



Accountability Data, Definitions, and Origins

Derek Ippensen, Ed.D.

2025 Data Conference
April 9, 2025



Objectives



1. Provide the definition of each of the indicators used in state and federal accountability.
2. Highlight key words or phrases in the definitions that drive the calculations
3. Identify the data collections that are used to provide the data for the accountability process

State Classification System

Step 1

Status (Percent Proficient): 4, 3, 2, 1

(# of Proficient ELA + # of Proficient Math)/(Total ELA Assessments + Total Math Assessments)

Educational
Opportunities & Access



+1, 0

50% Chronic Absenteeism
Reduction

50% Progress towards
English Language
Proficiency

Transitions



No Adjustment

51% 4-Year Graduation
Rate

49% Extended Graduation
Rate

Positive Partnerships,
Relationships, and Success



No Adjustment

100% Student Discipline
Rate

Student
Achievement & Growth



+1, 0

65% Growth
(not used in HS)

25% Non-Proficiency
Reduction
(HS: 65%)

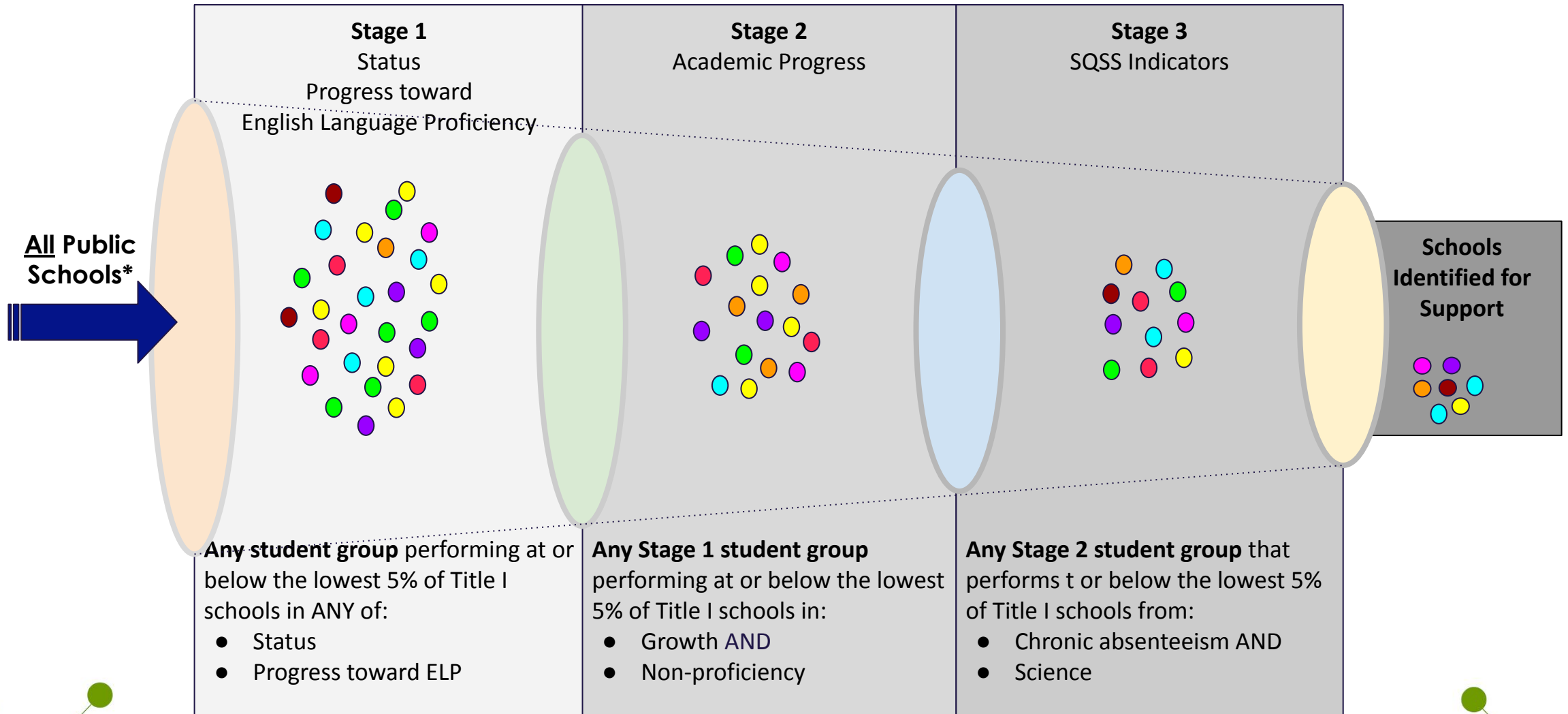
10% Science Proficiency
(HS: 35%)

Step 3

= Final Classification (Excellent, Great, Good, Needs Support to Improve)



Federal Designation System



*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic/Latino, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

Indicators

Status

Participation

Chronic Absenteeism Reduction

**Progress toward
English Language Proficiency**

Student Growth

Non-Proficiency Reduction

Science Proficiency

Combined Graduation Rate

Student Discipline Rate

Status



A school or district's Status indicator score is calculated by finding the count of eligible assessments (which includes both ELA and Math assessments for eligible students) that score at a proficient (On Track or Advanced) level, divided by the total number of eligible assessments in the current school year.

Status



A school or district's Status indicator score is calculated by finding the count of **eligible assessments** (which includes both ELA and Math assessments for **eligible students**) that score at a proficient (On Track or Advanced) level, divided by the total number of eligible assessments in the current school year.

Status



Eligible Assessment: Assessments taken by eligible students in ELA or Math.

Eligible Students: An eligible student has been enrolled for the full academic year at that school/district. Full academic year (FAY) is calculated based on two points in time: the October snapshot and where a student has assessment scores. If these match, the students have met FAY requirements and will be counted. Students with valid not-tested codes are not counted in the Status calculation.

Valid Not-Tested Codes

Data Origins

Student Scores:

- NSCAS/NSCAS-Alt, ACT

Full Academic Year Students:

- ADVISER Enrollment, October Snapshot

Up Next: Participation

Participation



The Participation indicator score for each school/district is defined as the percentage of eligible assessments with scores (completed statewide assessments) compared to the total number of eligible assessments.

Participation



The Participation indicator score for each school/district is defined as the percentage of **eligible assessments** with scores (completed statewide assessments) compared to the **total number of eligible assessments**.

Participation



Eligible assessments with scores: Any assessment taken by a student without a valid not-tested code.

Total number of eligible assessments: All assessments that should have been taken, minus any with a valid not-tested code.

Eligible Students: All students, minus those with a valid not-tested code, are intended to take the statewide assessment. A student does not have to be enrolled for a full academic year to be counted in the participation rate.

Valid Not-Tested Codes

Data Origins

Eligible Assessments:

- NSCAS/NSCAS-Alt, ACT

Eligible Students:

- ADVISER Enrollment

Up Next: Chronic Absenteeism Reduction

Chronic Absenteeism Reduction



The Chronic Absenteeism Reduction indicator is defined by the difference between the target rate and the current year chronic absenteeism rate. The target rate is calculated based on the goal of reducing chronic absenteeism rates by half over 10 years, or a 5% improvement on the baseline rate each year.

Chronic Absenteeism Reduction



The Chronic Absenteeism Reduction indicator is defined by the difference between the **target rate** and the current year chronic absenteeism rate. The target rate is calculated based on the goal of reducing chronic absenteeism rates by half over 10 years, or a 5% improvement on the baseline rate each year.

Chronic Absenteeism Reduction



Target Rate: The baseline chronic absenteeism rate minus 5% of that rate for each year since the baseline rate was established.

Eligible Students: Students who have been enrolled in the district for 10 or more days are eligible to be included in the calculation of the chronic absenteeism rate.

Data Origins



Eligible Students:

- ADVISER Attendance

Up Next: Progress toward ELP

Progress toward English Language Proficiency



The Progress Toward English Language Proficiency indicator score is defined by the percentage of English Learner students in a school/district who are on track in their progress toward English language proficiency as measured by the state ELP assessment (ELPA21 and ALT-ELPA).

Progress toward ELP



The Progress Toward English Language Proficiency indicator score is defined by the percentage of **English Learner students** in a school/district who are **on track in their progress toward English language proficiency** as measured by the state ELP assessment (ELPA21 and ALT-ELPA).

Progress toward ELP



On-track toward English Language Proficiency: Based on the student's year 1 assessment score, they will receive up to 6 years to become proficient English speakers. If the student is making progress within their individual timeline, they are “on-track.”

Eligible students: A student will be eligible for this indicator if they have ever taken the ELP assessment in Nebraska and have not yet achieved a “Proficient” determination. A student's initial eligible assessment on the ELP assessment determines the baseline (Year 1). If a student has not achieved a Proficient level as determined by their individual timeline based on their initial ELP score, they will continue to count as not being on track each year that they are enrolled at the school/district until the Proficient level is achieved.

Data Origins

Assessment Scores:

- ELPA21/Alt-ELPA

Student Identification:

- ADVISER Programs
- ADVISER Demographics

Up Next: Student Growth

Student Growth



The Growth indicator is defined as the percentage of growth-eligible NSCAS Growth/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's previous year's score in the previous year within the same subject area. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.

Student Growth



The Growth indicator is defined as the percentage of **growth-eligible NSCAS Growth/NSCAS-Alt assessment scores** within a school or district that showed an increase compared to the same individual's previous year's score in the previous year within the same subject area. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.

Student Growth



Growth-eligible assessment scores: Scores from any eligible student.

Eligible Students: Students who were enrolled in the school/district for the full academic year.

Excluded scores: The scores of any student who was not enrolled for the full academic year will be excluded.

Data Origins

Student Identification:

- ADVISER Enrollment

Assessment Scores:

- NSCAS/NSCAS-Alt

Up Next: Non-Proficiency Reduction

Non-Proficiency Reduction



The Non-Proficiency indicator is defined by the slope of a line that represents the trend in the rate of non-proficient statewide assessments over recent years. The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments.

This rate is calculated for the current year as well as the previous years for each school/district, and this data will be combined into non-proficiency trend lines. This slope value can generally be thought of as representing the change in the percentage of non-proficient assessments at a school/district per year, with a negative slope value (fewer non-proficient tests) being the goal.

Non-Proficiency Reduction



The Non-Proficiency indicator is defined by the slope of a line that represents the trend in the rate of **non-proficient statewide assessments** over recent years. The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments.

This rate is calculated for the current year as well as the previous years for each school/district, and this data will be combined into non-proficiency trend lines. This slope value can generally be thought of as representing the change in the percentage of non-proficient assessments at a school/district per year, with a negative slope value (fewer non-proficient tests) being the goal.

Non-Proficiency Reduction



Growth-eligible assessment scores: Scores from any eligible student.

Eligible Students: Students who were enrolled in the school/district for the full academic year. The scores of any student who was not enrolled for the full academic year will be excluded.

Data Origins

Student Scores:

- NSCAS/NSCAS-Alt, ACT

Full Academic Year Students:

- ADVISER Enrollment, October Snapshot

Up Next: Science Proficiency

Science Proficiency



The Science Proficiency indicator is defined by the percentage of eligible statewide assessments scored at a proficient level or above when compared to school's/district's total valid NSCAS/NSCAS-Alt/ NSCAS-ACT Science assessments.

The rules for this indicator are the same as for the Status Indicator listed above, but applied solely to the Science content area. However, due to federal requirements it has been split into its own indicator.

Science Proficiency



The Science Proficiency indicator is defined by the percentage of **eligible statewide assessments** scored at a proficient level or above when compared to school's/district's total valid NSCAS/NSCAS-Alt/ NSCAS-ACT Science assessments.

The rules for this indicator are the same as for the Status Indicator listed above, but applied solely to the Science content area. However, due to federal requirements it has been split into its own indicator.

Science Proficiency



Eligible Assessment: Assessments taken by eligible students in Science.

Eligible Students: An eligible student has been enrolled for the full academic year at that school/district. Full academic year (FAY) is calculated based on two points in time: the October snapshot and where a student has assessment scores. If these match, the students have met FAY requirements and will be counted. Students with valid not-tested codes are not counted in the Status calculation.

Valid Not-Tested Codes

Data Origins

Student Scores:

- NSCAS/NSCAS-Alt, ACT

Full Academic Year Students:

- ADVISER Enrollment, October Snapshot

Up Next: Combined Graduation Rate

Combined Graduation Rate



For each district/high school, the 4-year and Extended (7-year) Graduation Rates from the previous year are used to define two separate indicators.

The school year used for Graduation data lags one year behind other accountability data due to the timing of availability of the district-corrected data. Ex. Fall 2025 accountability data will use graduation rates from Spring 2024.

They are combined at 51% and 49%, respectively, to create the combined graduation rate score.

Combined Graduation Rate



For each district/high school, the 4-year and Extended (7-year) **Graduation** Rates from the previous year are used to define two separate indicators.

The school year used for Graduation data lags one year behind other accountability data due to the timing of availability of the district-corrected data. Ex. Fall 2025 accountability data will use graduation rates from Spring 2024.

They are combined at 51% and 49%, respectively, to create the combined graduation rate score.

Combined Graduation Rate



Graduation: Any student who exits school/district enrollment with an exit code of 210 is considered a graduate.

Eligible Students: All students in the appropriate 4- and 7-year cohorts are calculated in these percentages.

Data Origins



Eligible Students:

- ADVISER Enrollment

Up Next: Student Discipline Rate

Student Discipline Rate



The Student Discipline Rate is the unduplicated percent of students for each school/district who did not receive an out-of-school suspension or expulsion.

To calculate the score, the unduplicated number of students who received an OSS or expulsion will be divided by the total number of students enrolled in the school/district throughout the year. This will be subtracted from 1 and multiplied by 100 to receive the percent of students who did not receive an OSS or expulsion.

Student Discipline Rate



The Student Discipline Rate is the **unduplicated percent of students** for each school/district who did not receive an **out-of-school suspension** or **expulsion**.

To calculate the score, the unduplicated number of students who received an OSS or expulsion will be divided by the total number of students enrolled in the school/district throughout the year. This will be subtracted from 1 and multiplied by 100 to receive the percent of students who did not receive an OSS or expulsion.

Student Discipline Rate



Unduplicated Students: This indicator score is using unduplicated students, meaning if a student receives both an out-of-school suspension and an expulsion, the student will only count once in the calculation.

Out-of-School Suspension: All disciplinary actions coded 03 in ADVISER.

Expulsion: All disciplinary actions coded 04 or 05 in ADVISER.

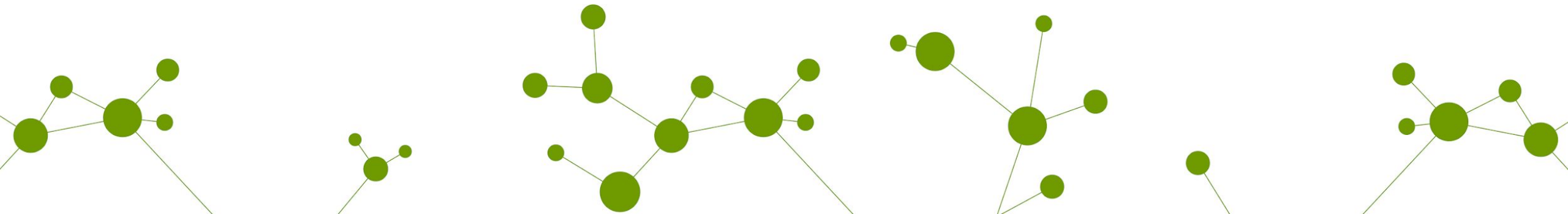
Eligible Students: All students enrolled in the school/district.

Moment of Reflection

Turn to a neighbor.

Share one piece of information you might share with people back at your school or district.

Two volunteers to share.



Additional Accountability Information

- Student Groups
- Tenet Scoring
Standardization Method
- Essential Data Collections
for Accountability



Student Groups



For the purposes of federal accountability, student group means students who have identified as:

- American Indian or Alaska Native
- Asian
- Black or African American
- Economically Disadvantaged
- English Learners
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Students with Disabilities
- Two or More Races
- White

Data Origins: ADVISER Demographics, ADVISER Programs

Tenet Scoring Standardization Method

For those tenets with indicators employing different scales, each indicator is standardized, and a final score calculated from the weighted sum of the standardized scores.

Standardized scores are created for each indicator, in each grade band, and then combined for individual tenet adjustments.

The mean scores and standard deviations for each indicator using standardized scores are included in Appendix C of the 2024 Business Rules.



Calculating a Standardized Score

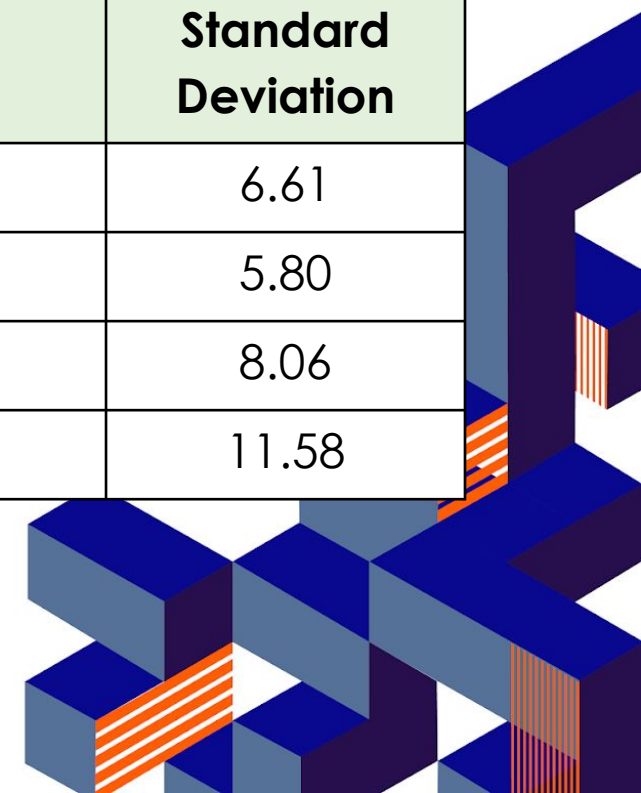
Standardized scores are calculated by first transforming values for each of the indicators into z-scores as follows:

$$\text{Standardized Score} = \frac{\text{School Unit Indicator Score} - \text{Grade Band Mean Score}}{\text{Grade Band Standard Deviation}}$$



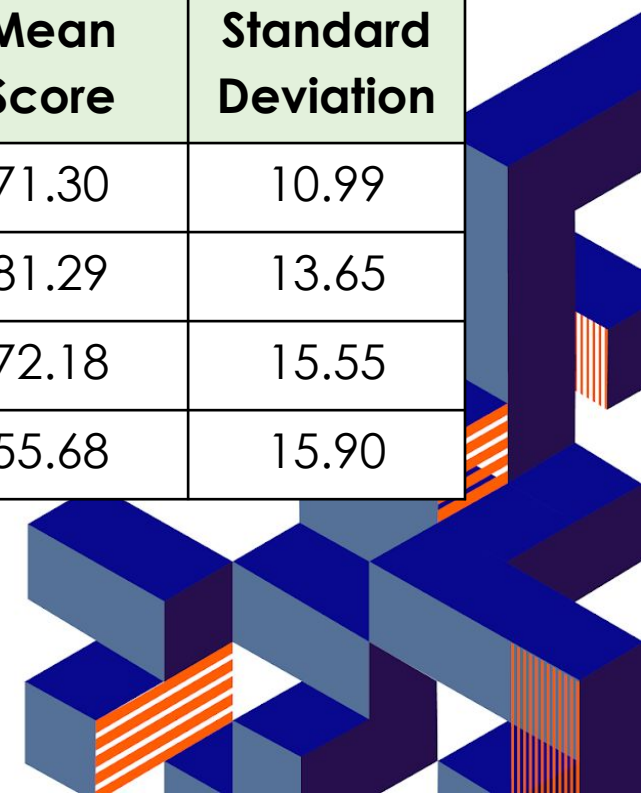
Educational Opportunities and Access

Grade-Band	English Language Proficiency		Chronic Absenteeism Reduction	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Districts	45.26	15.30	1.44	6.61
Elementary Schools	50.18	15.88	1.44	5.80
Middle Schools	34.90	13.30	0.67	8.06
High Schools	33.16	12.93	0.85	11.58



Student Achievement and Growth

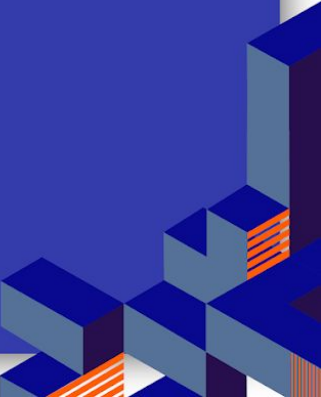
Grade-Band	Growth		Non-Proficiency Reduction		Science Status	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Districts	63.52	6.45	-6.29	3.11	71.30	10.99
Elementary Schools	68.71	8.29	-6.00	4.31	81.29	13.65
Middle Schools	58.56	9.22	-7.83	5.43	72.18	15.55
High Schools	-	-	-0.39	6.82	55.68	15.90



Essential Data Collections for Accountability

For more Information:

[ADVISER Data Elements 24-25](#)

- ADVISER Demographics
 - ADVISER Enrollment
 - ADVISER Attendance
 - ADVISER Programs
 - ADVISER Discipline
 - NSCAS/NSCAS-ALT/ACT
 - ELPA21/Alt-ELPA
- 

Key Takeaways



1. The data used for accountability is data that comes from you.
2. There are specific calculations and students that are used in each of the indicators.
3. None of these data or processes are meant to be secret.



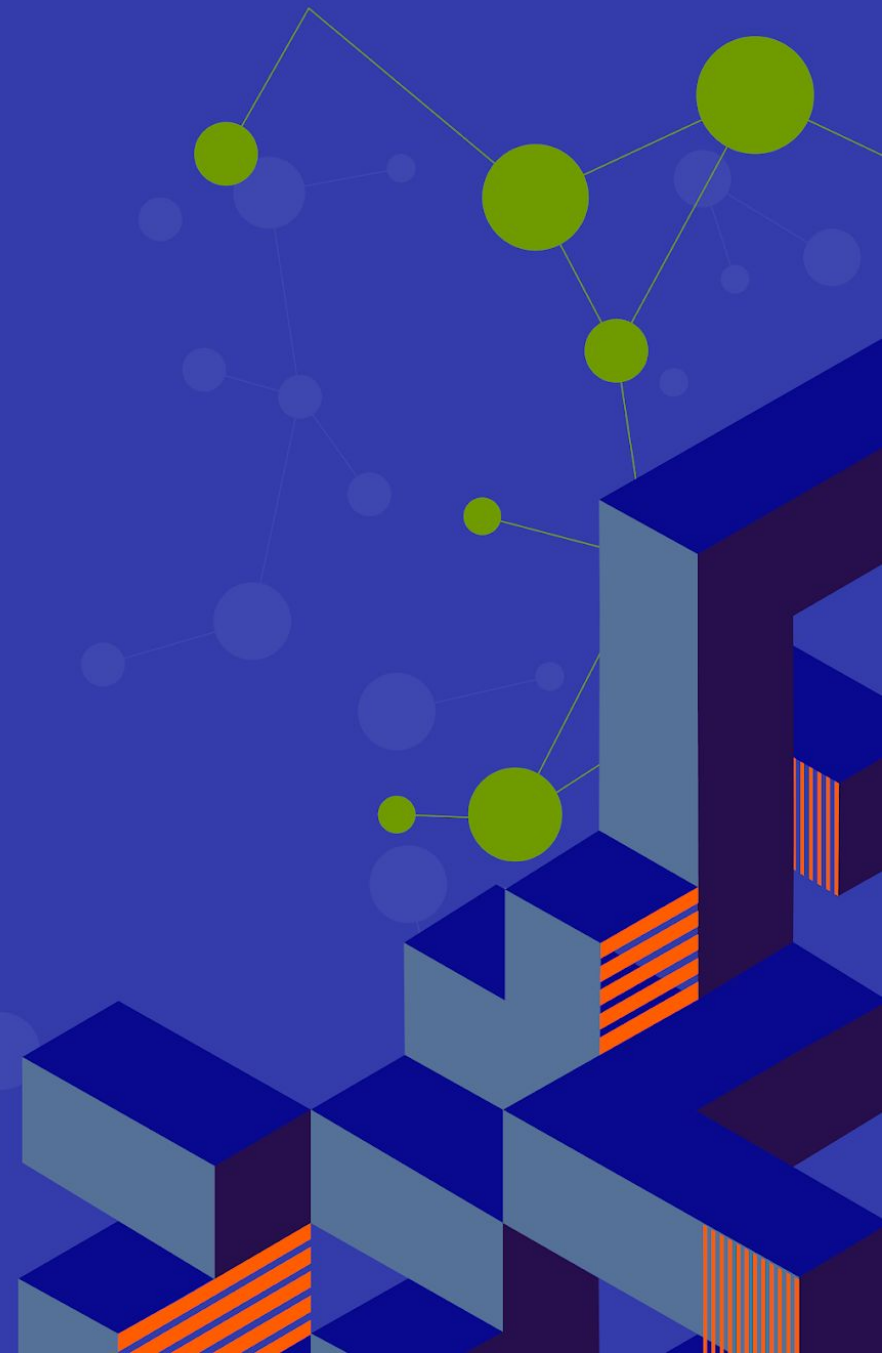
Thank You!

Dr. Derek Ippensen

derek.ippensen@nebraska.gov

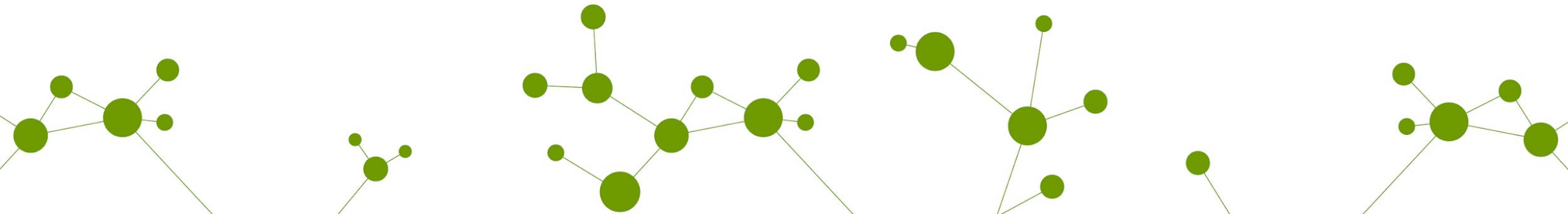
402-405-2574

www.AQuESTT.com



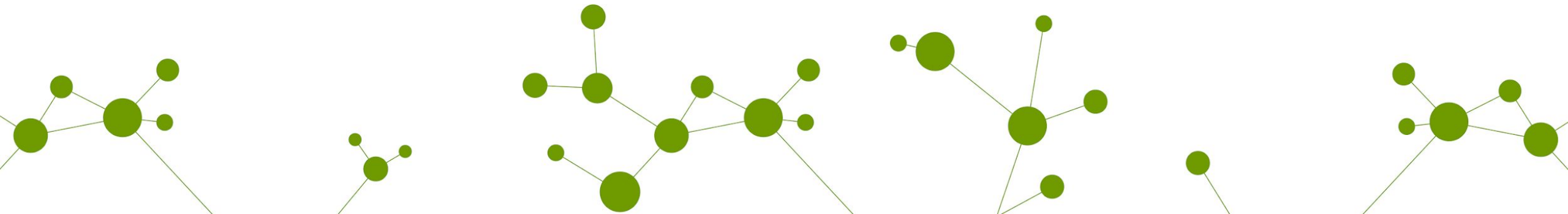
Valid Not Tested Codes

Reason Not Tested Code	Name	Valid for Status	Valid for Participation
EMW	Emergency Medical Waiver	Yes	Yes
NCE	Not Currently Enrolled	Yes	Yes
FTE	Full-Time Equivalency is less than 51% so the student is excluded from testing.	Yes	Yes
RAEL (Year 1)	Recently Arrived English Learner: Student takes all content assessments; Score does not count in Proficiency Measures (Status, Science Status, Non-Proficiency) or any Progress Measures (Growth)	Yes	No



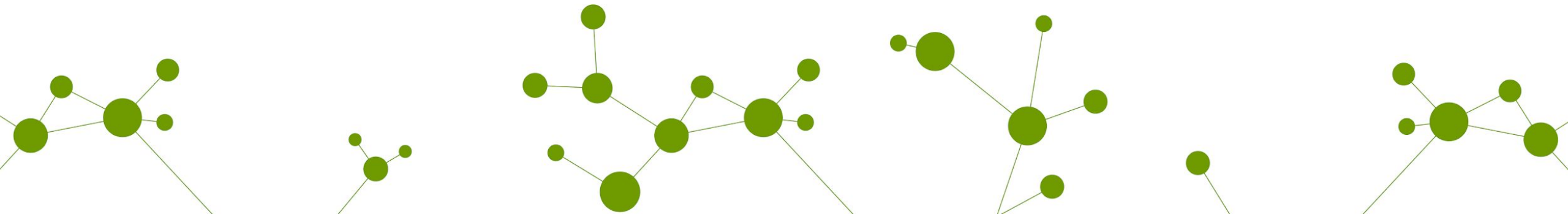
Valid Not Tested Codes

Reason Not Tested Code	Name	Valid for Status	Valid for Participation
RAEL (Year 2)	<p>2nd Year Recently Arrived English Learner: Student takes all content assessments; Score only counts in Progress Measures (Growth, Non-Proficiency).</p> <p>*3rd Year Recently Arrived English Learner: Students are included in all accountability calculations.</p>	Yes	No



Valid Not Tested Codes

Reason Not Tested Code	Name	Valid for Status	Valid for Participation
EXP	Student exempt from testing due to certain circumstances, such as a student requiring an unavailable accommodation; student attending an out-of-state facility; or testing irregularities.	Yes	No
RMV	Removed	Yes	Yes
OTH	Other	Yes	Yes



Valid Not Tested Codes

Reason Not Tested Code	Name	Valid for Status	Valid for Participation
ALT	Alternate Assessment: Student not included in NSCAS Growth/NSCAS-ACT results due to taking the NSCAS-Alt assessment	Yes	Yes
GEN	General Assessment: Student not included in NSCAS-Alt results due to taking the NSCAS Growth/NSCAS-ACT assessment	Yes	Yes
LBW	Student left before assessment window	Yes	Yes

