

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, November 30, 2023 2:30 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, November 30, 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 (The Board may take a recess)
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. Engage in discussion and provide input on key policy issues surrounding Nebraska's Every Student Succeeds Act (ESSA) state plan
Lane Carr

2.2. Board Review of Commissioner's Informal Evaluation
President Gubbels

3. ADJOURNMENT
President Gubbels

The regularly scheduled meeting of the State Board of Education will reconvene at 9:30 a.m. tomorrow in this room.

The logo of the Nebraska Department of Education is a circular emblem. It features a dark blue outer ring with the text "NEBRASKA DEPARTMENT OF EDUCATION" in white, uppercase letters. Inside the ring is a white silhouette of an open book with a small white circle above it, resembling a sun or a lightbulb. The background of the slide is light blue with various educational icons such as a globe, a lightbulb, a house, a document, a question mark, a speech bubble, a bar chart, and the equation "1+1=2".

Revising Nebraska's Every Student Succeeds Act (ESSA) Plan

Lane Carr

Administrator, Office of Policy &
Strategic Initiatives



Objectives

- Provide a brief ESSA overview
- Highlight drivers for updating our ESSA plan
- Discuss each ESSA section statutory requirements, what's included in our 2017 plans, feedback to date, and recommendations
- Garner feedback
- Share key engagement timelines and next steps



ESSA 101



Every Student Succeeds Act

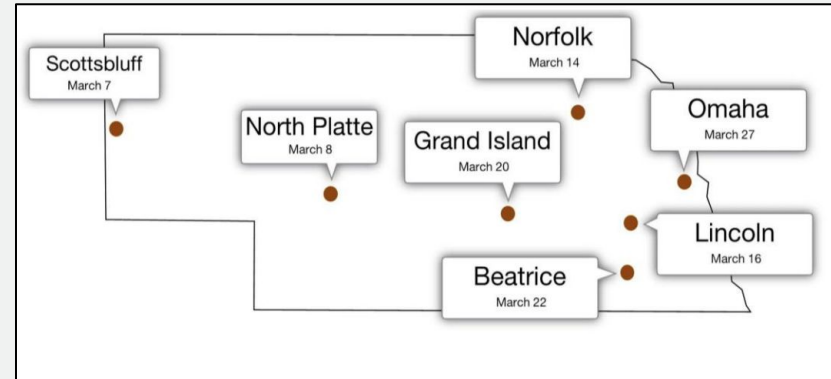
- Federal education law - signed by President Obama in December 2015
- Marks key shifts away from its precursor No Child Left Behind (NCLB)
 - Increased state autonomy and flexibility
 - Movement away from Annual Yearly Progress
- Maintains focus on equitable outcomes for children
- Focuses on equitable access to effective educators
- Each state must complete an ESSA State Plan





Original Plan Drafting

- Drafting process began August 2016
- Significant stakeholder feedback
- Blended state and federal accountability
- Coincided with feedback on SBOE Strategic Vision & Direction
- Submitted to USD OE in September 2017
- Approved in June 2018



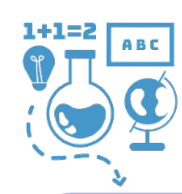


What's in the Plan?

- **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

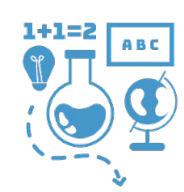


Drivers for Change



Drivers for Change

- Nebraska Student Centered Assessment System (NSCAS)
- Revision of Nebraska's College & Career Ready Standards
- State Board Strategic Plan and Policy Changes
- COVID 19
- ESSA Plan Clean Up
- Teacher Shortage
- 2022 Addendum and 2023 Section 4 Amendment



Timeline & Engagement



Proposed Timeline

Date	Activity/Processes	Stakeholder Engagement
October 2023	<ul style="list-style-type: none">● Kickoff, Planning, Writing● Planning and Evaluation Committee Input (Nov 2)● Check-in with USED	<ul style="list-style-type: none">● Educational Advocacy Organizations● Technical Advisory Committee● Assessment & Accountability Advisory Committee



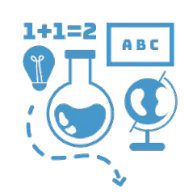
Proposed Timeline

Date	Activity/Processes	Stakeholder Engagement
November 2023	<ul style="list-style-type: none">● Writing and Revising● State Board Work Session● Gubernatorial Consultation	<ul style="list-style-type: none">● Committee of Practitioners● Technical Advisory Committee● ESUCC / Admins● Commissioner's Superintendent Advisory Committee



Proposed Timeline

Date	Activity/Processes	Stakeholder Engagement
December 2023	<ul style="list-style-type: none">● Full Board Work Session● First Draft to Board for Review● Gubernatorial Consultation	<ul style="list-style-type: none">● Public Input Survey● Committee of Practitioners● ESUCC / Admins● Educational Advocacy Organizations● Tribal Consultation● External Stakeholder Input
January 2024	<ul style="list-style-type: none">● Final Revisions● State Board Approval● Gubernatorial Consultation/Signature● Check in with USED	<ul style="list-style-type: none">● Public Input Ends
February 1, 2024	Submission to USDOE	



Section 1: Long Term Goals

Requirement

ESSA - Section 1111(c)(4)(A)

States must establish long-term goals consistent with the amended ESEA:

- Each State must establish ambitious long-term goals, including measurements of **interim progress** toward meeting such goals, **for all students and separately for each subgroup of students**;
- At a minimum, each State must set goals and measurements of interim progress for:
 - **Academic achievement**, as measured by proficiency on statewide reading/language arts and mathematics assessments;
 - **Graduation rates**, including the four-year adjusted cohort graduation rate (ACGR) and, at the State's discretion, a more rigorous long-term goal for the extended-year adjusted cohort graduation rate as compared to the four-year; and
 - **English language proficiency (ELP)**, as measured by the statewide ELP assessment.
- Academic achievement and graduation rate goals must be the same multi-year length of time for all students and for each student group, and,
- Goals must take into account the improvement necessary for student groups who are behind on the measures to make significant progress in closing proficiency and graduation gaps.



2017 Plan

The current Nebraska ESSA plan sets a goal to **reduce the percentage of students who do not reach proficiency by half**, including for each student group.

Table 4 English Language Arts Long-Term Goals

Subgroups	2014-2015 Baseline (% Proficient)	2026 Goal (% Proficient)
All students	79%	89%
Economically disadvantaged students	68%	84%
Children with disabilities	50%	75%
English learners	58%	79%
African American	59%	79.5%
American Indians or Alaska Native	55%	76%
Asian	76%	88%
Native Hawaiian/Pacific Islander	73%	87%
Hispanic or Latino	68%	84%
White	86%	93%



Reviews of Nebraska's Plan

Alliance for Excellent Education

Urban League

LONG-TERM GOALS	
Academic Achievement	89% of students proficient in reading and 86% of students proficient in math by 2026 <small>Green</small>
Academic Achievement by Student Subgroup	Reduce by 50% the number of students not proficient in each subgroup by 2026 <small>Green</small>
4-Year Cohort High School Graduation Rate	94.4% of students graduating by 2026 <small>Green</small>
Extended-Year Cohort High School Graduation Rate	7-year cohort graduation rate goal of 96% <small>Green</small>
English Language Proficiency	Accounts for students' initial proficiency level in setting student goals with maximum of 6 years to attain proficiency <small>Green</small>

<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Nebraska sets ambitious goals while recognizing the variance among student subgroups. “Reduce by 50 percent the number of students who are not proficient in statewide tests. The state also has a goal of having 92 percent of students graduate, and no subgroups with a graduation rate of less than 85 percent, by 2026.” Nebraska’s ambitious state goals are designed to ensure rigorous expectations for all learners and all subgroups. All subgroups share the overarching goal of “50 percent reduction of non-proficient students”, though the manifestation of the 50 percent reduction is unique to each subgroup. The 50 percent reduction is grounded in baseline data specific to the subgroup, resulting in unique goals specific to subgroup needs. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
---	---



Feedback from Stakeholders

- General agreement in 50% reduction plan
- Interest in resetting baselines and what the 50% looks like given new assessment cut scores
- Discussion on the “how” to actually improve proficiency rates for specific student groups

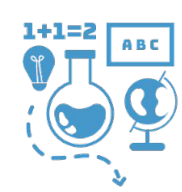


Recommendation & Input

Recommendation:

- *Maintain 50% reduction goal, and extend to 2033*
- *Align to new cut scores and assessment baselines*

Input?

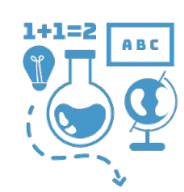


Sections 2-3: Monitoring & Assessments



Largely Compliance-Oriented

- **Section 2** - Consultation and Performance Management
- **Section 3** - Academic Assessments



Section 4: Accountability

Requirement

ESSA - Section 1111(c)(4)(B)

Each state accountability system must be based on **multiple indicators and measure annual performance** on those indicators. Required indicators include:

- **academic achievement** (which may include growth) as measured by state assessments in math and reading/language arts (3–8 and once in high school)
- **one other academic indicator for elementary and middle schools**
- **graduation rates for high schools**
- **English proficiency for ELLs**, and
- At least one measure of **school quality or student success** that is valid, reliable, comparable, and statewide.



2017 Plan

ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Metric:	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis



Reviews of Nebraska's Plan

Fordham Institute

Does the rating system encourage schools to focus on all students?

There are two primary ways for state accountability systems to encourage schools to focus on all students: (1) use a performance index or scale scores in place of proficiency rates when measuring achievement and (2) measure the growth of all students. Nebraska doesn't assign specific weights to its indicators, but it earns a **medium** here because scale scores are the foundation of its system and it uses a measure of growth for all students. The state should more clearly signal to schools how important these two factors are. But the current framework will help encourage schools to look beyond those pupils who are near the cutoff for proficiency and heed the educational needs of every child.

Urban League

4. Resource Equity


- Nebraska misses an opportunity to include access and/or success on college readiness indicators in its accountability system or as part of its public reporting.
- The plan describes a system for addressing educator quality that describes conditions for using Title II resources differently, but for across-the-board effectiveness rather than addressing distributional inequities.
- No mention is made of reporting school level spending, identifying inequities, or supporting LEAs to review or rethink resource allocation.

- Excellent
- Sufficient
- Poor**


Alliance for Excellent Education

ACCOUNTABILITY


Disaggregation of Student Subgroups

 Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

N-Size

 10 students


School Quality and Student Success (SQSS) Indicator

 Chronic absenteeism, science proficiency (measured by state science assessment), and "evidence-based analysis" (includes measures of school leader responses to 5 "policies, practices, and procedures" questions; can result only in an increase in summative rating) for all schools

High School Graduation Rate

 Weights 4-year cohort graduation rate 51% and 7-year cohort graduation rate 49%


Weighting of Academic Indicators

 State bases summative ratings on student achievement in reading and math and then adjusts ratings based on other indicators in the system while still giving academic indicators greatest weight; only 1 of 3 measures of SQSS is not tied directly to student learning

Testing Participation Rates

 No credit for untested students; participation on state assessments is an independent indicator in accountability system

Inclusion of Student Subgroup Performance

 Subgroup performance does not affect school ratings, which are calculated by ranking schools according to proficiency rates on state assessments and then "adjusting" for all other indicators; schools receive 1 of 4 ratings ("excellent," "great," "good," or "needs improvement")

! CONCERN

"Evidence-based analysis" is a school-level measure and cannot be disaggregated by student subgroup at the school level

NOTE

Some indicators can result only in a school receiving a higher rating





Changes due to Addendum/Amendment

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, Science Proficiency

Status: % of eligible students who scored On Track or higher in the current year's statewide Math and ELA assessments (NSCAS, NSCAS-Alt, and NSCAS-ACT)

Growth: % of NSCAS/NSCAS-Alt ELA and Math assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area.

Non-Proficiency: The trend in the percentage of ELA and Math statewide assessments scoring at a proficient level or above in the school/district for the last three school years. (A negative slope value is the goal)

Progress towards ELP: The percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.

Graduation Rate: Two separate indicators - 4-year and 7-year grad rate - lags one year behind other indicators (Ex. Accountability data for Fall 2022 will use graduation rates from Spring 2021)

Chronic absenteeism: Students who miss 10% or more of their days in membership. Rate is defined by the number of these students, divided by the total number of eligible students at a school or district.

Science Proficiency: % of eligible statewide assessments scored at a proficient level or above on the NSCAS/NSCAS-Alt/NSCAS-ACT Science assessments.



Feedback from Stakeholders

- AQuESTT Advisory Group Recommendations (2021-22):
 - Consider additional indicators of school quality specifically for high schools
- Considerable interest in additional measures at high schools
- Continue including chronic absenteeism AND ensure schools have adequate resources to address it
- Difficulty balancing simplicity with more indicators
- Unintended consequences and equal ability to meet expectations

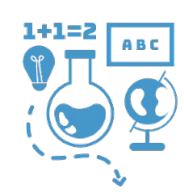


Recommendation & Input

Recommendation:

- Maintain chronic absenteeism as SQSS
- Consider phased in approach (2025 accountability) of additional indicators of postsecondary and career readiness at the high school level

Input?



Section 5: Educators

Requirement

- Section 1111(g)(1)(B) requires SEAs to address whether low income and minority student served by Title I programs are taught at disproportionate rates by “***ineffective, out of field, or inexperienced*** educators as compared to their peers.”
- Further, the ESEA requires each LEA receiving Title I, Part A subgrant to submit plans that include a description of “how the [LEA] will **identify and address** . . . any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out of field, or inexperienced teachers.” (ESEA Section 1112(b)(2))
- Finally, the ESEA explicitly indicates that SEAs (ESEA Section 2101(c)(4)(B)(iii)) and LEAs (ESEA Section 2103(b)(3)(B)) may **use Title II**, Part A funds to address identified disparities in access to excellent teachers.



2017 Plan

Currently, the NDE defines “ineffective teachers” as those who do not have a Master’s Degree. The ESSA plan named that once all districts in our state had a system of educator evaluation, we would pivot to using those data.



Reviews of Nebraska's Plan

Urban League

<p>4. Resource Equity</p> <ul style="list-style-type: none"> • Nebraska misses an opportunity to include access and/or success on college readiness indicators in its accountability system or as part of its public reporting. • The plan describes a system for addressing educator quality that describes conditions for using Title II resources differently, but for across-the-board effectiveness rather than addressing distributional inequities. • No mention is made of reporting school level spending, identifying inequities, or supporting LEAs to review or rethink resource allocation. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
--	--

<p>5. Educator Equity</p> <ul style="list-style-type: none"> • Except for passing references to professional learning for teachers of migratory kids and inclusion in a list of possible principal professional learning options, the plan includes no clear strategy or timeline for statewide cultural competence initiatives. • While the plan makes scant mention of cultural competence, it does include key term definitions. • Nebraska is transparent about not having a plan to address inequitable access to ineffective teachers, and asks for a compliance extension to create a plan, but lacks a vision or comprehensive timeline. • The plan is vague about or only indirectly impacts teacher diversity access. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
--	--



Feedback from Stakeholders

- Master's degrees are uniformly seen as a poor measure of educator effectiveness
- Since 2017, the State Board adopted the Nebraska Teacher and Principal Performance Standards (NTPPS) which outline expectations for educator quality. These should be better integrated into ESSA.
- The NDE should better focus their Title II statewide resources on how to address statewide issues.

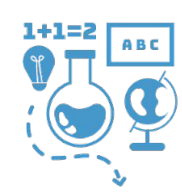


Recommendation & Input

Recommendation:

- Adjust definition of “ineffective” teacher to those at the lowest level of the locally determined teacher evaluation system.
 - This allows for a clearer picture of teacher performance/quality and accounts for teachers who might be on improvement plans.
 - This also allows for schools/districts to use their own teacher evaluation models.
- Be more specific and focused in Title II set aside activities

Input?



Section 6: Supporting All Students



All Other Federal Programs

Section includes:

- Title I - Migrant, neglected, and delinquent students
- Title II - Programs for teachers, principals, and school leaders
- Title III - Programs supporting English language acquisition
- Title IV - Well-rounded education including safe and healthy students, technology, after-school and summer school, family engagement
- Title V - Programs supporting rural education
- Title VI - American Indian Education

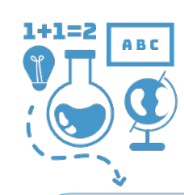


Recommendation & Input

Recommendation:

- Ensure alignment and coherence to MTSS
- Focus on underperforming schools

Any additional considerations?



Next Steps



We'll be Successful When...

Measures of Excellence

- **Clarity:** The section has a single message that intended recipients can find quickly, understand easily, recognize as relevant, and use
- **Correctness:** The section's information is accurate
- **Conciseness:** The section presents only necessary information in the fewest words possible; with aids for comprehension
- **Credibility:** The section's information can be trusted, traced, and used with confidence





Timeline

- Drafting, drafting, drafting
- Draft to you in mid-December
- Posting for public comment in December/January
- Gubernatorial outreach
- January 2024 Meeting - Seeking your authorization to submit
- Submission February 1, 2024



DATE: November 7, 2023

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Engage in discussion and provide input on key policy issues surrounding Nebraska's Every Student Succeeds Act (ESSA) state plan.

AGENDA ITEM TYPE: Work Session

RATIONALE/BACKGROUND INFORMATION:

The Every Student Succeeds Act (ESSA) was signed into federal law December 2015. Each state education agency was required to submit a state plan, with Nebraska's original plan receiving approval in June 2018. Since that time, several key drivers necessitate a more comprehensive update to the state plan. These factors include:

- Move to Nebraska Student Centered Assessment System (NSCAS)
- Revision of Nebraska's College & Career Ready Standards
- State Board Strategic Plan and Policy Changes
- COVID 19
- ESSA Plan Clean Up
- Teacher Shortage
- 2022 Addendum and 2023 Section 4 Amendment

The purpose of this work session is to highlight changes in each section of the ESSA plan, feedback gained to date and plans for additional input, timelines for approval, and key policy recommendations and background.

PROPOSED BOARD MEETING (MONTH/YEAR): November/December 2023

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A

- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

**Updated 02.07.2023*