

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, March 7, 2024 2:30 PM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- 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, March 7, 2024, 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 Tegtmeier
 - 1.1. Roll Call
President Tegtmeier
 - 1.2. Pledge of Allegiance
President Tegtmeier
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Tegtmeier
2. BUSINESS
President Tegtmeier
 - 2.1. Commissioner Report on Goals
Commissioner Maher

2.2. Statewide Assessment Information
Commissioner Maher

2.3. Accountability System for Public Schools and School Districts
Commissioner Maher

3. ADJOURNMENT
President Tegtmeier

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



Report on Commissioner's Performance Expectations (Goals)

Dr. Brian L. Maher

March 7, 2024

State Board of Education Work Session

Background/History

- July 7, 2023, State Board met to discuss establishing performance objectives.
- August 4, 2023, State Board approved performance objectives/goals.
- December 1, 2023, delivered final report on goal #4; provided preliminary reports on goals #1, 2, 3, & 5.
- March 1, 2024, delivered final reports on goals #1, 2, 3, & 5.
- March 7, opportunity for discussion on goals.

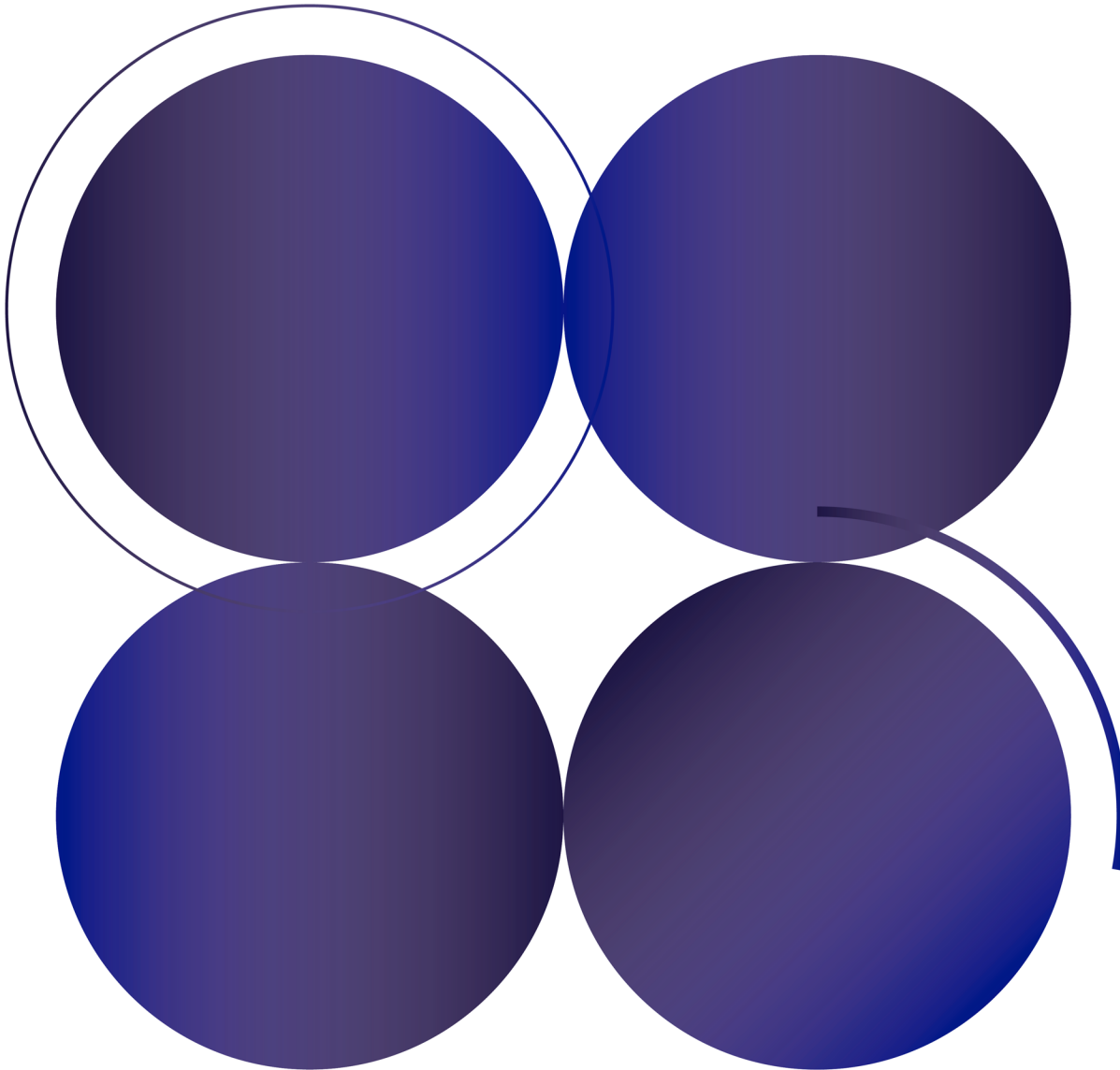
Performance Expectations/Goals

Overview

- 1) Evaluate the status of statewide assessment.
- 2) Develop an understanding of the internal operations of the Agency to include workplace assignments, staffing patterns and needs, succession planning, and high public contact services.
- 3) Conduct a review of the existing NDE strategic plan.
- 4) Evaluate the existing communication strategies involving the board, within the NDE, and the public.
- 5) Intentionally work to build relationships within NDE employees, NDE partners, board members individually and collectively, Legislators, the Governor, school district personnel, and federal officials.

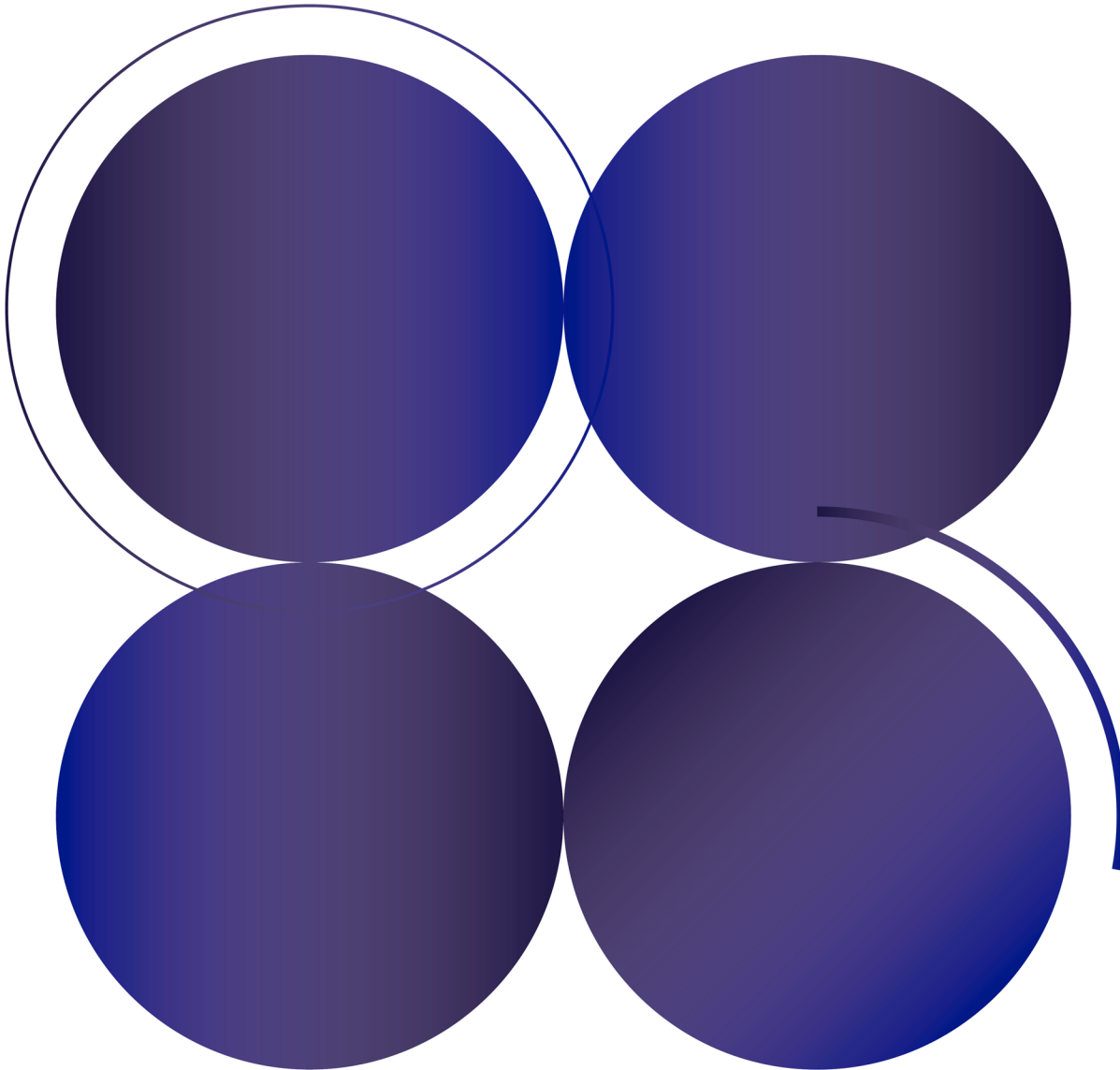
1) Evaluate the status of statewide assessment.

- Maintained NSCAS Growth for 2024-2025 school year, with fall and winter testing optional; spring testing required.
- Conducting an extensive stakeholder input process to develop and RFP, to result in a contract for a long-term solution.
- Extending the discussion to changes in the school accountability system.



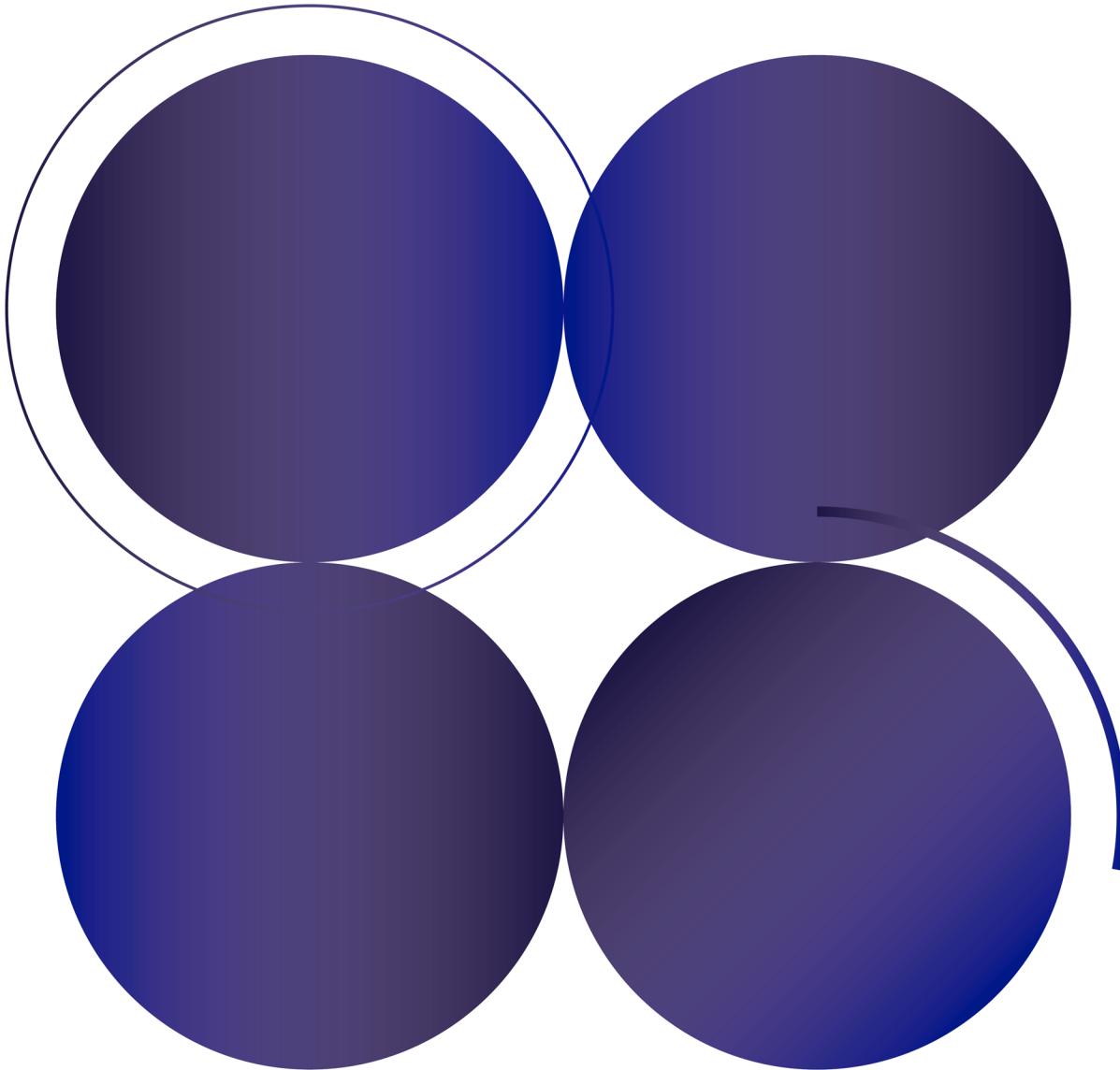
2) Develop an understanding of the internal operations of the Agency...

- Implemented a return-to-office plan effective February 12, 2024.
- Conducting performance reviews of direct reports/indirect reports.
- Issued internal operational expectations to NDE staff.
- Continue meeting with HR, Facilities, and others through implementation.



3) Conduct a review of the existing NDE strategic plan.

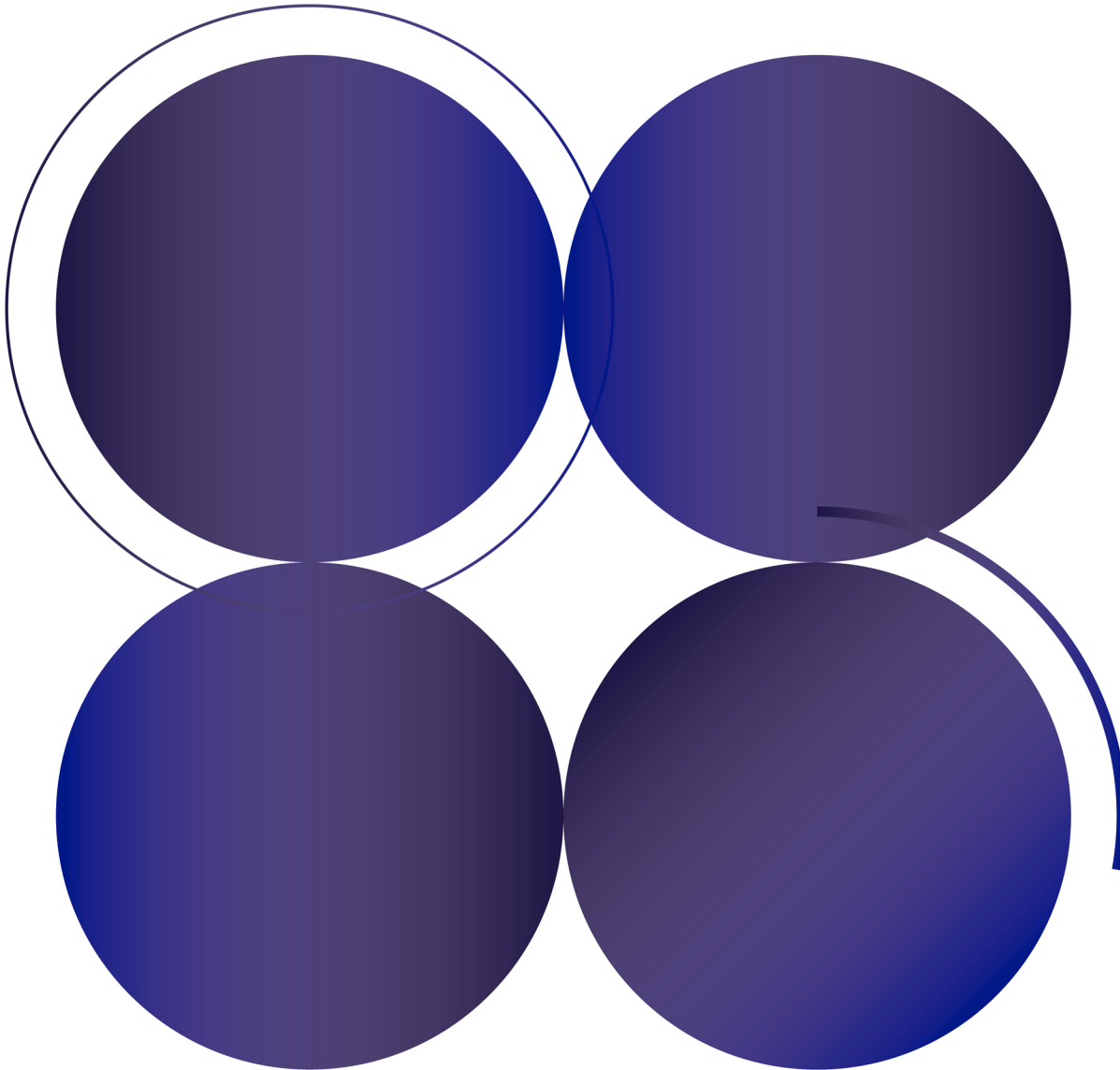
- Revise strategic plan to maintain goals and strategies.
- Replace measures with ESSA goals and legislative/regulatory priorities.
- Report on current plan in August 2024, June 2025, and December 2025.
- Start development of new plan in January 2025 to take effect January 2026.



4) Evaluate the existing communication strategies...

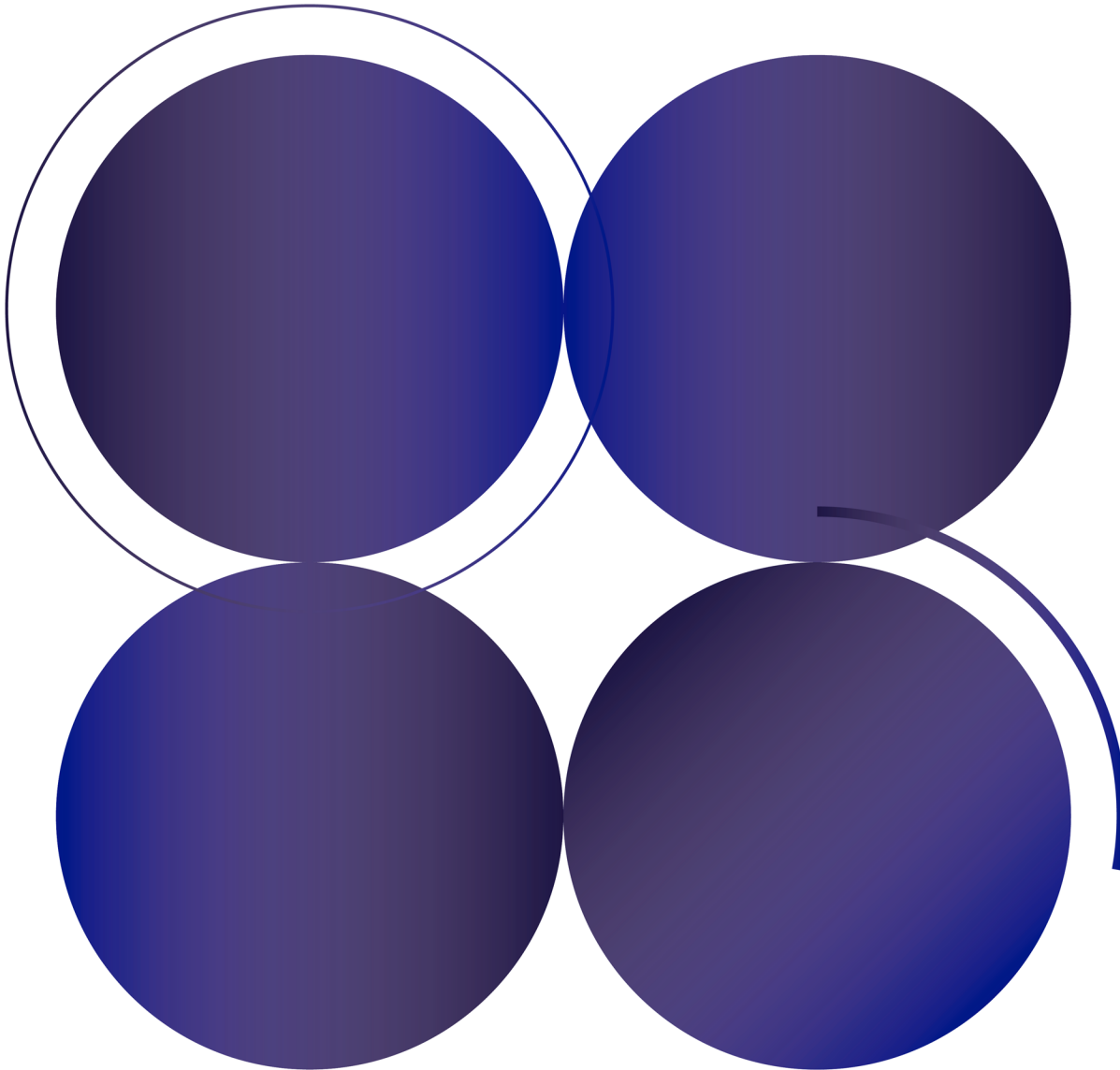
(Previously reported)

- Revitalized Superintendent Advisory Council.
- Regular communication to State Board and the field.
- Maintain regular internal meetings



5) Intentionally work to build relationships...

- Establishing and maintaining relationships with...
 - NDE staff
 - Superintendents and school leaders
 - Key NDE partners
 - State legislators
 - Governor Pillen and staff
- Working to develop relationships with Members of Congress



Potential Next Steps

- 1) Continue efforts related to statewide assessment.
- 2) Continue discussions on the school accountability system.
- 3) Recommend State Board adopt amendments to current strategic plan in May or June 2024 meeting.
- 4) Develop goals for the 2024-2025 contract year.

Potential Goals

- NDE staff are required to have at least four goals:
 - Communication
 - Customer service
 - Professional learning
- Assessment/accountability
- Strategic plan
- Literacy!!!!



Questions???





Statewide Assessment Update



Approaches

Looked at what we have to do and what should we do

Have to do:

- Meet federal law
- Meet state law
- Pass peer review

Should do:

- Support schools in their continuous improvement efforts
- Support schools in their creation of balanced assessment systems



What have we done...

Created opportunities for conversations and feedback from the field

- Superintendent Advisory Council
- Assessment and Accountability Advisory Committee (AAAC)
- Nebraska Association for Curriculum, Instruction, and Assessment (NACIA)
- Nebraska Association for Supervision and Curriculum Development (NASCD)
- Visited Educational Service Units to hear from superintendents
- Visited superintendent regional meetings



Additional voices...

Surveys

- All public school superintendents
- All public school elementary principals
- All public school middle school principals
- Parents

Teacher focus groups



What have we heard...

Districts expressed an interest in having a choice regarding statewide assessment

- NSCAS Growth three times a year
- Only taking the summative assessment in the spring

Spoke with **Technical Advisory Committee** in December regarding offering choice in the spring. Under certain conditions, this is possible.



Next steps

- Completing the Request for Information
 - Closed March 6th
- Write the Request for Proposal
- Have the vendor contract ready for the board's approval in September





Exploring Possible Changes to AQuESTT



NDE and AQuESTT

AQuESTT

NDE Mission

- To lead and support the preparation of all Nebraskans for learning, earning, and living.

AQuESTT

- Accountability for a Quality Education System, Today and Tomorrow (AQuESTT)
- Designed to identify and help develop quality education systems.

So what is a quality education system?

- A quality education system is one built to prepare Nebraskans to learn, earn, and live, and is built around three domains and six tenets.



Nebraska's Accountability History

2012:

- LB879 passed requiring an accountability system: The Nebraska Performance Accountability System (NEPAS), State Statute 79-760.06

2014:

- LB438 adopted amending 79-760.06
- Ultimately leading to AQuESTT

2015:

- AQuESTT classifications first released, including Evidence-Based Analysis (EBA)

2019:

- New iteration of AQuESTT implemented

2022:

- EBA removed



What we have to do

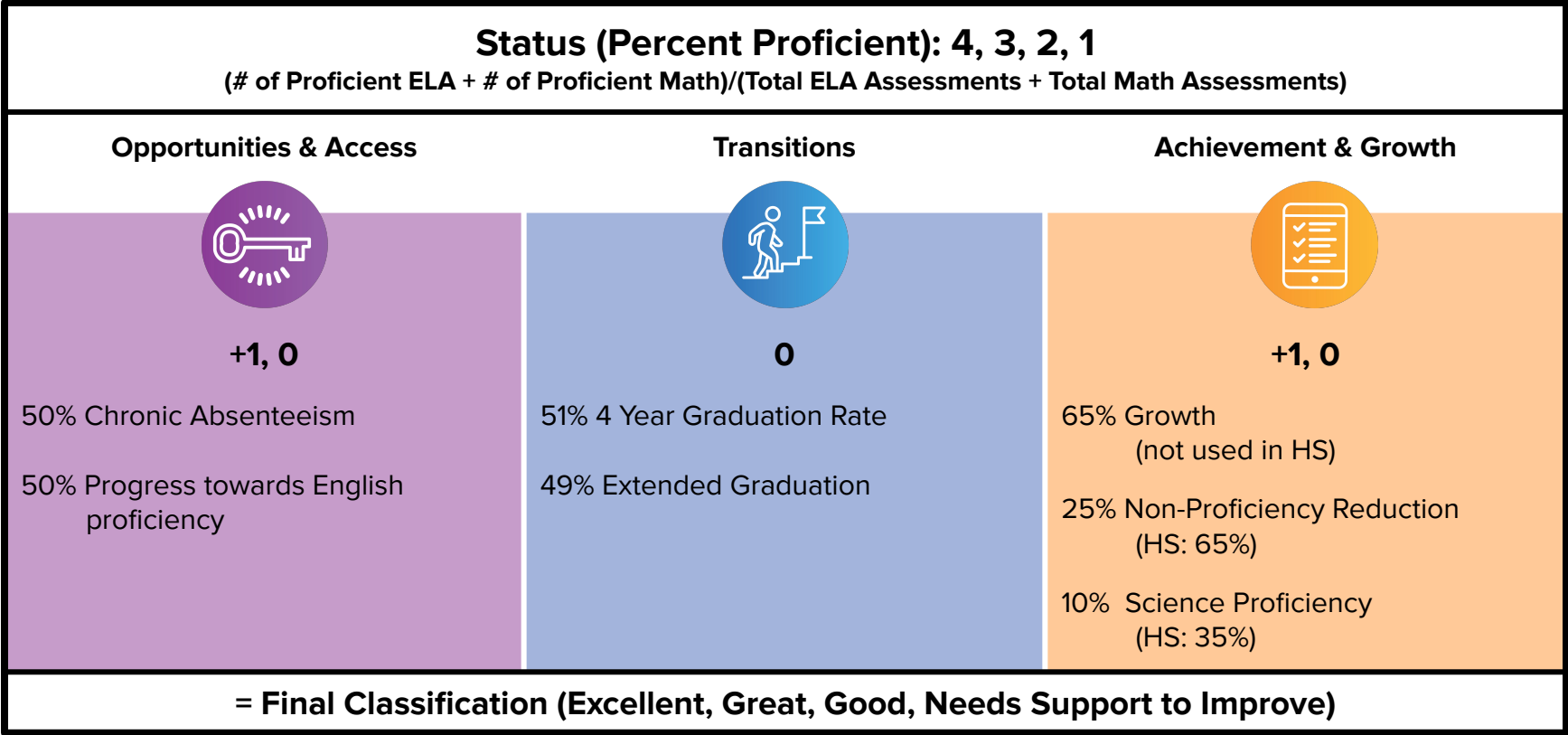
Requirements established in 79-760.06

1. Measure the performance of individual public schools and school districts using multiple indicators like: Graduation rates, student performance and growth, and student discipline (as of 2022).
2. Classify and report the performance of schools and districts annually on or before December 31 of each calendar year.
3. Designate priority schools based on those schools who are at the lowest performance level at the time of designation.

**No less than three schools may have a priority school designation at one time.*



Current Classification Process



Questions about Current Processes

AQuESTT

Feedback from the Field

AQuESTT

- Stability
- Predictability
- Replicability
- Simplicity
- Realistic opportunities for positive adjustments
- More than standardized test scores
- AQuESTT results are not regularly used for continuous improvement
- Schools don't want to be penalized for inability to meet goals

Considerations

- Submitting more data
- Ranking of schools

Possible Philosophical Shifts

From:

- Accountability focused on performance
- Scoring compared to others for some adjustments
- Comparing all schools and districts with one another
- Positive and negative adjustments
- Measuring three of the six tenets
- Changes on a yearly basis

To:

- Accountability focused on performance and progress toward goals or thresholds, which **benefits the school improvement process** and provides **realistic opportunities for positive adjustments**
- Scoring compared to a performance standard, which provides **predictability, replicability, and simplicity**
- Comparing like grade-bands with one another, which provides **realistic opportunities for positive adjustments**
- Only positive adjustments, which **doesn't penalize schools**
- Measuring six tenets, which incorporates **more than standardized test scores**
- Implementing only limited adjustments for 5 years, which provides **stability** and **replicability**

Two Phases

Phase 1

- Implement the philosophical changes to:
 - Status,
 - Educational Opportunities and Access,
 - Transitions, and
 - Student Growth and Achievement

Phase 2

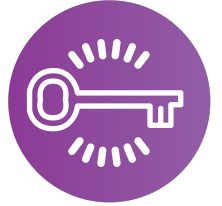
- Add the following tenets to the classification process:
 - Positive Partnerships, Relationships, and Success,
 - Educator Effectiveness, and
 - Postsecondary, Career, and Civic Readiness

Phase 1

AQuESTT

- Update Status Thresholds
- Implement Adjustment Shifts for Educational Opportunities and Access
- Implement Adjustment Shifts for Transitions
- Implement Adjustment Shifts for Student Achievement and Growth

*****Phase 1 looks at the same data as the current process. It simply looks at it differently.*****



Status

Status scores are determined by the percent of students proficient in the ELA and Math statewide assessments.

Current Process	Status	Phase 1 Proposal
Thresholds based on cut scores from 2018 Level 4 (excellent), 3 (great), 2 (good), 1 (needs support to improve)	Status Level Thresholds $\frac{\# \text{ of Proficient ELA and Math Assessments}}{\text{Total ELA and Math Assessments}}$	Thresholds based on cut scores from 2023 Level 4 (excellent), 3 (great), 2 (good), 1 (needs support to improve)

Educational Opportunities and Access



All students have access to effective, comprehensive, and continuous learning opportunities that prepare them for ongoing school success, postsecondary education, and career goals.

Current Process	Tenet Data	Phase 1 Proposal
Chronic Absenteeism performance is compared to other schools' and districts' performance.	Chronic Absenteeism	Did the school or district meet or exceed their 10-year 50%-reduction goal for Chronic Absenteeism ?
Progress toward English Language Proficiency rate is compared to other schools' and districts' rates.	Progress toward English Language Proficiency	Did the school or district meet or exceed the Progress toward English Language Proficiency grade-band threshold?
Participation is a non-scored data point reported.	Participation	Did the school or district meet or exceed the Participation grade-band threshold?
Adjustment given if the sum of the weighted z-scores meets or exceeds the grade-band threshold.	Adjustment	If all yes, a positive adjustment is given.

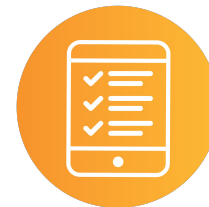
Transitions



Students have quality educational opportunities that focus on effective supports and high quality collaborations for each student transitioning within, into, and between grade levels, programs, schools, districts, postsecondary education, and careers.

Current Process	Tenet Data	Phase 1 Proposal
Combined Graduation Rate for high schools and districts is reported.	4-Year Graduation Rate Extended Graduation Rate $\begin{array}{r} 4\text{-Year Grad. Rate} * 0.51 \\ + \text{Ext. Grad. Rate} * 0.49 \\ \hline \text{Combined Graduation Rate} \end{array}$	Did the high school or district meet or exceed the Combined Graduation Rate threshold?
No adjustment given	Adjustments	If yes, a positive adjustment is given.

Student Achievement and Growth



School staff use a balanced assessment system that includes results from multiple sources to measure student growth and achievement towards Nebraska's content area standards.

Current Process	Tenet Data	Phase 1 Proposal
Growth rate is compared to other schools and districts.	Growth	Did the school or district meet or exceed the Growth grade-band threshold?
Non-Proficiency score is compared to other schools and districts.	Non-Proficiency	Did the school or district meet or exceed the Non-Proficiency grade-band threshold?
Science Proficiency rate is compared to other schools and districts.	Science Proficiency	Did the school or district meet or exceed the Science Proficiency grade-band threshold.
Adjustment given if the sum of the weighted z-scores meets or exceeds the grade-band threshold.	Adjustments	If all yes, a positive adjustment is given.

Proposed Classification Process

Status:	Percent Proficient Score	Level Number
Educational Opportunities & Access:	Did school/district meet all three indicators?	If yes, adjustment given
Transitions:	Did the Combined Graduation Rate meet or exceed the threshold?	If yes, adjustment given
Student Achievement & Growth:	Did school/district meet all three indicators?	If yes, adjustment given
Classification:	Sum of Level Number and Adjustments (Not to Exceed 4) Corresponding Descriptor: Excellent (4) , Great (3) , Good (2) , Needs Support to Improve (1)	

Three Possible Implementation Timelines



Accountability Reporting for:

23-24 Data

24-25 Data

25-26 Data

	We are here	We are here	We are here
March 2024	We are here	We are here	We are here
April 2024	Establish new thresholds with practitioners	Establish new thresholds with practitioners	
May 2024	New thresholds ready, Released to schools and districts	New thresholds ready, Released to schools and districts for 11/25	Continue collecting feedback for work in December
June - October 2024	Tour to present changes		
August - October 2024	Prepare accountability scores using new calculations	Prepare accountability scores using old calculations	Prepare accountability scores using old calculations
November 2024	Release classifications using new calculations	Release classifications using old calculations	Release classifications using old calculations
December 2024 - January 2025		Release model classifications using 23-24 data	Establish new thresholds with practitioners
February - April 2025			
May 2025		Tour to discuss changes	New thresholds ready, Released to schools and districts for 11/26
June - October 2025			
August - October 2025		Prepare accountability scores using new calculations	Prepare accountability scores using old calculations
November 2025		Release classifications using new calculations	Release classifications using old calculations
December 2025 - January 2026			Release model classifications using 24-25 data
February - October 2026			Tour to discuss changes
August - October 2026			Prepare accountability scores using new calculations
November 2026			Release classifications using new calculations

Implementation Implications

Each implementation timeline has its own considerations:

Considerations	23-24 Data	24-25 Data	25-26 Data
Targeted release of new thresholds	May 2024	May 2024	May 2025
Thresholds set using data from	22-23	22-23	23-24
First use of new calculations and adjustments	November 2024	November 2025	November 2026
Number of additional implementations of the current process	0	1	2
Months between release of new thresholds and classifications using them	6	18	18
Classifications between introduction and implementation	0	1	1
Would you know the thresholds prior to the start of the school year being evaluated?	No	Yes	Yes

Phase 1 Questions

AQuESTT

Phase 2

- Add Positive Partnerships, Relationships, and Success Tenet Indicators
- Add Educator Effectiveness Tenet Indicators
- Add Postsecondary, Career, and Civic Readiness Tenet Indicators

*****Phase 2 could happen in multiple stages.*****
Each indicator could be brought online when the tenet itself is ready.

AQuESTT



Gathering Input

- January 11-18 Meetings with Practitioners
- January 25 Superintendent Advisory Council
- January 30 Nebraska ASCD
- February 5 ESU 6 Superintendents
- February 7 Overview to ESUCC Resources Committee
- February 15 Assessment and Accountability Advisory Committee
- February 21 Technical Advisory Committee
- February 23 Nebraska Association for Curriculum, Instruction and Assessment
- February 26 NDE School Improvement and Support Division Administrators and Directors
- February 28 ESU 13 Superintendents, ESU 15 & 16 Superintendents and Principals
- March 6 ESUCC Data Cadre, ESU 10 Superintendents
- March 7 Nebraska State Board of Education - Worksession
- March 12 ESU Staff Development Affiliate Group
- March 19 ESU 17 Superintendents and Principals
- March 28 ESU 3 Superintendents and Professional Learning Networks
- April 2 ESU 11 Principals
- April 25 Region III Superintendents

Further Questions/Thoughts/Ideas

AQuESTT

Thank you!