

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, May 4, 2023 3:00 PM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** The Lincoln Marriott Cornhusker Hotel
Lancaster 4, 5, 6
333 South 13th Street
Lincoln, NE 68508
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Friday Thursday, May 4, 2023, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER
President Gubbels
 - 1.1. Roll Call
President Gubbels
 - 1.2. Pledge of Allegiance
President Gubbels
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Gubbels
2. BUSINESS
President Gubbels
 - 2.1. Discuss recommended changes and seek input on updates to Nebraska's ESSA plan; share timelines and next steps
Shirley Vargas, Lane Carr, and Vicky Munoz

3. ADJOURNMENT
President Gubbels

The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. tomorrow in this room.



ESSA Plan Amendment: Section 4 Accountability State Board of Education Work Session

May 4, 2023

Dr. Shirley Vargas

School Transformation Officer,
Office of School and District
Support

Lane Carr

Administrator
Office of Policy & Strategic
Initiatives

Dr. Vicky Munoz

Director of Accountability
Office of School and District
Support

Objectives

The purpose of this presentation is to:

- Share context concerning short and long term accountability planning
- Provide an update on an ESSA plan amendment concerning Section 4 of the Nebraska Consolidated Plan
- Compare previous and current federal designation procedures
- Obtain input concerning the final ESSA amendment

ESSA Review and Update

The Nebraska ESSA Plan

Section 1 - Long-Term Goals

Section 2 - Consultation and Performance Management

Section 3 - Academic Assessments

Section 4 - Accountability and Support and Improvement for Schools




Section 5 - Supporting Effective Educators

Section 6 - Supporting All Students



Nebraska's Consolidated State Plan
Under the
Every Student Succeeds Act (ESSA)
Nebraska Department of Education
May 22, 2018

Planned Changes to Accountability

	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Addendum						
Short Term ESSA Amendment						
Long Term ESSA Amendment						

Current Timeline



ESSA Amendment Timeline - Federal Accountability Nebraska State Board of Education May 4-5, 2023

The following timeline outlines the steps the NDE has taken and will take related to the current ESSA Plan Amendment.

May 2022	<ul style="list-style-type: none"> An addendum from the USDE offered states an opportunity to account for the impacts of the pandemic on assessment and accountability processes. The Addendum states that the NDE must submit an amendment codifying the changes.
August 2022	<ul style="list-style-type: none"> The NDE delivers a "Resuming Accountability" presentation at Administrator Days in Kearney explaining the addendum and necessary amendment. The NDE hosts a series of webinars for school, district, and ESU staff related to state and federal accountability and forthcoming adjustments. The Nebraska AQuESTT Advisory Group Capstone Report detailing AQuESTT design priorities is finalized by the Center for Assessment.
September 2022	<ul style="list-style-type: none"> NE SBOE Work Session Update Presentation highlights long-term adjustments to federal accountability
December 2022	<ul style="list-style-type: none"> Consult with the Center for Assessment regarding N-size considerations and AQuESTT technical priorities.
January 2023	<ul style="list-style-type: none"> NE SBOE Accountability 101 Presentation recaps the necessary changes to federal accountability
February 2023	<ul style="list-style-type: none"> Introduction to the ESSA amendment and proposed changes presented to the NE SBOE Planning and Evaluation Committee
February/ March 2023	<p>The following stakeholder engagement meetings were conducted to gather feedback concerning the amendment:</p> <ul style="list-style-type: none"> February 16: Assessment and Accountability Advisory Committee (AAAC) Presentation February 24: The Nebraska Association for Curriculum, Instruction, and Assessment (NACIA) Presentation March 21: Nebraska Association for Supervision and Curriculum Development (NASCD) Presentation March 29: Committee of Practitioners (COP) Presentation
April 2023	<ul style="list-style-type: none"> Begin the ESSA Amendment writing and revision process April 4: Commissioner's Council Feedback Session April 10: Update with the U.S. Department of Education April 10: AQuESTT Discussion with School Leaders



	<ul style="list-style-type: none"> April 13: Present input and recommendations to the Planning and Evaluation Committee April 20: Update to the AAAC April 24: Schedule notification sessions with the ESU Coordinating Council April 26: Begin Gubernatorial Consultation Process
May 2023	<ul style="list-style-type: none"> May 4: State Board Work Session May 8: Initiate the public notice period May 11: Nebraska Technical Advisory Committee (TAC) Presentation May 23: Conclude the public notice period
June 2023	<ul style="list-style-type: none"> June 2: Seek NE SBOE Approval Submit redlined State plan amendment and the required supporting documentation the U.S. Department of Education
Summer 2023	<ul style="list-style-type: none"> Engage with stakeholder groups regarding accountability for the 23-24 school year to inform communication materials and necessary resources
Fall 2023	<ul style="list-style-type: none"> Operationalize state and federal accountability processes Continue to engage State Board members and NDE leadership in the long-term ESSA plan amendment process

The Federal Designation Process

Accountability Indicators

- Every Student Succeeds Act (ESSA) - requires states to “meaningfully differentiate” schools to provide targeted and/or comprehensive support.
- Chart below matches current AQuESTT metric to the necessary ESSA indicator.

ESSA (Federal) Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT (State) Metric:	Status	Growth, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism

Federal Designations

Comprehensive Support & Improvement (CSI)

- A public school in the lowest 5% of overall performance of Title I schools,
- Any public high school with a 4-year cohort graduation rate of less than 67%, or
- Any public school with an ATSI designation for 3 years.

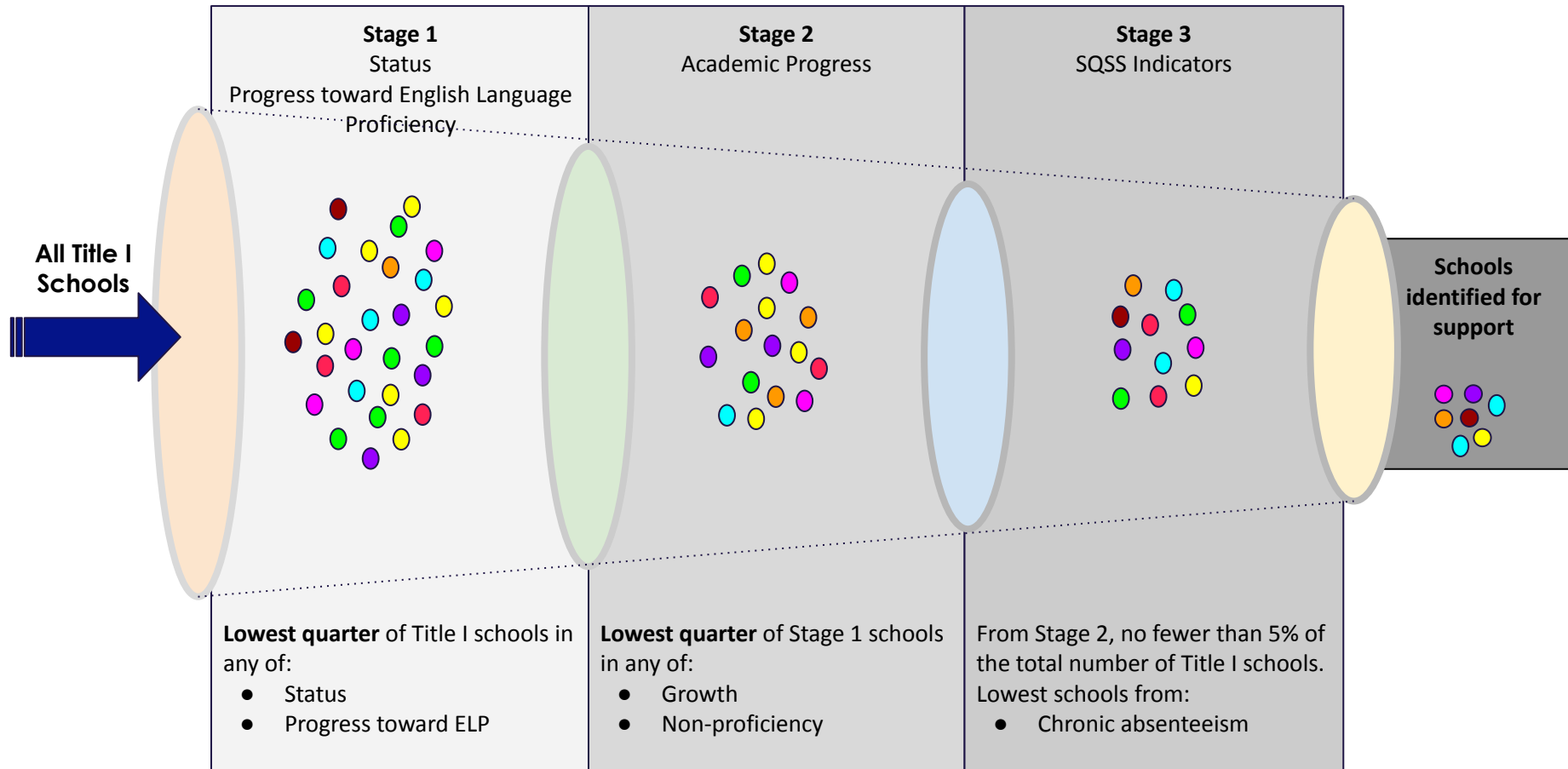
Targeted Support & Improvement (TSI)

Any public school with one or more student groups performing at or below the lowest quarter of Title I schools.

Additional Targeted Support & Improvement (ATSI)

Any public school with one or more student group(s) performing at or below the performance level of students in the lowest 5% of Title I schools (i.e. CSI schools).

Designation Process Example: Comprehensive Support and Improvement: Elementary & Middle Schools

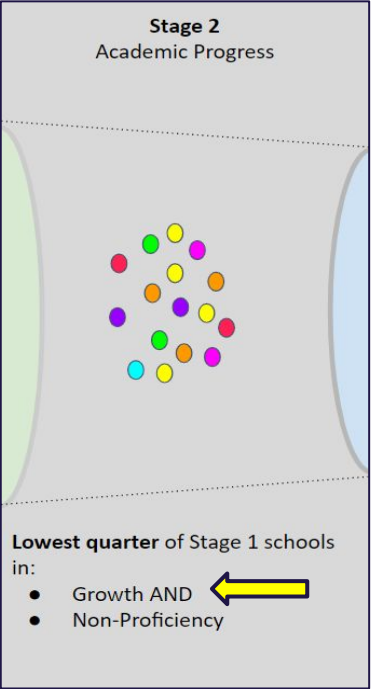
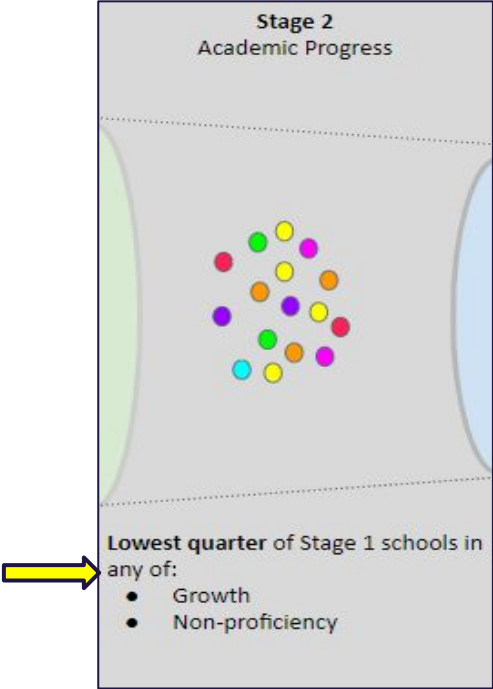


Stage 2: Academic Progress Filter

Current Filter

Proposed Change

Outcome



Growth and non-proficiency will be separate Stage 2 indicators. As such, only schools/student groups not demonstrating growth **and** not demonstrating a reduction in non-proficiency (according to the designation metric) will move to the third filter.

Stage 2: Academic Progress Filter

Topic	Federal Accountability Stage 2: Academic Progress
Question	Should Stage 2 of the accountability process combine or separate growth and non-proficiency indicators?
Pros	<ul style="list-style-type: none">• Separating the two stages will simplify calculations.• Separating growth and non-proficiency allows schools to demonstrate improvement through growth or non-proficiency.
Cons	<ul style="list-style-type: none">• Stakeholders have requested fewer changes to the accountability model.• The first stage cannot be changed.
Recommendations	Separating growth and non-proficiency will allow schools to demonstrate improvement on one of the two metrics rather than both. As such, only schools/student groups not demonstrating growth or a reduction in non-proficiency will move to the third stage.

Stage 3: Science Status

Topic	Federal Accountability: Stage 3 School Quality and Student Success
Question	Should science status be included in federal accountability?
Pros	<ul style="list-style-type: none">• The science assessment is a state required assessment for grades 5, 8, and the high school 3rd year cohort.• Utilizing science proficiency will align state and federal accountability.• Science proficiency provides an additional measure of school quality and success rather than solely relying on chronic absenteeism.
Cons	<ul style="list-style-type: none">• Adding science back into federal accountability will be a change from the 2021-2022 SQSS measure.• NSCAS science is only administered to students in grades 5, 8, and the high school 3rd year cohort.• Standard-setting validation will not occur until this summer.
Recommendation	Utilizing science proficiency will align state and federal accountability and provide an additional measure of SQSS.

Stage 3: Chronic Absenteeism Metric

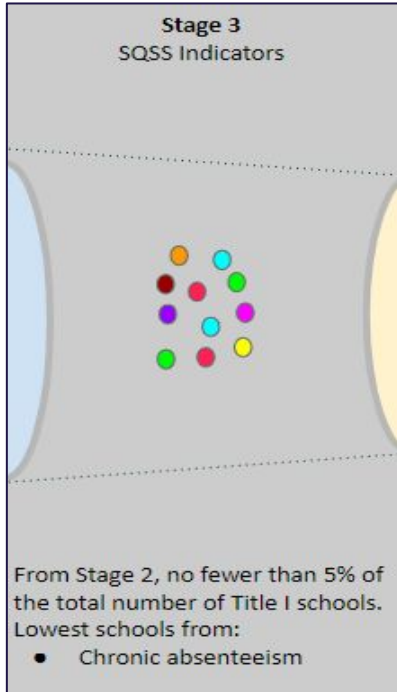
Topic	Federal Accountability Stage 3: School Quality and Student Success
Question	Should chronic absenteeism be calculated through an absolute measure or a reduction goal?
Options	<ol style="list-style-type: none">1. Chronic absenteeism is an absolute measure.2. The NDE will analyze three years of chronic absenteeism data to set a baseline. The goal for each school will be to reduction their rate of chronic absenteeism by half in 10 years. As such, each school will have an annual reduction rate necessary to achieve this goal.3. An annual chronic absenteeism reduction rate goal is established.4. The 2021-22 school year will be established as a baseline year. The goal for each school will be to reduce their rate of chronic absenteeism by half in 10 years. As such, each school will have an annual reduction rate necessary to achieve this goal.
Pros	<ul style="list-style-type: none">• Reduction goals provide a clear-cut, individualized target for schools and districts• Reduction goals provide a clear-cut, individualized target for schools and districts
Cons	<ul style="list-style-type: none">• A reduction goal is more difficult for smaller schools and districts.• Reduction goals provide a clear-cut, individualized target for schools and districts.
Recommendations	Option 4 resets the baseline data and reestablishes chronic absenteeism reduction goals.

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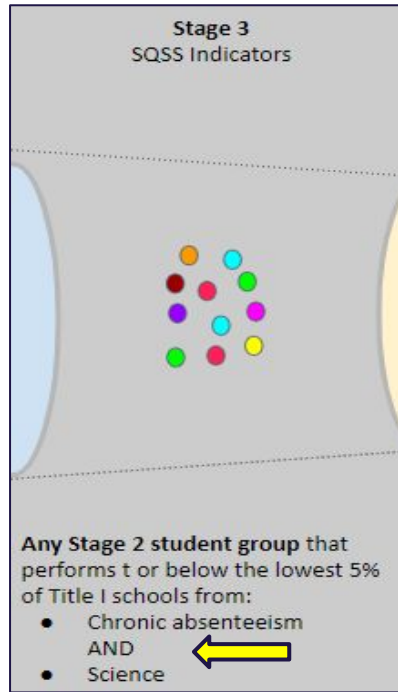
Topic	Federal Accountability: Stage 3 School Quality and Student Success
Question	Should preschool be included in the chronic absenteeism metric?
Pros	<ul style="list-style-type: none">• Preschool attendance is a predictor of grade school attendance.• Preschool availability is limited and available seats should be utilized.• Early childhood literacy skills are critical to future academic success.
Cons	<ul style="list-style-type: none">• Compulsory education does not encompass preschool.
Recommendations	Preschool is not required; thus, it should not be included in the metric.

Stage 3: School Quality/Student Success

Current Filter



Proposed Change



Outcome

Chronic absenteeism and science will be separate Stage 3 indicators. As such, only student groups who are not above the chronic absenteeism **and** science status metrics will move to the next stage.

Stage 3: SQSS Filter

Topic	Federal Accountability: Stage 3 School Quality and Student Success
Question	Should Stage 3 combine chronic absence and science metrics or keep them separate for the ATSI and TSI designations?
Pros	<ul style="list-style-type: none">• Separating the two indicators will simplify calculations.• Separating chronic absenteeism and science status allows schools to demonstrate improvement through one of the two metrics.
Cons	<ul style="list-style-type: none">• Stakeholders have requested fewer changes to the accountability model.• The first stage cannot be changed.
Recommendation	Separating chronic absenteeism and science will allow schools to demonstrate improvement on one of the two metrics rather than both. As such, only schools/student groups not meeting the chronic absenteeism reduction and the science status metrics will be designated.

Next Steps



ESSA Amendment Timeline - Federal Accountability
Nebraska State Board of Education
May 4-5, 2023

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Thank you!



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