

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, December 4, 2025 1:00 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/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Thursday, December 4, 2025, 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. AQuESTT - Statewide School Accountability System  
Shirley Vargas

3. ADJOURNMENT  
President Tegtmeier

The regularly scheduled meeting of the State Board of Education will reconvene at 9:15 a.m. tomorrow in this room.



**NEBRASKA**  
DEPARTMENT OF EDUCATION

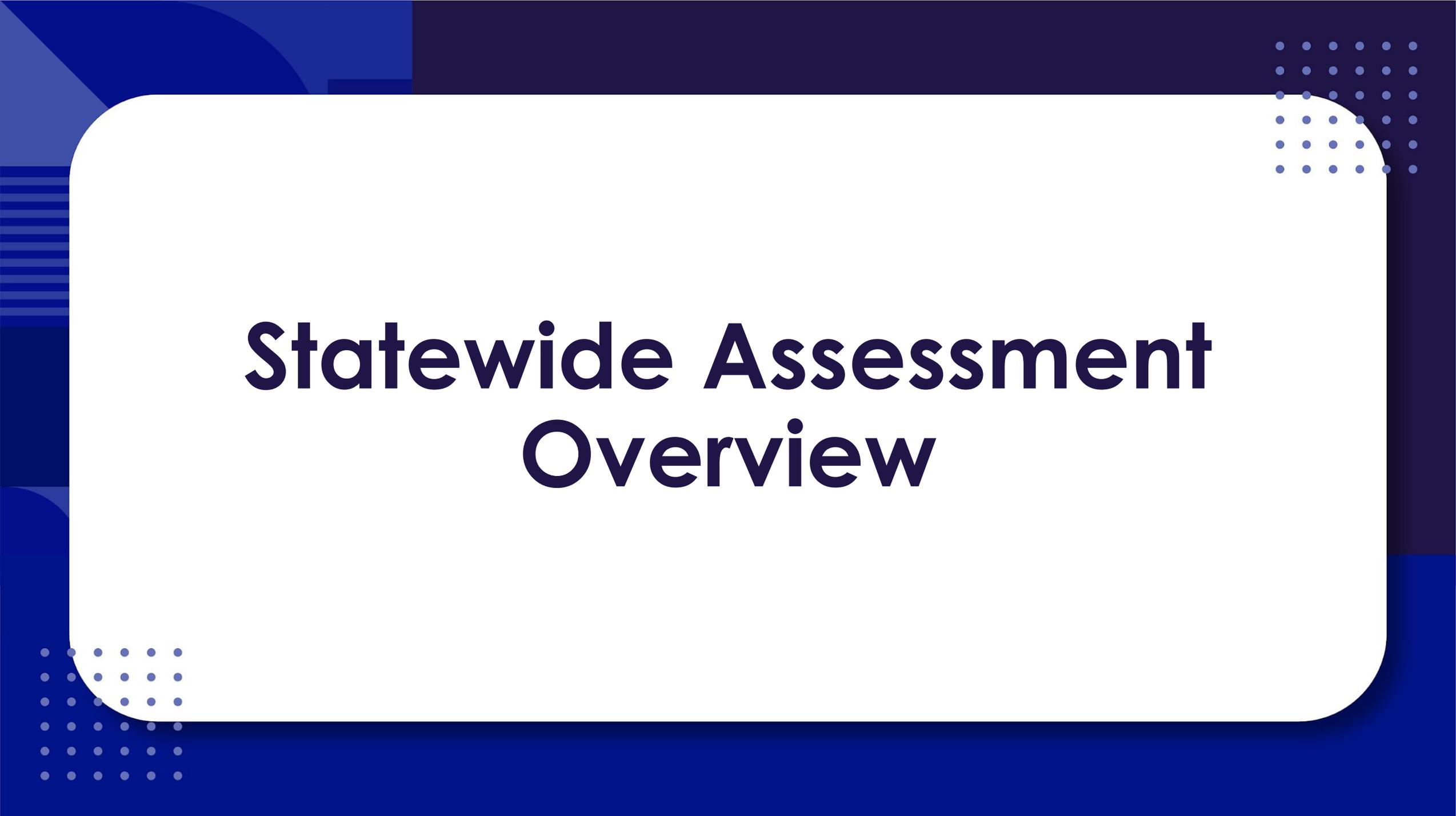
# **2025 Assessment and Accountability Overview**

Nebraska State Board of Education Work Session  
December 4, 2025



## Overview of:

- Statewide Assessment
- State Classifications
- Federal Designations

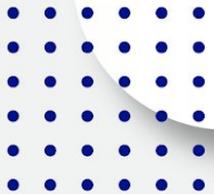


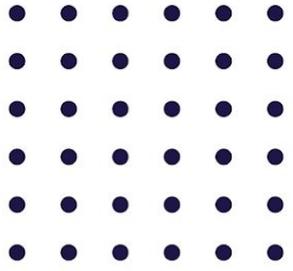
# Statewide Assessment Overview

**All Nebraska  
Students**

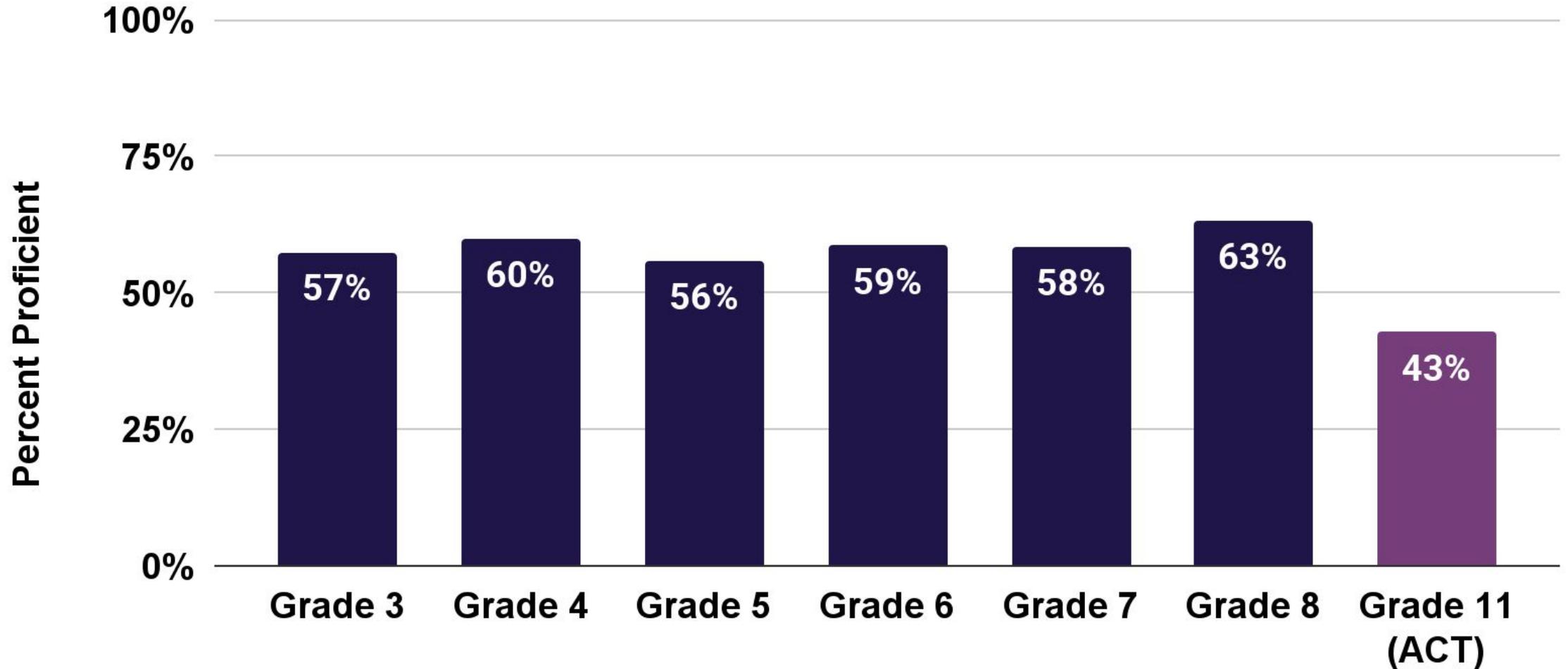
**167,617**

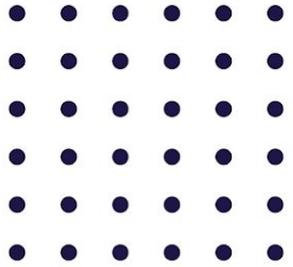
**Nebraska Students  
took the NSCAS/ACT  
assessments**



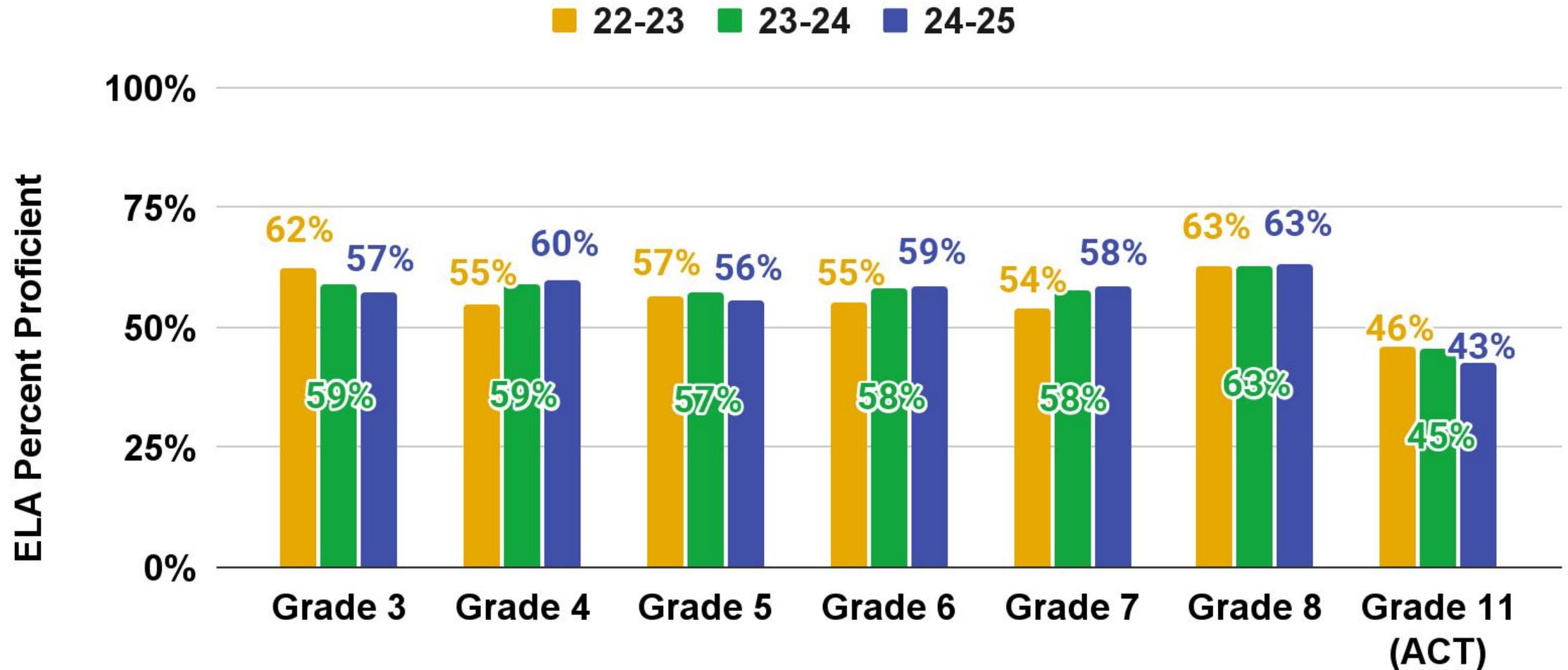


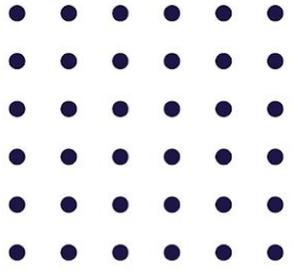
# 2024-2025 Statewide Proficiency Levels: All Students - English Language Arts



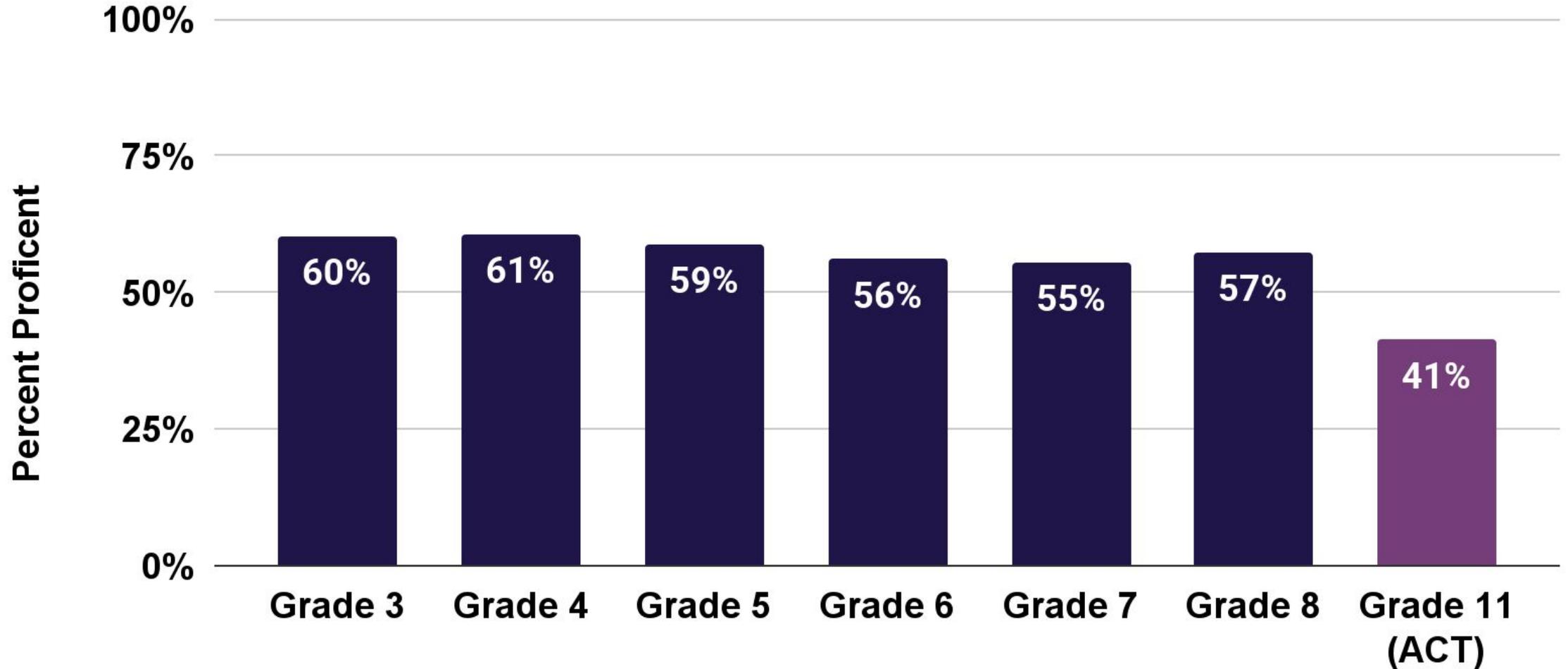


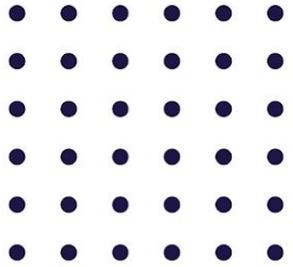
# 2024-2025 Statewide Proficiency Levels: All Students - English Language Arts 3-Year Trends



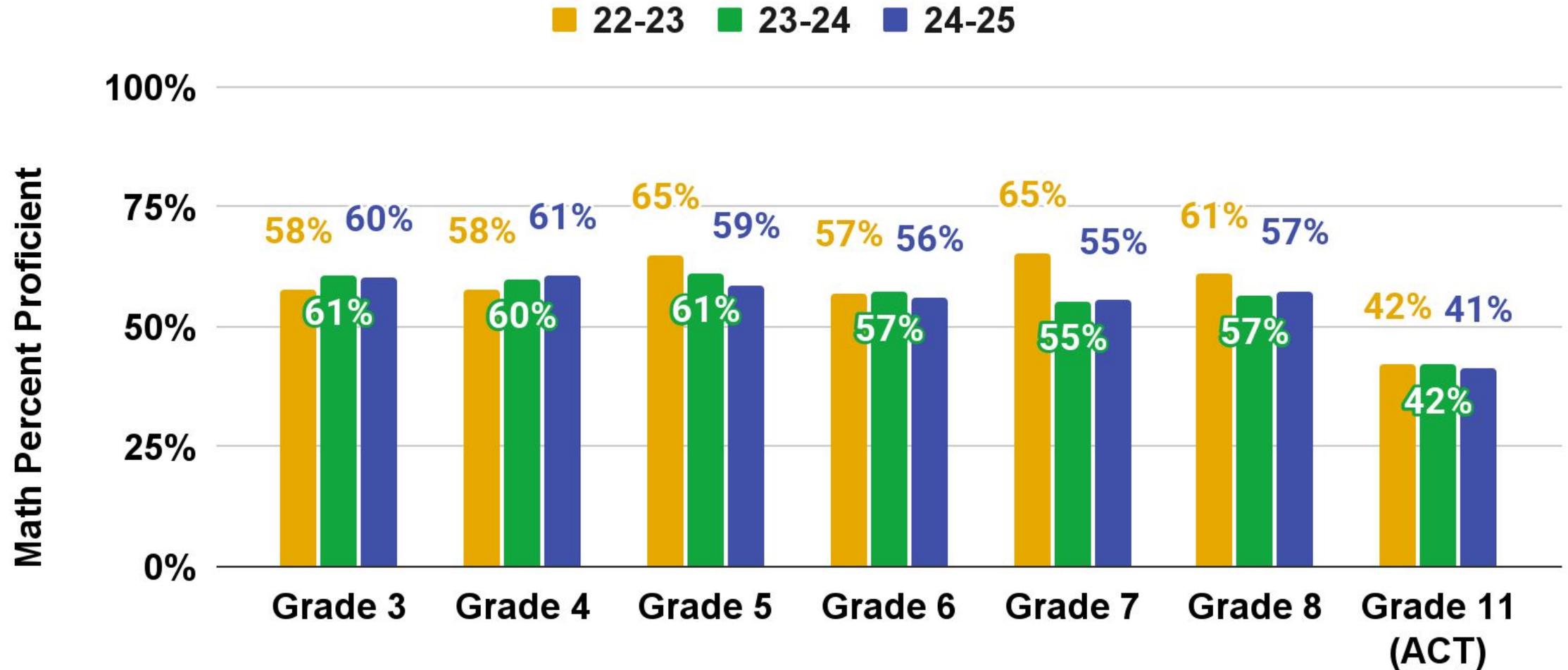


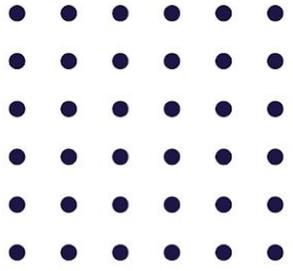
# 2024-2025 Statewide Proficiency Levels: All Students - Mathematics



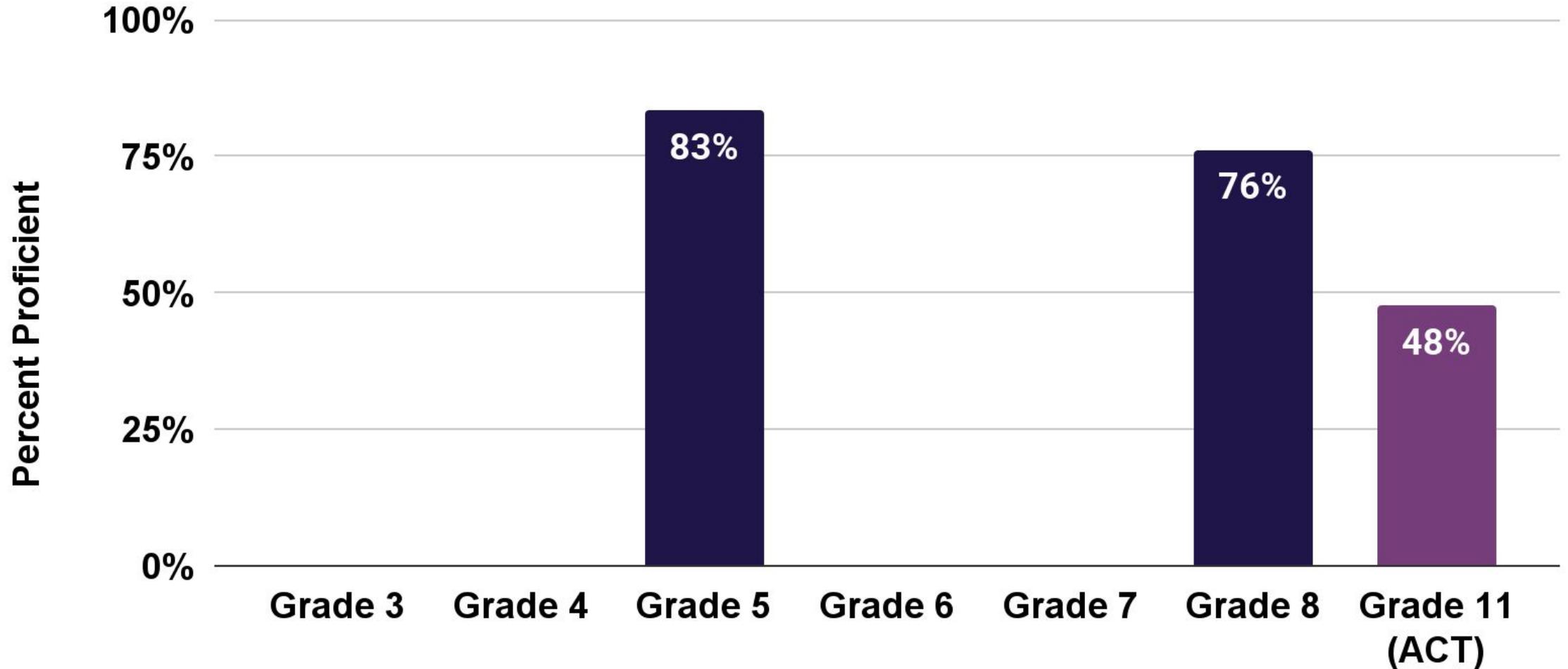


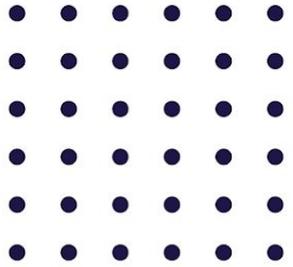
# 2024-2025 Statewide Proficiency Levels: All Students - Mathematics 3-Year Trends



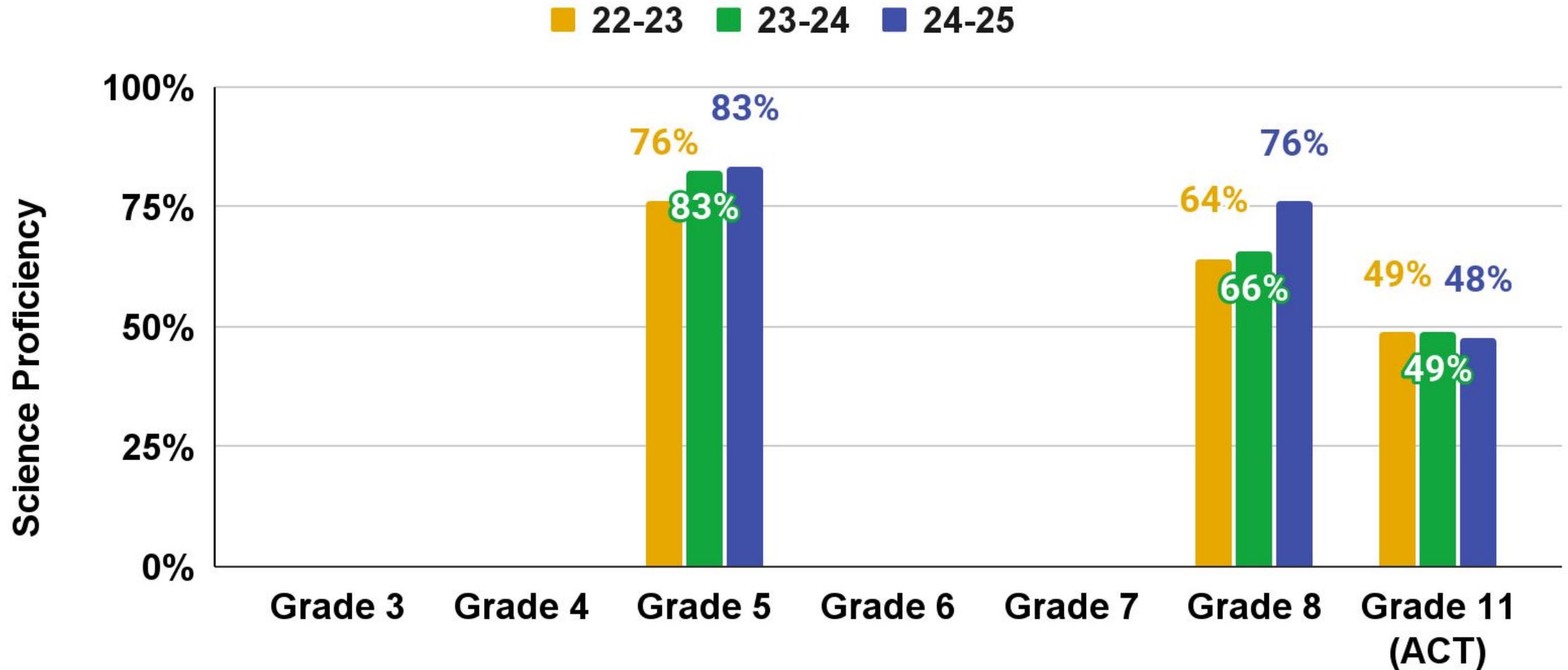


# 2024-2025 Statewide Proficiency Levels: All Students - Science





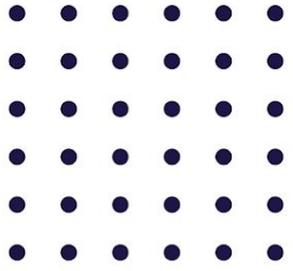
# 2024-2025 Statewide Proficiency Levels: All Students - Science 3-Year Trends



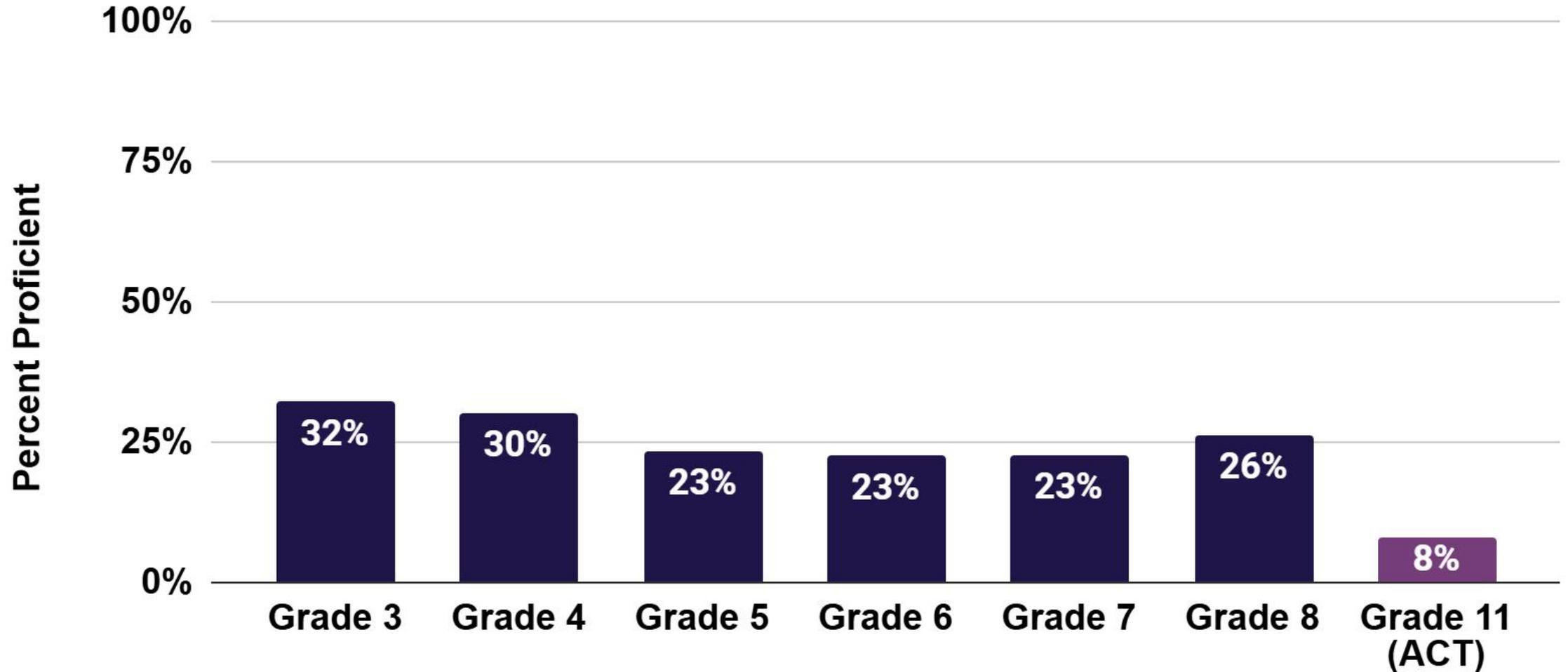
# Students with Economic Disadvantages

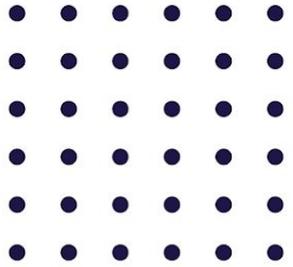
**50.43%**  
**of Nebraska  
Students**



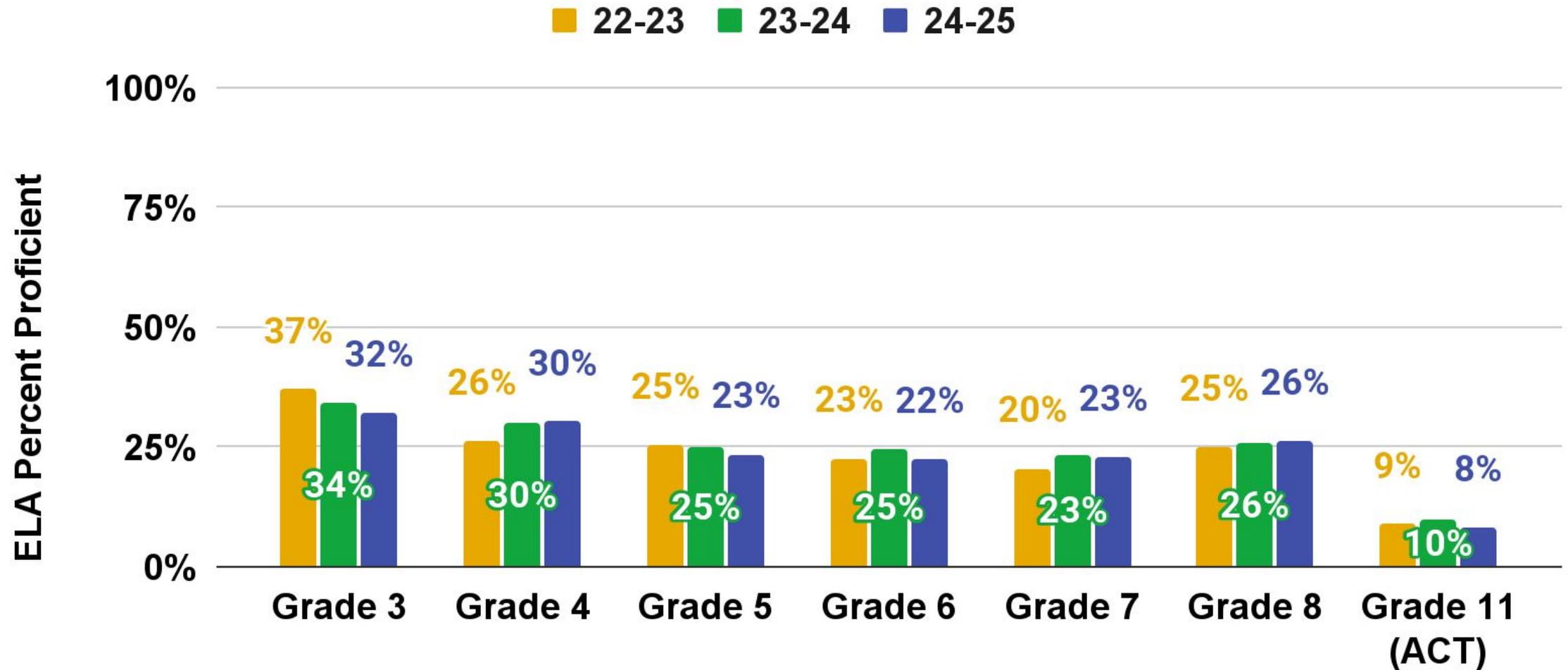


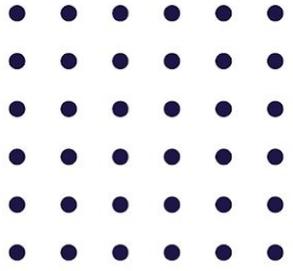
# 2024-2025 Statewide Proficiency Levels: Students with Economic Disadvantages - English Lang. Arts



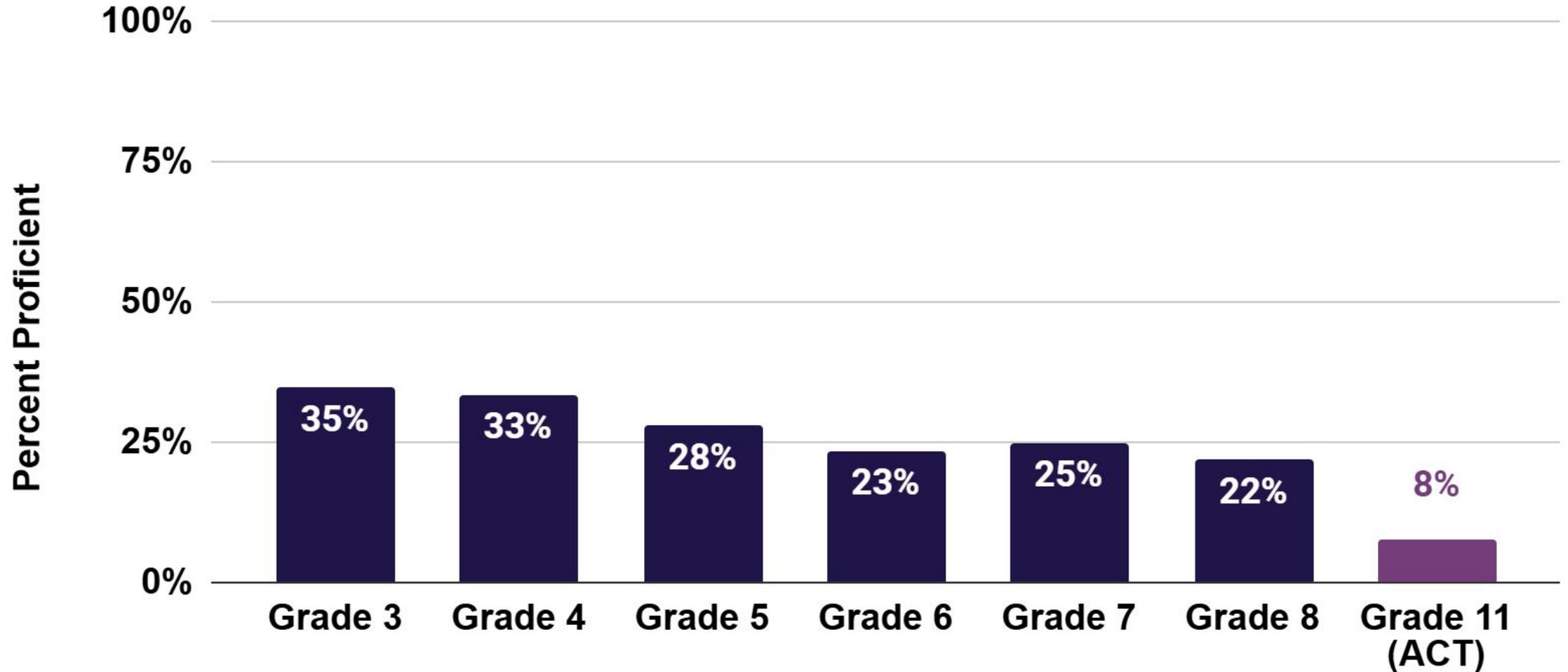


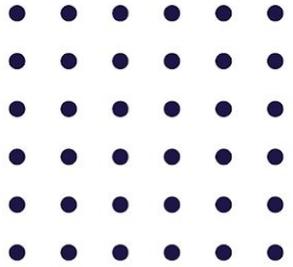
# 2024-2025 Statewide Proficiency Levels: Students with Economic Disadvantages - ELA 3-Year Trends



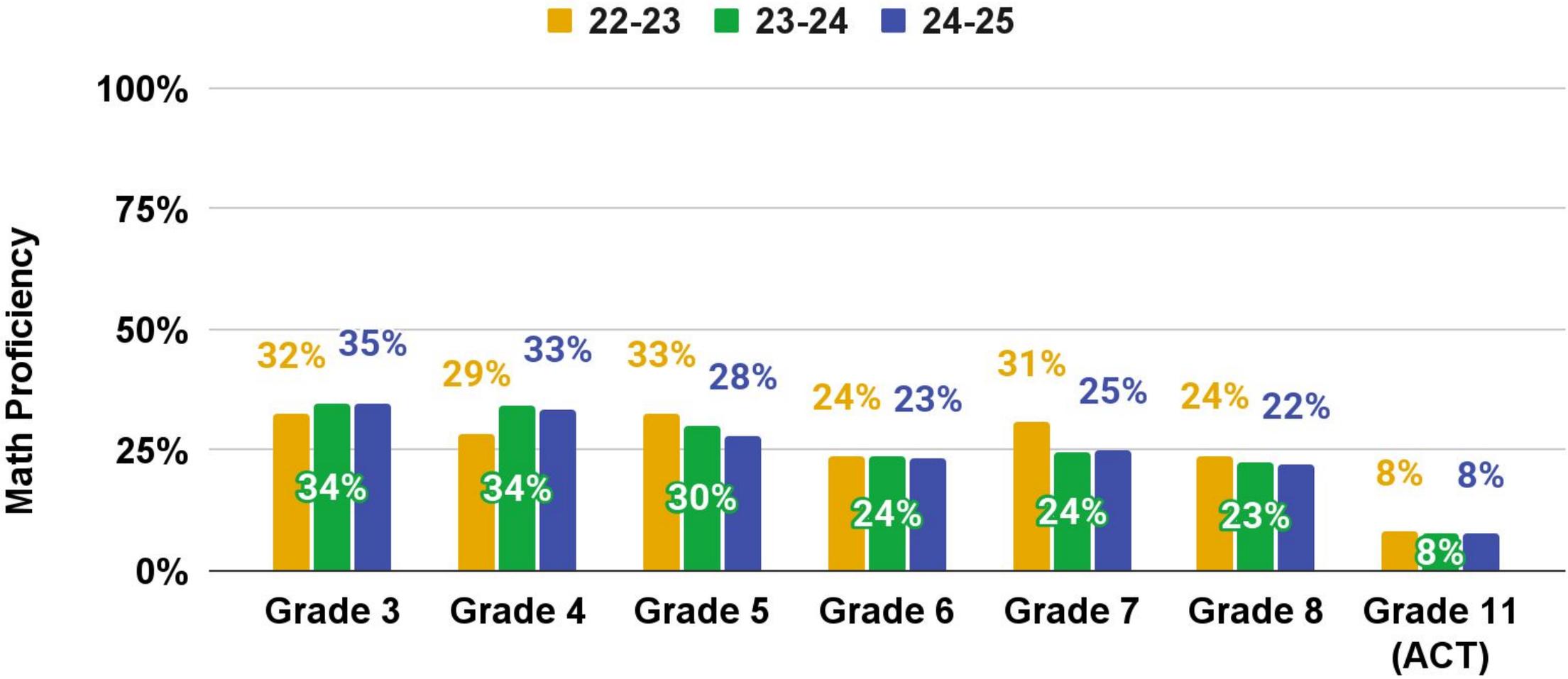


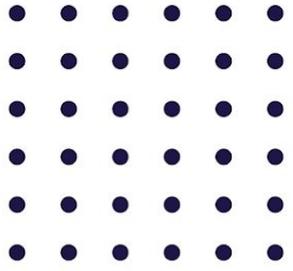
# 2024-2025 Statewide Proficiency Levels: Students with Economic Disadvantages - Mathematics



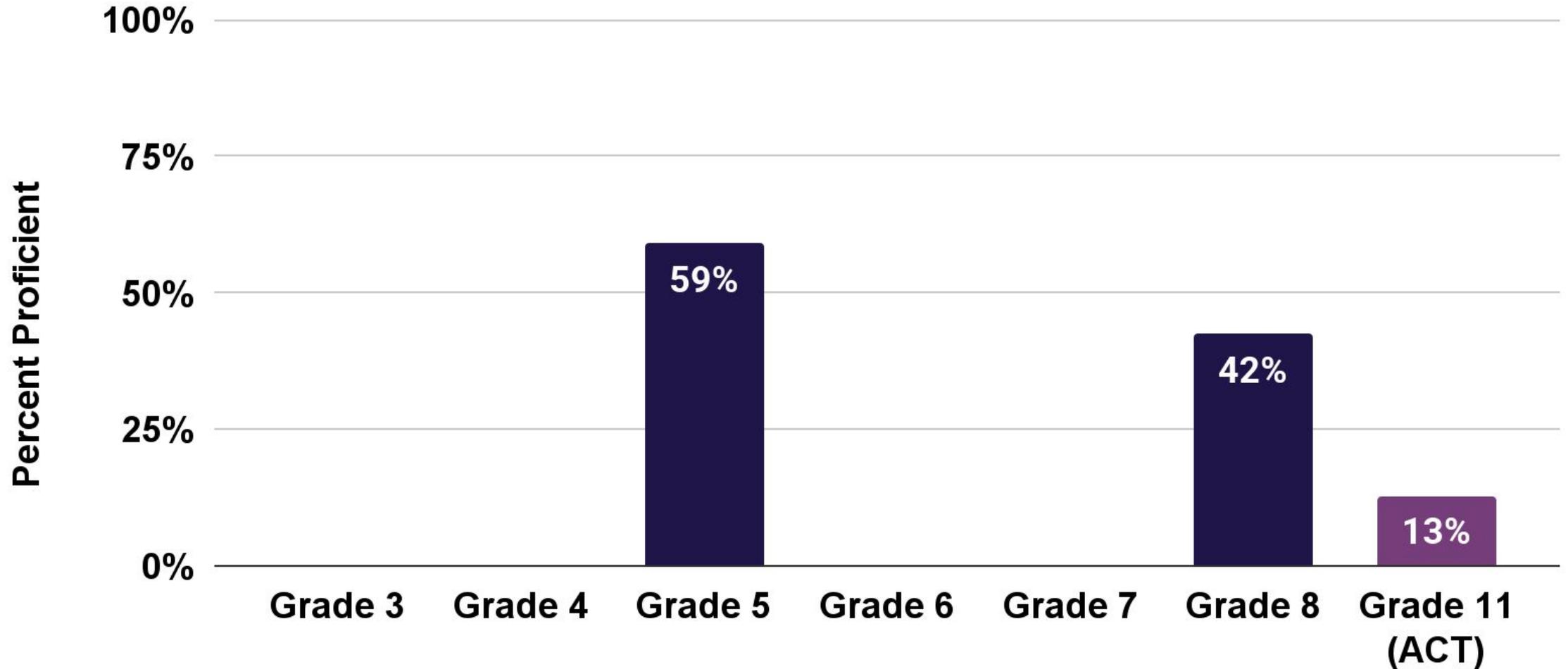


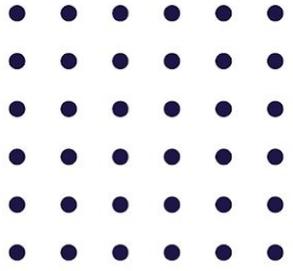
# 2024-2025 Statewide Proficiency Levels: Students with Economic Disadvantages - Math 3-Year Trends



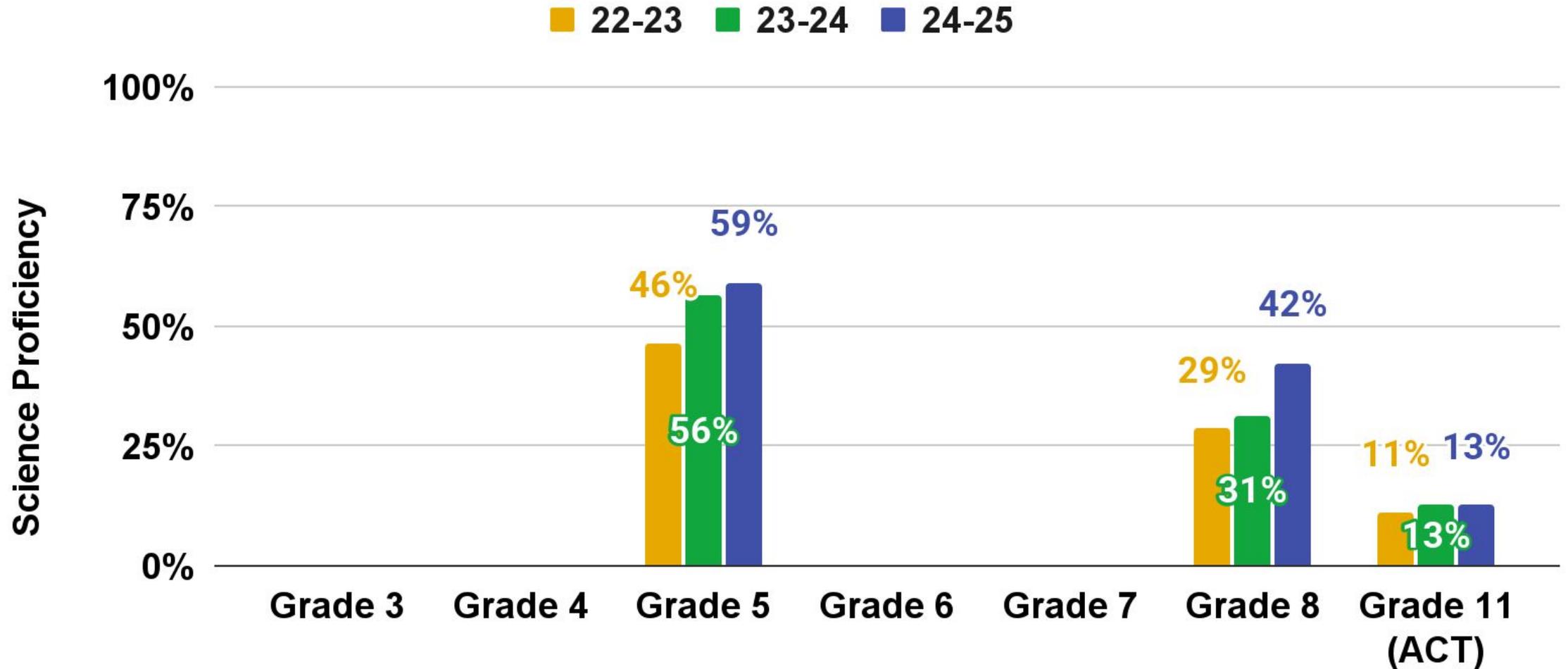


# 2024-2025 Statewide Proficiency Levels: Students with Economic Disadvantages - Science



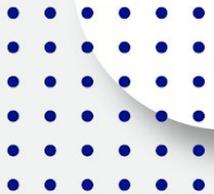


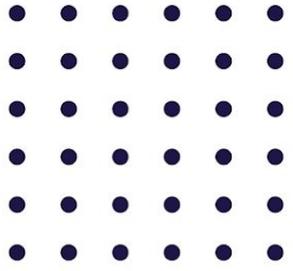
# 2024-2025 Statewide Proficiency Levels: Students w/Economic Disadvantages - Science 3-Year Trends



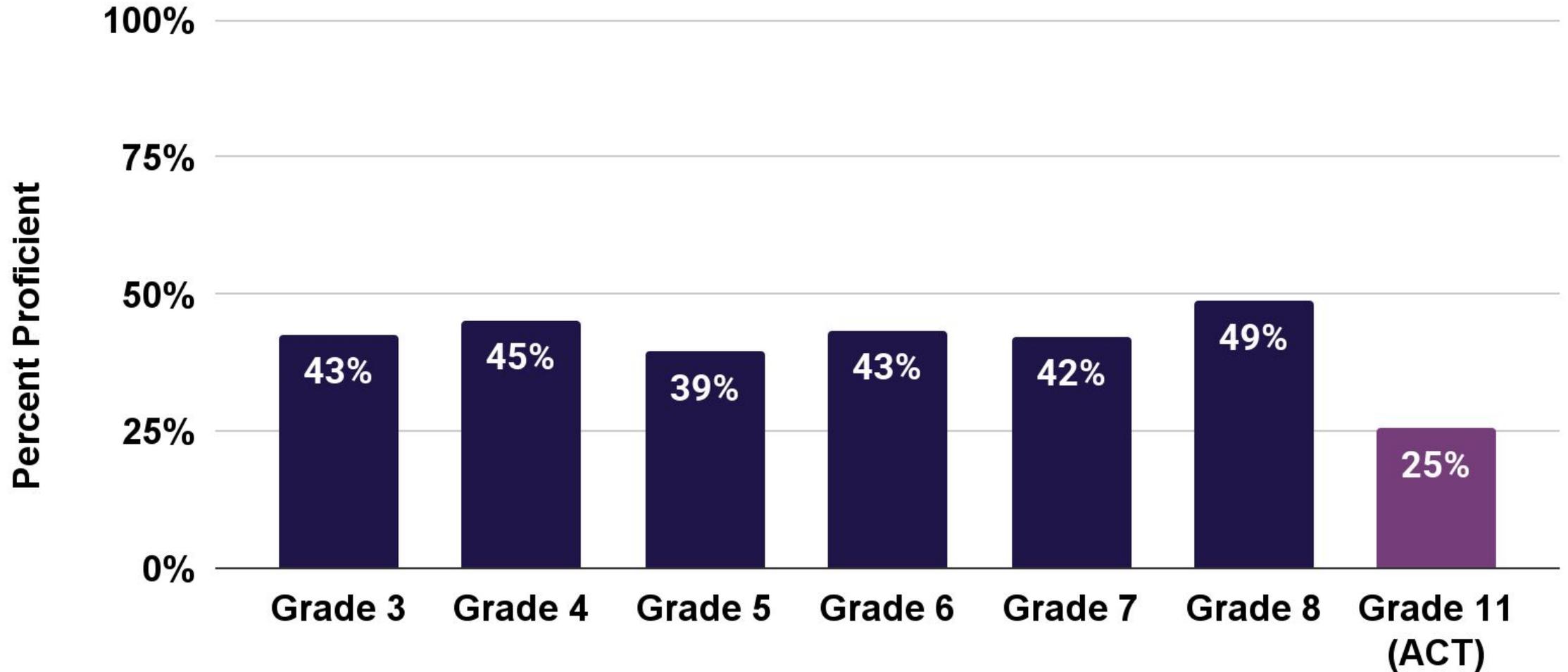
**Students with  
Disabilities**

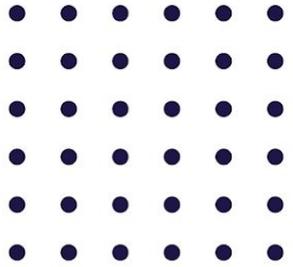
**17.07%**  
**of Nebraska  
Students**



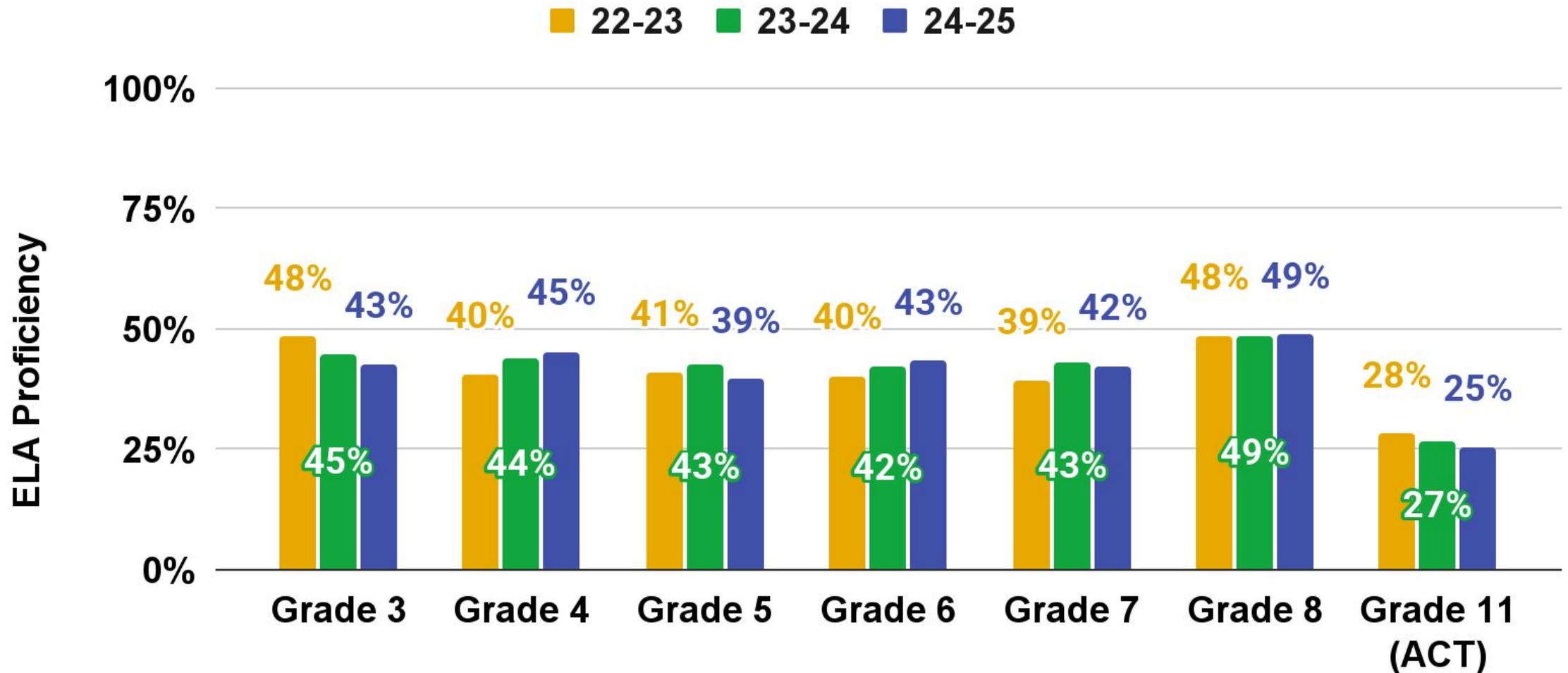


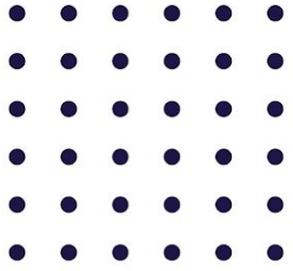
# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - English Language Arts



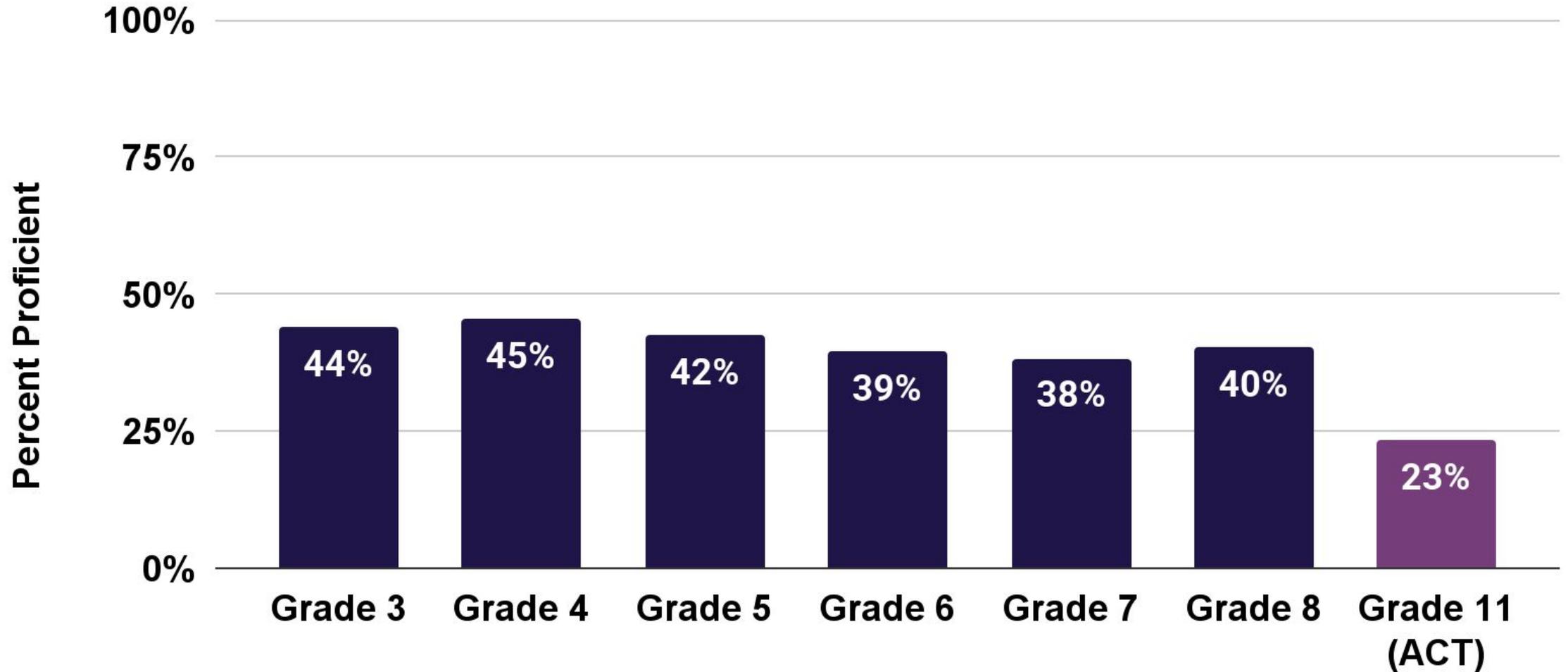


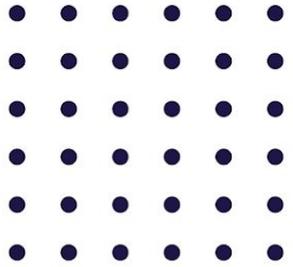
# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - ELA Three-Year Trends



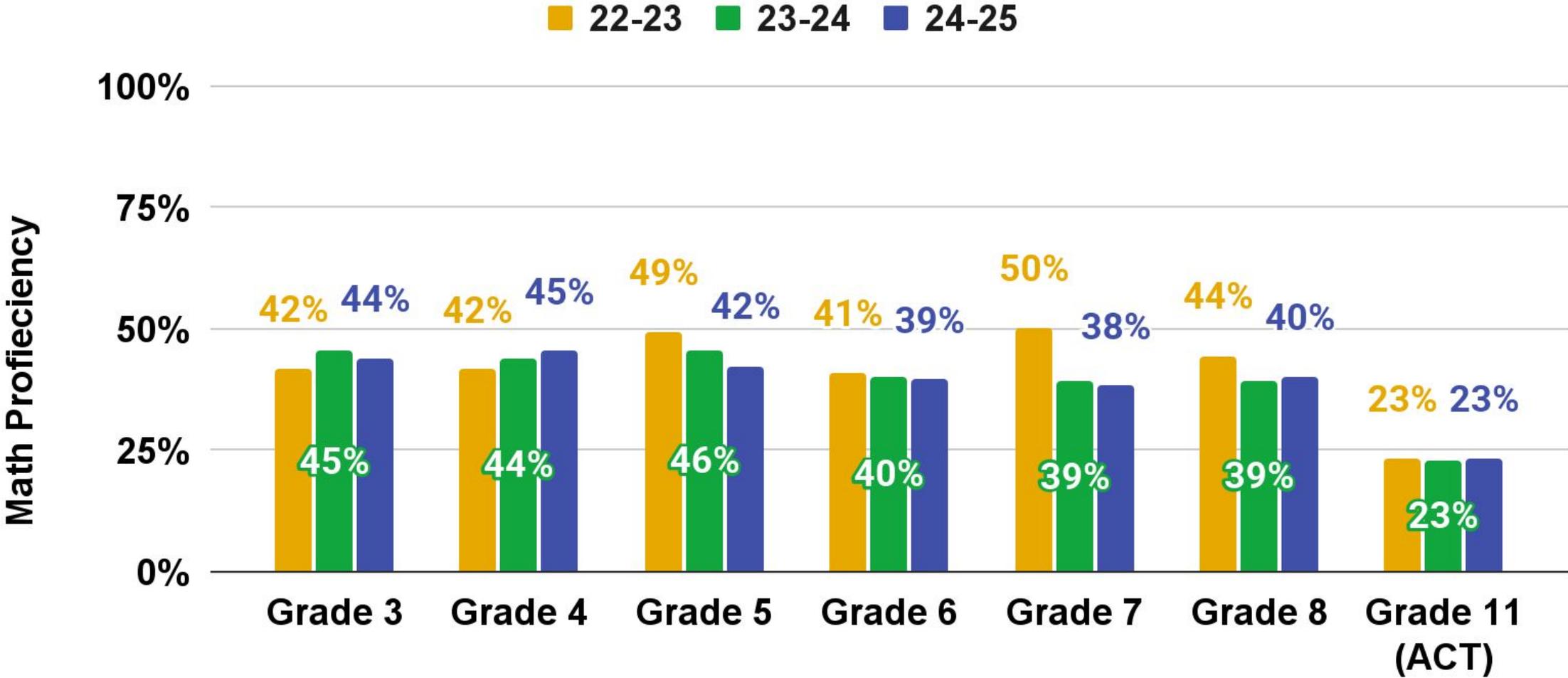


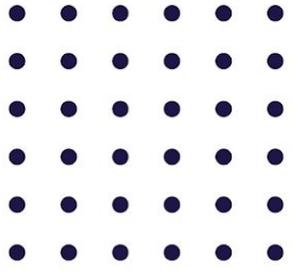
# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - Mathematics



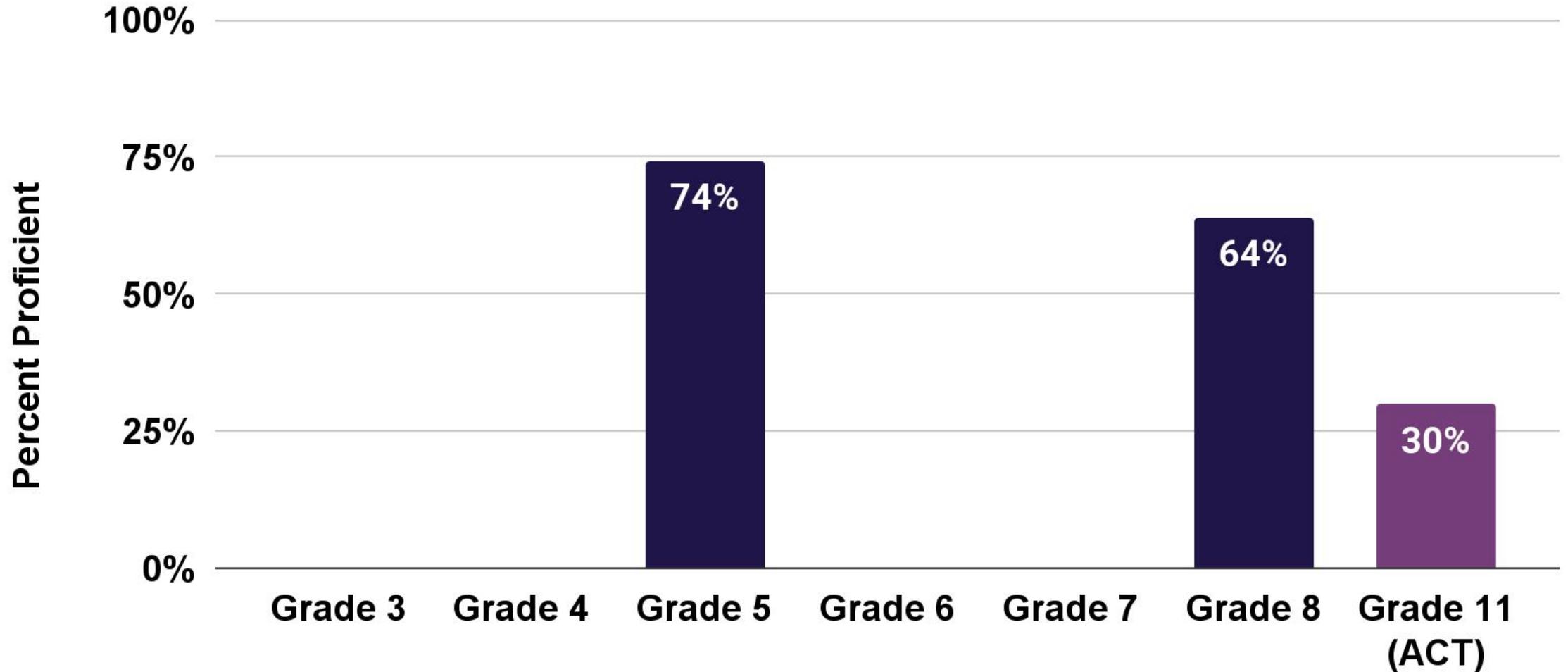


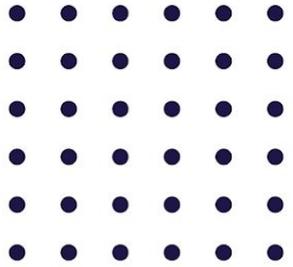
# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - Mathematics Three-Year Trends



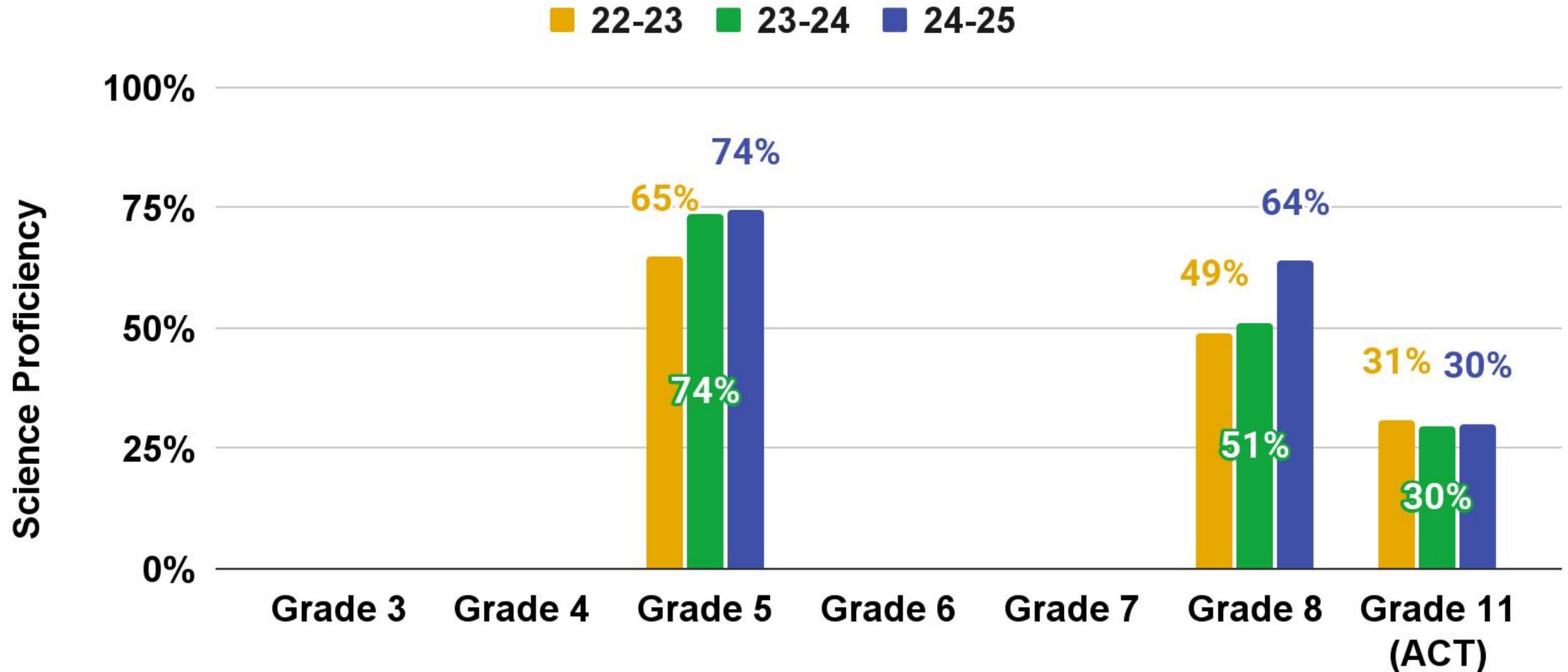


# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - Science



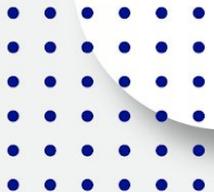


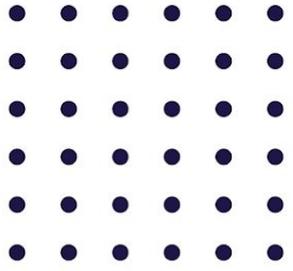
# 2024-2025 Statewide Proficiency Levels: Students with Disabilities - Science Three-Year Trends



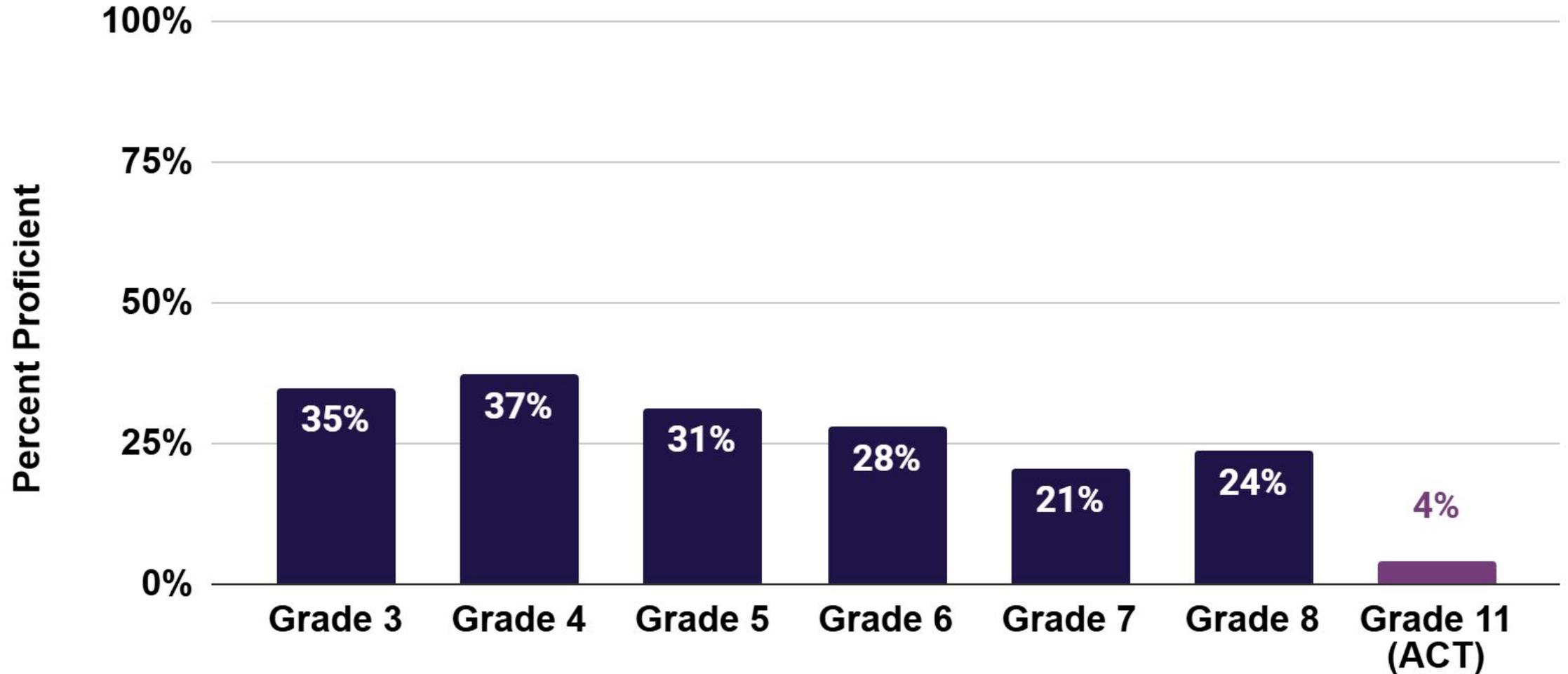
**English Learners**

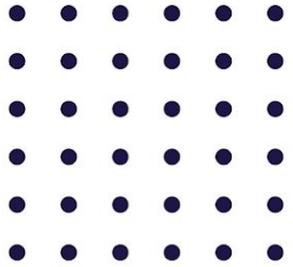
**10.34%**  
**of Nebraska**  
**Students**



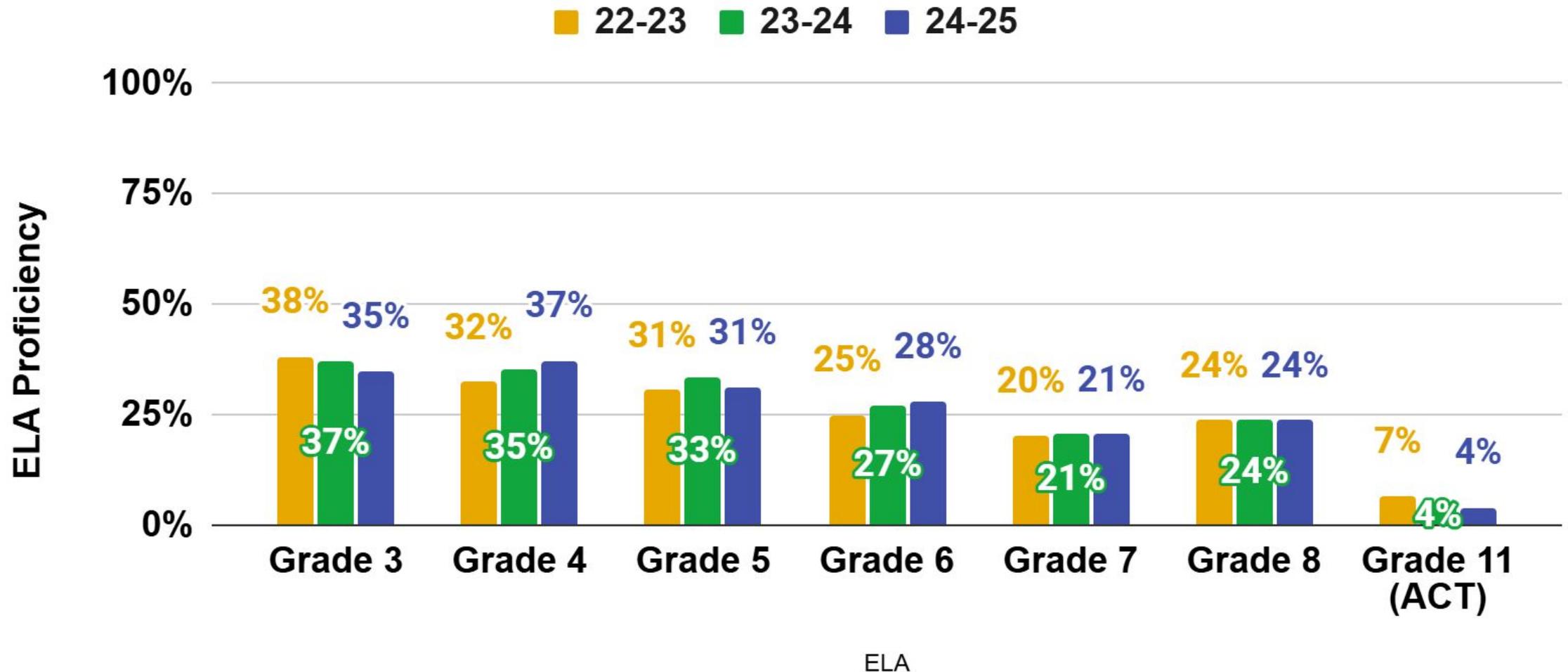


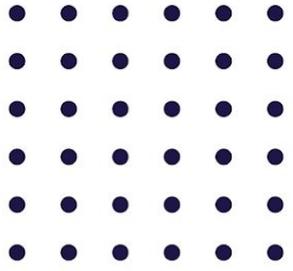
# 2024-2025 Statewide Proficiency Levels: English Learners - English Language Arts



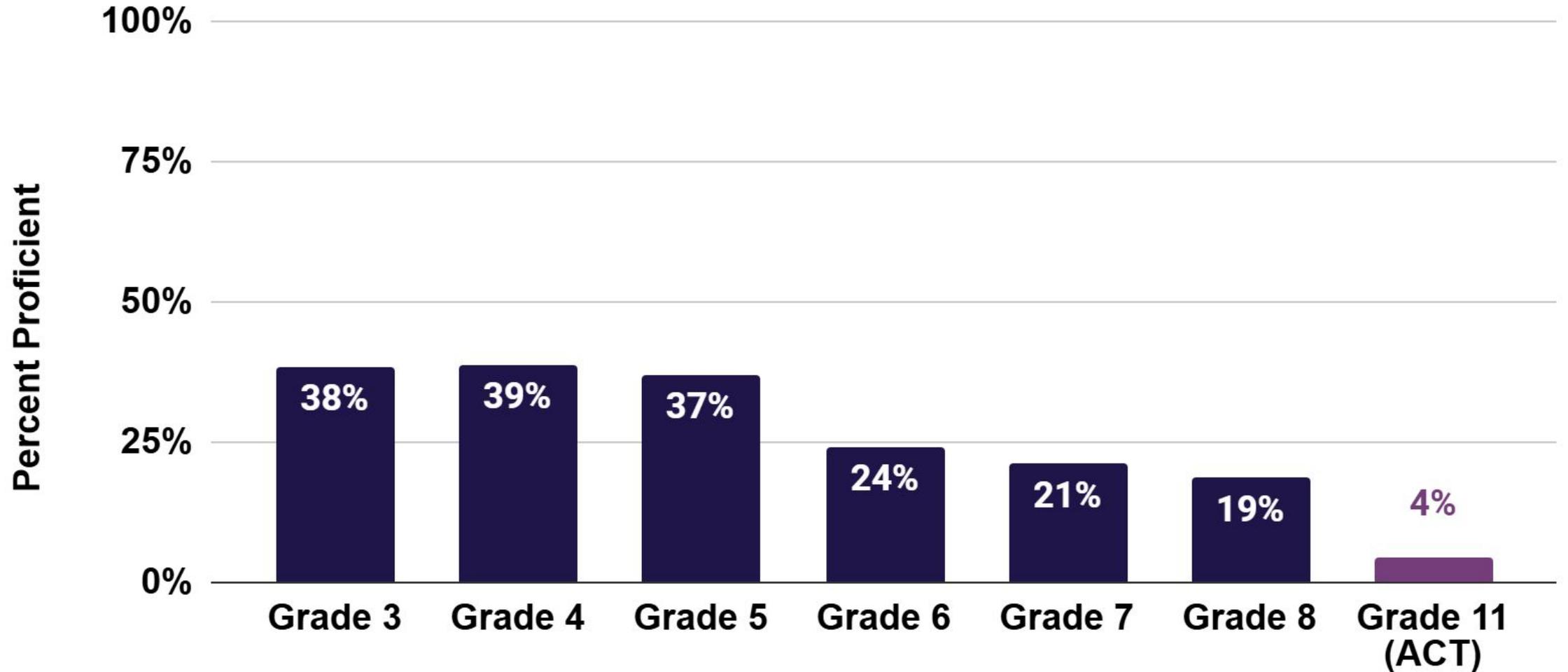


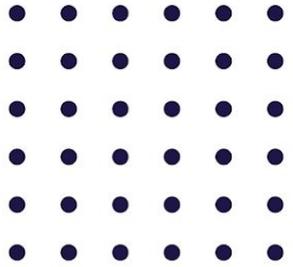
# 2024-2025 Statewide Proficiency Levels: English Learners - English Language Arts Three-Year Trends



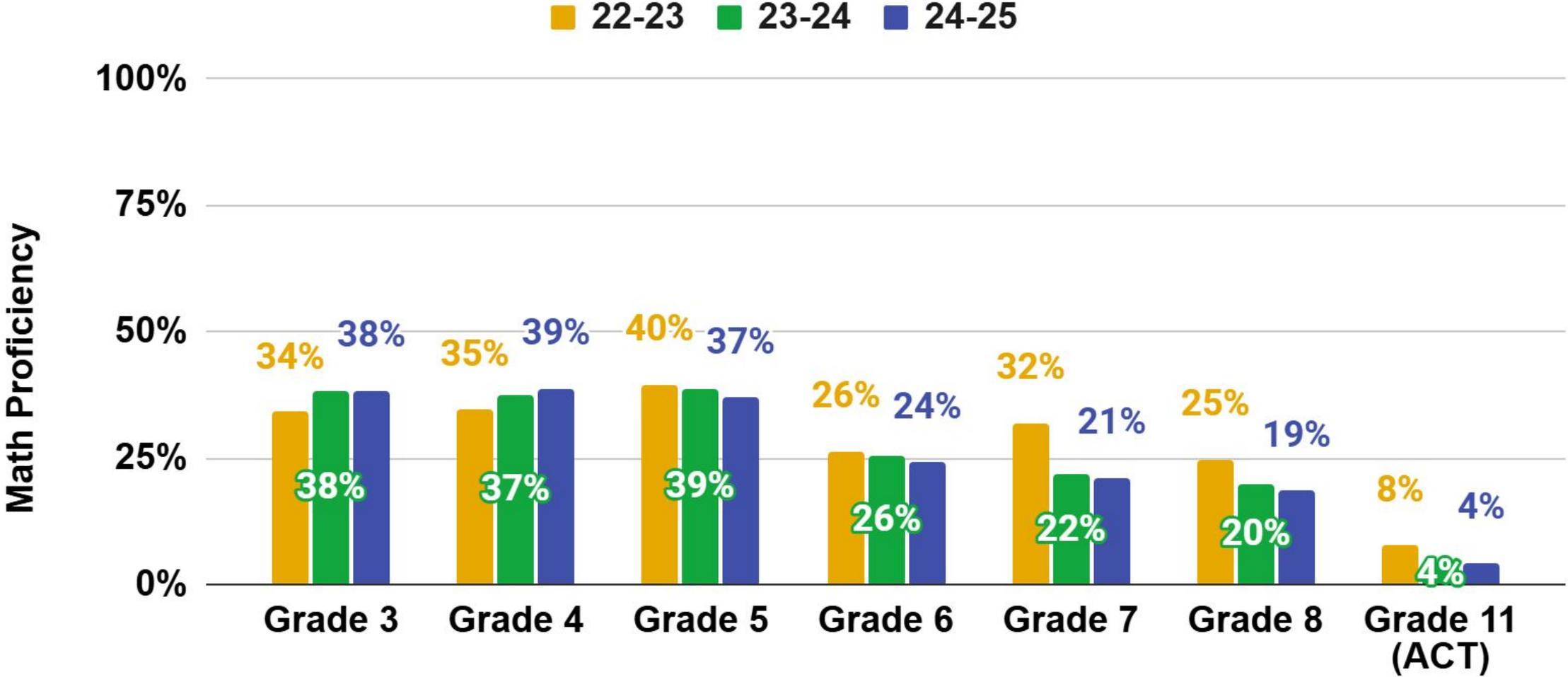


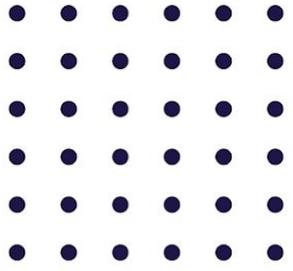
# 2024-2025 Statewide Proficiency Levels: English Learners - Mathematics



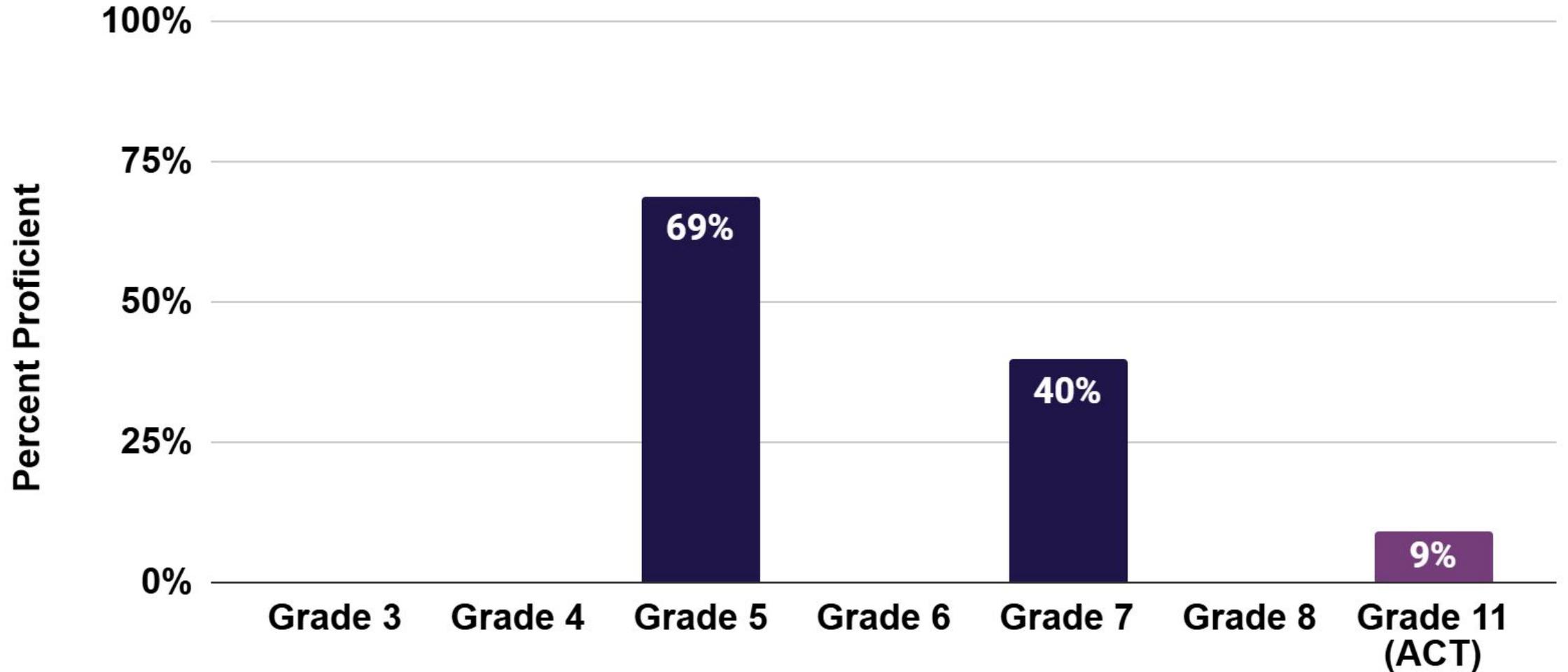


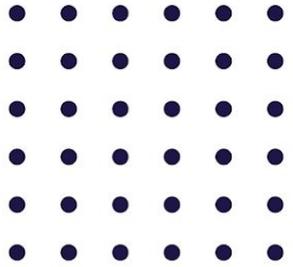
# 2024-2025 Statewide Proficiency Levels: English Learners - Mathematics Three-Year Trends



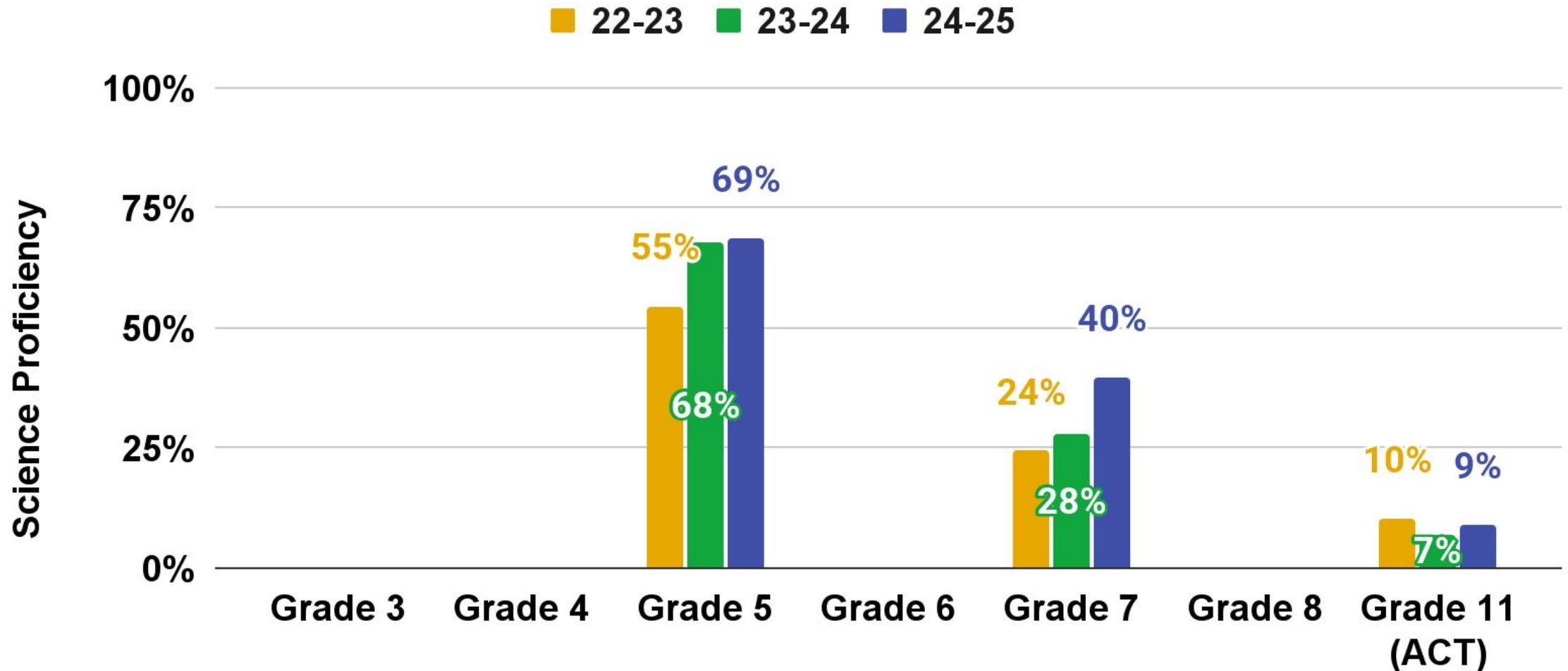


# 2024-2025 Statewide Proficiency Levels: English Learners - Science



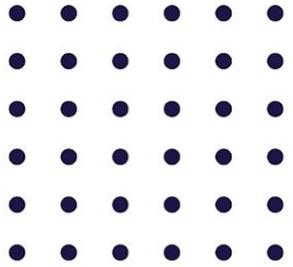


# 2024-2025 Statewide Proficiency Levels: English Learners - Science Three-Year Trends





# **State Classifications Overview and Analysis**



# State Classification Process

**Step 1**

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

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

**Step 2**

**Educational Opportunities & Access**



**+1, 0**

50% Chronic Absenteeism Reduction  
50% Progress towards English Language Proficiency

**Transitions**



**0, -1**

51% 4-Year Graduation Rate  
49% Extended Graduation Rate

**Positive Partnerships, Relationships, and Success**



**0, -1**

100% Student Discipline Rate

**Student Achievement & Growth**



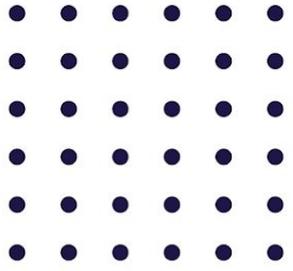
**+1, 0**

65% Growth  
25% Non-Prof. Reduction (65% for HS)  
10% Science Prof. (35% for HS)

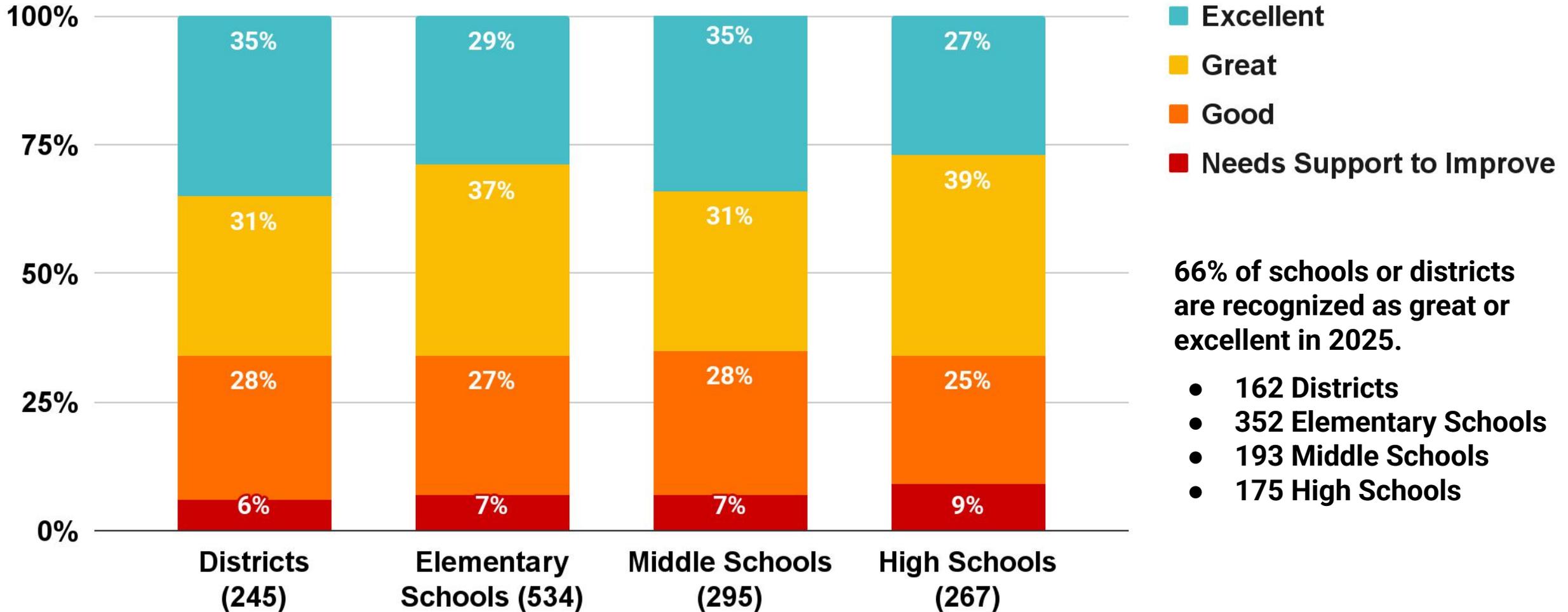
**Step 3**

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



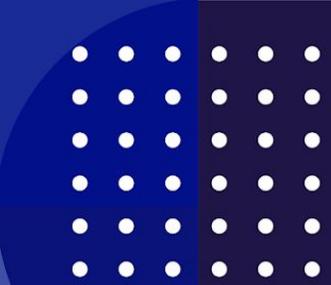


# 2025 Final Classification Distributions





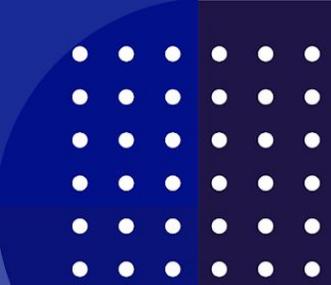
# **Federal Designations Overview and Analysis**



# Designation Definitions

## **Comprehensive Support and Improvement (CSI) –**

- The lowest performing five percent of Title I schools,
- Public high schools with a four-year adjusted cohort graduation rate of 67% or below, and/or
- Additional Targeted Support and Improvement schools that do not improve after three years



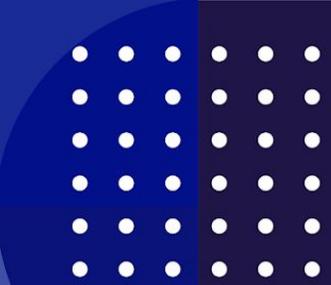
# Designation Definitions

## **Targeted Support and Improvement (TSI) –**

- Any school with consistently underperforming or low-performing student group(s)
  - *Student groups used are the 7 major racial/ethnic groups, English learners, students with disabilities, and/or economically disadvantaged students*

## **Additional Targeted Support and Improvement (ATSI) –**

- Any school with one or more student groups performing at or below the performance of all students in CSI schools



# 2025 Federal Designations Activity

- Identify TSI Student Groups
  - All eligible student groups in all schools
  - 152 student groups in 118 schools were designated TSI
- Identify Schools Exiting ATSI and CSI-ATSI
  - 51 of the 203 student groups eligible to exit showed the growth necessary to exit these designations
- Identify Schools Exiting CSI
  - 3 of the 23 schools eligible to exit showed the growth necessary to exit this designation

# 2025 Federal Designations Activity

<b>Student Group</b>	<b>TSI Designations</b>	<b>CSI-ATSI Exits</b>	<b>ATSI Exits</b>
<b>American Indian or Alaska Native</b>	4	1	0
<b>Asian</b>	1	0	0
<b>Black or African American</b>	20	3	4
<b>Economically Disadvantaged</b>	13	1	11
<b>English Learners</b>	18	1	5
<b>Students with Disabilities</b>	57	5	5
<b>Hispanic</b>	22	2	10
<b>Two or More Races</b>	14	0	2
<b>White</b>	3	0	1
<b>Total TSI/ATSI Occurrences</b>	152	13	38

# TSI Designation Changes

Year-to-Year Comparison of TSI Designations			
Student Group	2024-2025	2023-2024	Year-to-Year Change
American Indian or Alaska Native	4	1	Up 3
Asian	1	1	None
Black or African American	20	8	Up 12
Economically Disadvantaged	13	7	Up 6
English Learners	18	12	Up 6
Students with Disabilities	57	24	Up 33
Hispanic	22	4	Up 18
Two or More Races	14	6	Up 8
White	3	1	Up 2
<b>Total TSI Occurrences</b>	<b>152</b>	<b>64</b>	<b>Up 89</b>

# Key Takeaways

- Assessment
  - Consistent performance across years regardless of student demographic
- Classifications
  - 66% of schools and districts classified as great/excellent
- Designations
  - 25% of eligible student groups exited their designations

**For more  
information:**



<http://nep.education.ne.gov/>



**NEBRASKA**  
DEPARTMENT OF EDUCATION

# Thank you!

**Dr. Trudy Clark**

Trudy.Clark@Nebraska.gov  
402-314-3013

**Dr. Derek Ippensen**

Derek.Ippensen@Nebraska.gov  
402-405-2574