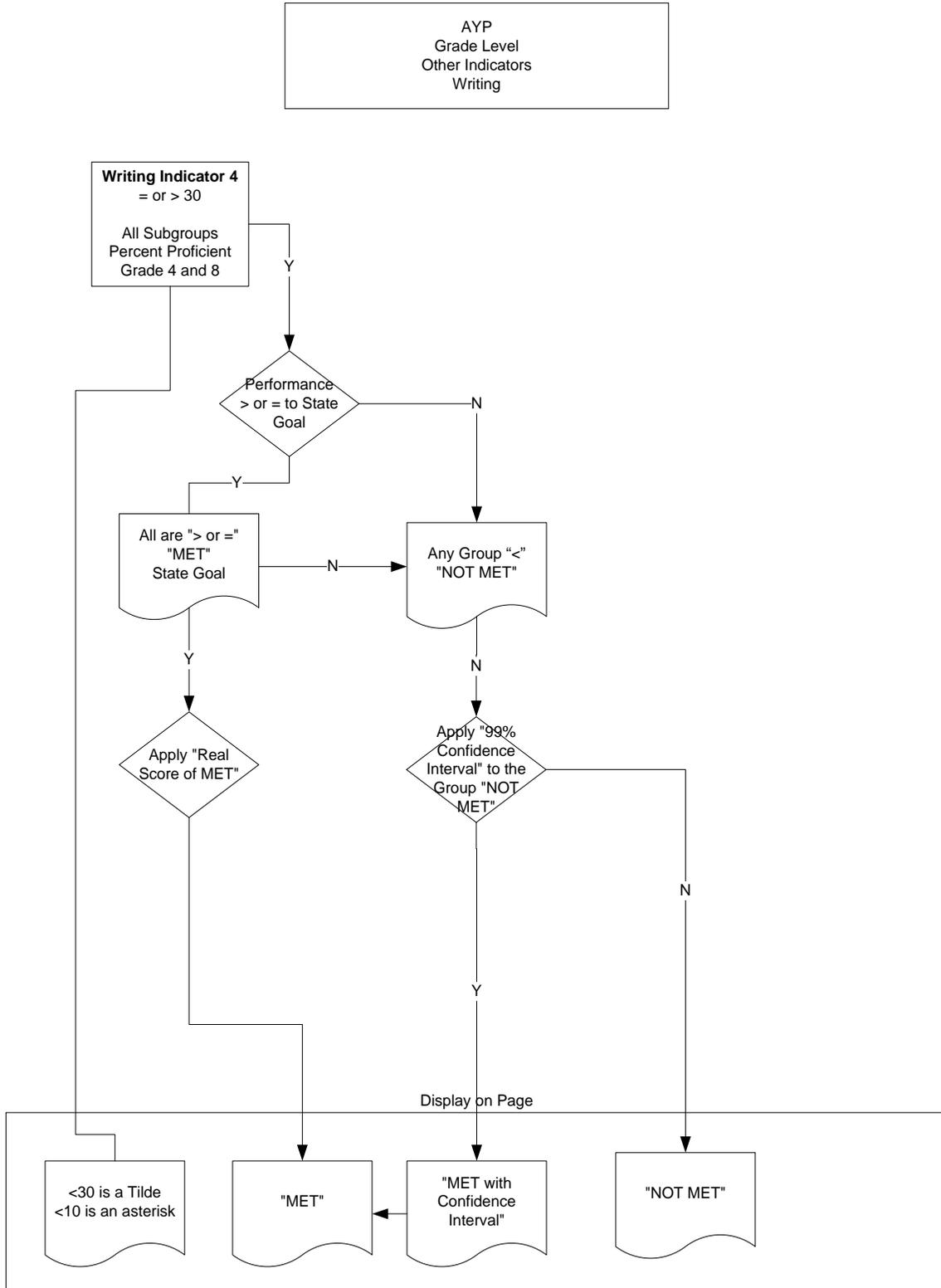
- A. If the cohort four year graduation rate for AYP is equal to or greater than the State goal of 90%, then MET.
- B. Otherwise, if the cohort four year graduation rate for AYP is greater than previous year’s cohort four year graduation rate for AYP by at least two percentage points, then MET by 4 year cohort comparison.
- C. If the district or school is a NOT MET after step B, the cohort extended 5th year graduation rate for AYP will be used if available and if it is equal to or greater than the State goal of 90%, then MET by 5 year cohort. If this yields a NOT MET, If the cohort extended 5th year graduation rate for AYP has improved by 3 percentage points when compared to the previous cohort extended 5th year graduation rate for AYP, the NOT MET becomes a MET.
- D. For districts and schools that are a NOT MET after the above steps, step C will be applied with cohort extended 6th year graduation rate for AYP if available.
- E. All others are NOT MET.

Figure 3.0

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

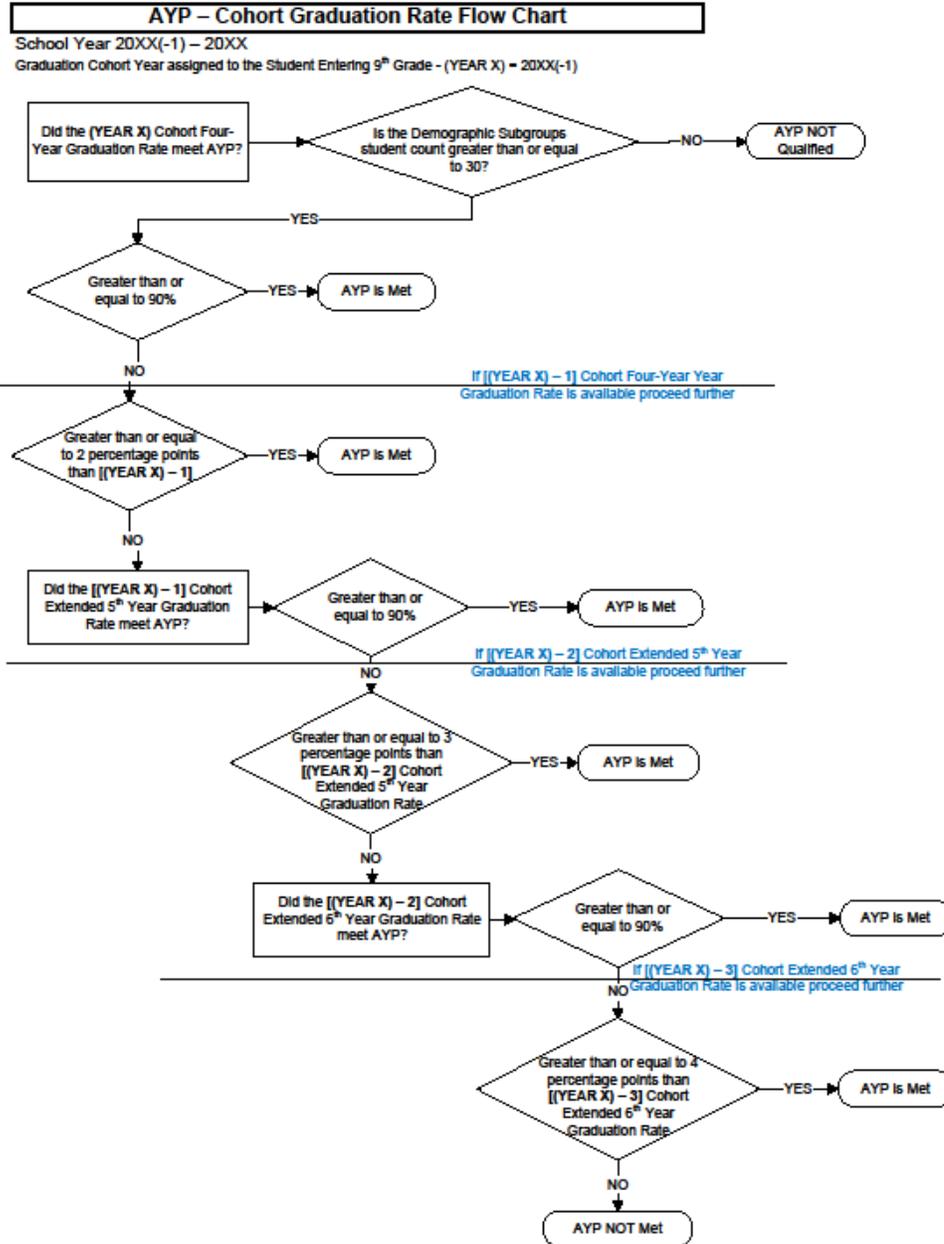
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4. Determining Safe Harbor

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.(Reading or Math Performance)
- A MET on indicators 3 and 4 (Participation and Other academic Indicator)

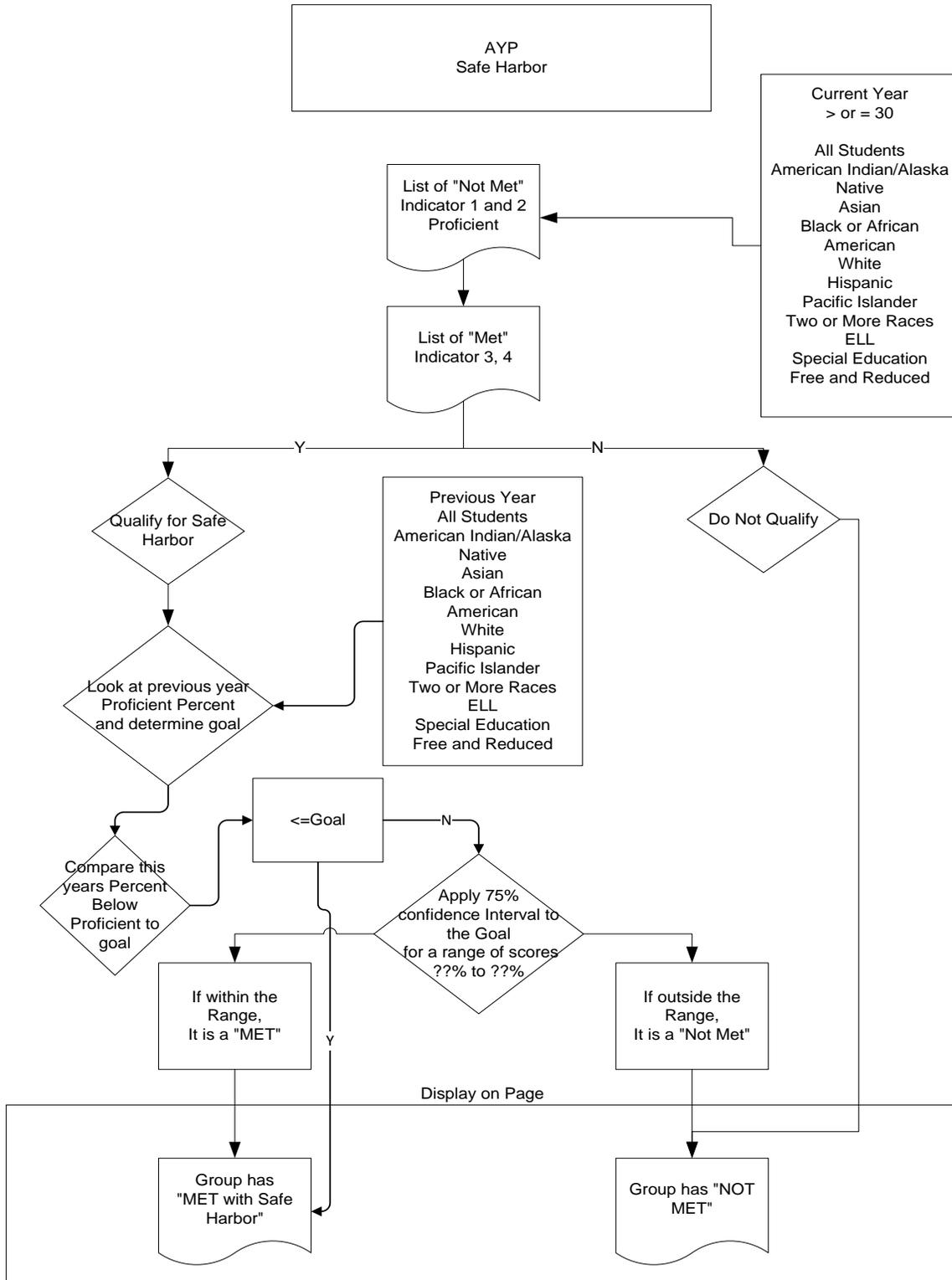
- A. Calculate the percentage below proficient from Previous Year's data for the group (i.e., 60% proficient last year equals 40% below)
- B. Determine a Safe Harbor goal (i.e., $40\% \times 10 = 4$; the goal is 36%)
- C. Compare the percent below proficient this year to the Safe Harbor goal.
 1. If 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. If not, apply a confidence interval of 75% to determine an acceptable range of percent not proficient and compare the range to the Safe Harbor goal
 3. If the lower limit of this range is below the Safe Harbor goal, that group will be a MET with Safe Harbor
 4. All other 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. . 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.

If a school or grade span is identified as a very small school (with no groups of 30) at the school level, the AYP decision from the School District for that grade span will be applied to all subgroups with at least one student at that school or 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 A, Page 2. This school or district will no longer be included in the very small district/very small school process described above.

School Buildings with at least one group of 30

- A. Consider all subgroups that have a decision for Indicator I, II, III & IV within a grade span.
- B. All the above indicators must be MET in for AYP to be a MET at the grade span.
- C. Any NOT MET is a NOT MET.

School District with at least one group of 30 by grade span

- A. Aggregate data from multiple attendance centers by same grade spans.
- B. Consider all subgroups that have a decision for Indicator I, II, III & IV within a grade span.
- C. All the above indicators must be MET for AYP to be a MET at the grade span.
- D. Any NOT MET is a NOT MET

State

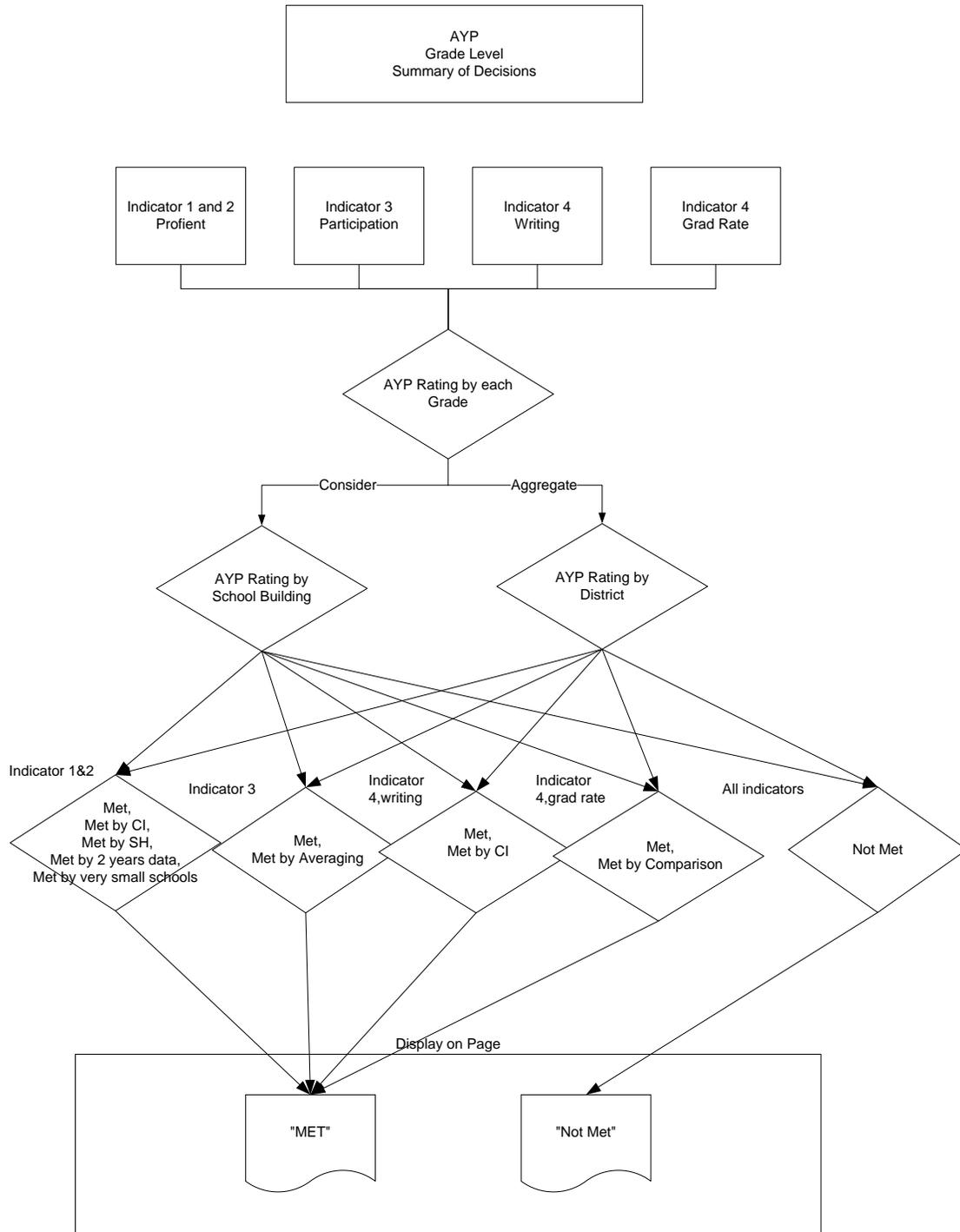
State level data is aggregated and provided in percentages by grade span.

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 Grade Span

For each grade span within a school and district, compare current year's Federal Accountability Decision with previous year's Federal Accountability Decision for consecutive years of progress at the grade span.

- A. If the Federal Accountability AYP is MET for both Year's then the consecutive years of progress for that grade span will be a MET
- B. If the Federal Accountability Decision for previous year is NOT MET and the Federal Accountability Decision for current year is MET, and the grade span is not in Needs Improvement, then the decision is NOT MET, IMPROVEMENT SHOWN for that grade span
- C. If a grade span has a Federal Accountability AYP decision of NOT MET for both years in the same subject, then the grade span's continuous years of progress decision will be NEEDS IMPROVEMENT. The school or district grade span will continue to be in needs improvement until it has a Federal AYP of MET for two consecutive years within the same subject that put them in Needs Improvement.
- D. All others will be a NOT MET

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7. 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. If the Federal Accountability AYP is MET for both Year's in all grade spans then the AYP Status Decision will be a MET
- B. If the Federal Accountability AYP is a NOT MET for any grade span in previous Year, and a MET in all grade spans for the current year and the school or district is not in needs improvement, then the AYP Status Decision will be a NOT MET,IMPROVEMENT SHOWN
- C. If the Federal Accountability AYP is NOT MET for both Year's in the same grade span for the same subject then the AYP Status Decision will be NEEDS IMPROVEMENT
- D. All others will be a NOT MET

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.
- c. A non-Title I building becomes a Title I building

When a district unifies, merges, separates, etc., "starting over" *may* be considered.

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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