

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, September 1, 2022 9:00 AM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** Nebraska Innovation Campus
Banquet Hall
2021 Transformation Drive
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- 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/Agendas.html
- Lunch:** On Thursday, September 1, 2022, if necessary, the State Board of Education may break for lunch at 12:30 p.m. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board will take a 45 minute recess at or after 12:00 p.m.)
President Koch Johns
 - 1.1. Roll Call
President Koch Johns
 - 1.2. Pledge of Allegiance
President Koch Johns
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Koch Johns
 - 1.4. Meeting Protocol
Commissioner Blomstedt

2. BUSINESS

President Koch Johns

2.1. Informational Work Session on Accountability

Lane Carr and Shirley Vargas

Informational Work Session on Accountability

3. ADJOURNMENT (11:00 a.m.)

President Koch Johns

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

RE • STORING NORMAL

AQuESTT System of Supports: State Board Work Session September 1, 2022

Dr. Shirley Vargas
School Transformation
Officer, Office of School
& District Support

Lane Carr
Administrator,
Office of Policy &
Strategic Initiatives



Objectives

- Share the policy context under which standards, assessment, and accountability are interdependent
- Briefly review the AQuESTT system of accountability and support
- Foreshadow Fall 2022 classifications and designations
- Outline next steps for accountability beyond the 2022-23 school year

The background features a repeating pattern of light green circular arrows on a yellow-to-green gradient. The arrows are arranged in a grid-like fashion, pointing in various directions, creating a sense of continuous motion and interconnectedness.

The Links Between Standards, Assessment, and Accountability:

History and What it Means in Practice

The Historic Roots of Standards, Assessment, and Accountability

- Response to Sputnik → National Defense Education Act (1958)
- Response to Civil Rights → Elementary & Secondary Education Act (ESEA) of 1965
- “Rising Tide of Mediocrity” → Nation at Risk (1983)
- Standards-Based Reform to Scale → No Child Left Behind (2001)
- Greater State Autonomy → Every Student Succeeds Act (2015)



Stop & Jot

- What are your reactions to the quick historical context provided?
- How does the image capture the interconnectedness of standards, assessment, and accountability?
- How does an action taken on any one of these areas impact the others?



Stop & Jot

“The theory of action behind standards-based reform is to create a coherent policy structure linking academic standards, student assessments, and accountability for results to drive positive student outcomes.”



Nebraska's Historical Context



- Historical context of standards for content areas, statewide assessment and reporting, statewide accountability system, and school and district support
- Implications of federal and state law over time
- Ample stakeholder feedback and input in the development of the accountability system, AQuESTT

Nebraska's Historical Context



- Take 5 minutes to look through the document:
 - Mark up with questions, things you lived through, or things you didn't know

Nebraska's Historical Context



- Take 5 minutes to look through the document:
 - Mark up with questions, things you lived through, or things you didn't know
- Discuss with a partner for 5 minutes
- Share out

Narrowing the Focus to Accountability



“An accountability system is the set of policies and practices that a state uses to measure and hold schools and districts responsible for raising student achievement for all students, and to prompt and support improvement where necessary.”

Why do we need an accountability system?

- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement

AQUESTT

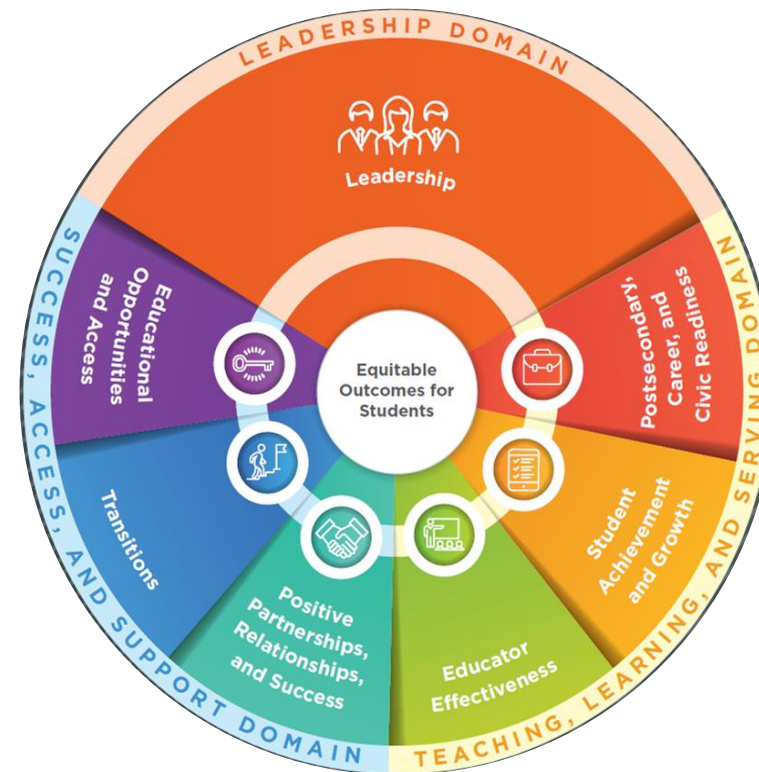


AQuESTT Framework


AQuESTT System of Support

Classification + Framework for Improvement = AQuESTT

Excellent
Great
Good
Needs Support to Improve



State Board Position Statement S2

 NEBRASKA
DEPARTMENT OF EDUCATION

Nebraska State Board of Education Position Statements

S2 - Accountability for Quality Education System, Today and Tomorrow (AQuESTT)

The Nebraska Department of Education (NDE), comprised of the State Board of Education and Commissioner of Education, is constitutionally charged with the general supervision and administration of the school system in the State of Nebraska (Nebraska Constitution, Article VII, Sec. 2). The State Board of Education is also to serve as the policy-forming, planning, and evaluative body for the state school program (Neb. Rev. Stat. §79-301-(2)). The State Board strives to sets forth policy, planning, and evaluation systems to allow Nebraska's school program to meet the diverse needs of its learners.

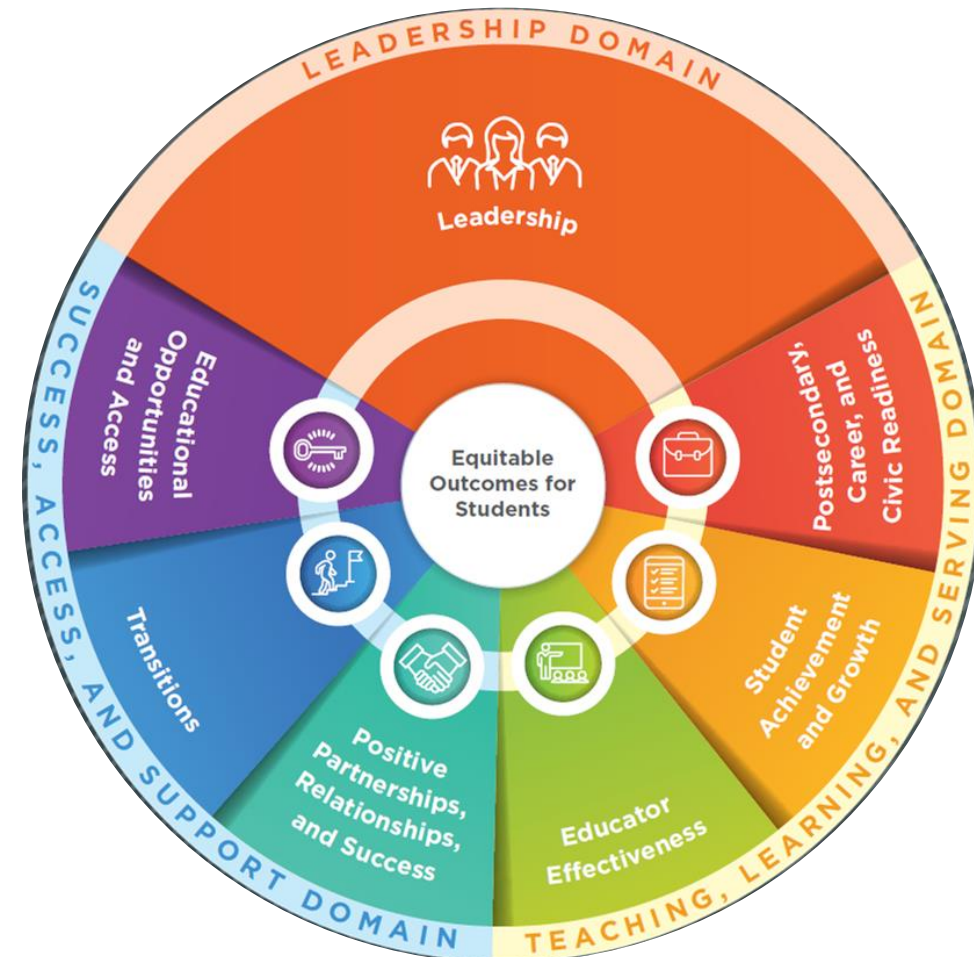
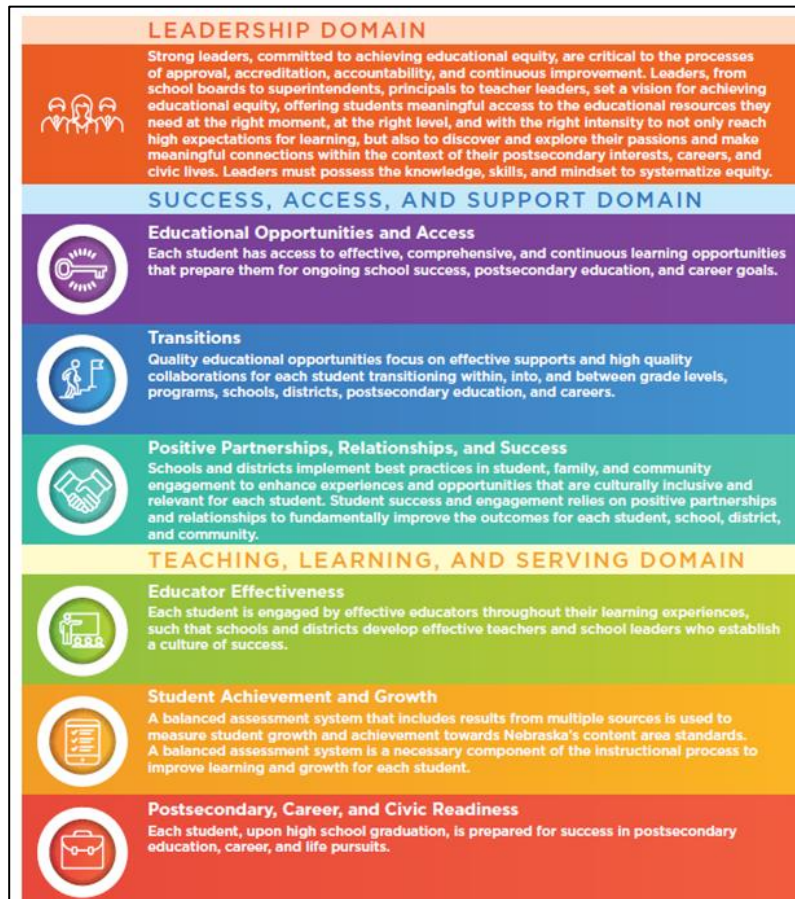
Beyond this authority, the State Board seeks to ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state. The clear cohesion of education systems is imperative for the good of Nebraska students and for the state to have a vibrant and economically successful future. It is upon this foundation that the framework of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) is implemented.

As part of its evaluative processes and duties, the State Board of Education leverages three separate, but interrelated systems to ensure equal operation of schools and equitable outcomes for all students: Approval, Accreditation, and Accountability.

- Approval denotes a school is meeting regulations and procedures outlined in rules promulgated by the State Board of Education and statutes outlining the legal operation, regulations, and procedures necessary to establish safe environments and access to educational opportunity for all students in public and nonpublic elementary and secondary schools (Neb. Rev. Stat. §79-703).
- Accreditation emphasizes quality of programming and a focus on continuous improvement. All public schools must be approved and accredited. (Neb. Rev. Stat. 79-703).
- Accountability uses student related outcomes (ex. Graduation rate, student growth and proficiency on assessments) to measure the performance of individual public schools and school districts. (Neb. Rev. Stat. 79-760.06).

- State Board establishes tenets and domains
- Outlines definitions of
 - Approval
 - Accreditation
 - Accountability
- Updated 2019

A Quality Education System for Today and Tomorrow A system of accountability and support



Which Laws Govern Accountability?

Chapter 79

79-760.06.

Accountability system; combine multiple indicators; State Department of Education; powers; duties; designation of priority schools.

(1) The State Board of Education shall establish an accountability system to be used to measure the performance of individual public schools and school districts. The accountability system shall combine multiple indicators, including, but not limited to, graduation rates, student growth and student improvement on the assessment instruments provided in section 79-760.03, student discipline, and other indicators of the performance of public schools and school districts as established by the state board.

(2) The indicators selected by the state board for the accountability system shall be combined annually into a school performance score and district performance score. The state board shall establish levels of performance based upon school performance scores and district performance scores in order to annually classify and report the performance of public schools and school districts beginning with the reporting of data from school year 2014-15. The department shall classify and report the performance of public schools and school districts annually on or before December 31 of each calendar year.

(3) The state board shall designate priority schools based on such classification. Schools designated as priority schools shall be at the lowest performance level at the time of the initial priority school designation. Schools designated as priority schools shall remain priority schools until such designation is removed by the state board. No less than three schools may have a priority school designation at one time. Schools designated as priority schools shall be subject to the requirements of section 79-760.07. The State Department of Education shall annually report the performance level of individual public schools and school districts as part of the statewide assessment and reporting system.

Elementary and Secondary Education Act of 1965

[As Amended Through P.L. 115-224, Enacted July 31, 2018]

[Currency: This publication is a compilation of the text of Public Law 89-10. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at <https://www.govinfo.gov/app/collection/comps/>]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

SECTION 1. [20 U.S.C. 6301 note] SHORT TITLE.

This Act may be cited as the "Elementary and Secondary Education Act of 1965".

SEC. 2.¹ TABLE OF CONTENTS.

The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Sec. 1001. Statement of purpose.
Sec. 1002. Authorization of appropriations.
Sec. 1003. School improvement.
Sec. 1003A. Direct student services.
Sec. 1004. State administration.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

Sec. 1111. State plans.
Sec. 1112. Local educational agency plans.
Sec. 1113. Eligible school attendance areas.
Sec. 1114. Schoolwide programs.
Sec. 1115. Targeted assistance schools.
Sec. 1116. Parent and family engagement.
Sec. 1117. Participation of children enrolled in private schools.
Sec. 1118. Fiscal requirements.
Sec. 1119. Coordination requirements.

Subpart 2—Allocations

Sec. 1121. Grants for the outlying areas and the Secretary of the Interior.
Sec. 1122. Allocations to States.
Sec. 1124. Basic grants to local educational agencies.
Sec. 1124A. Concentration grants to local educational agencies.
Sec. 1125. Targeted grants to local educational agencies.
Sec. 1125AA. Adequacy of funding to local educational agencies in fiscal years after fiscal year 2001.
Sec. 1125A. Education finance incentive grant program.

¹The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114-95 (129 Stat. 1807).

Accountability Indicators



*An indicator is a “...measure of gain in **student achievement** or **element perceived to influence** those gains. Provide parents and communities with **richer picture** of school performance.”*

~CCSSO, 2017

Indicators

Status - Percent proficient on ELA and math (NSCAS for 3-8, ACT for 3rd Year Cohort)

Progress - Growth and Non-Proficiency Reduction

Graduation Rate - Four- and seven-year graduation rate

Progress Toward English Language

Proficiency - English learners' progress toward proficiency

Chronic Absenteeism - Reduction in school chronic absence rates

Accountability Indicators



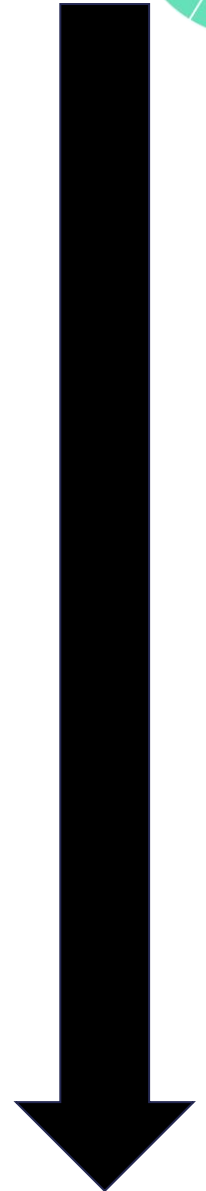
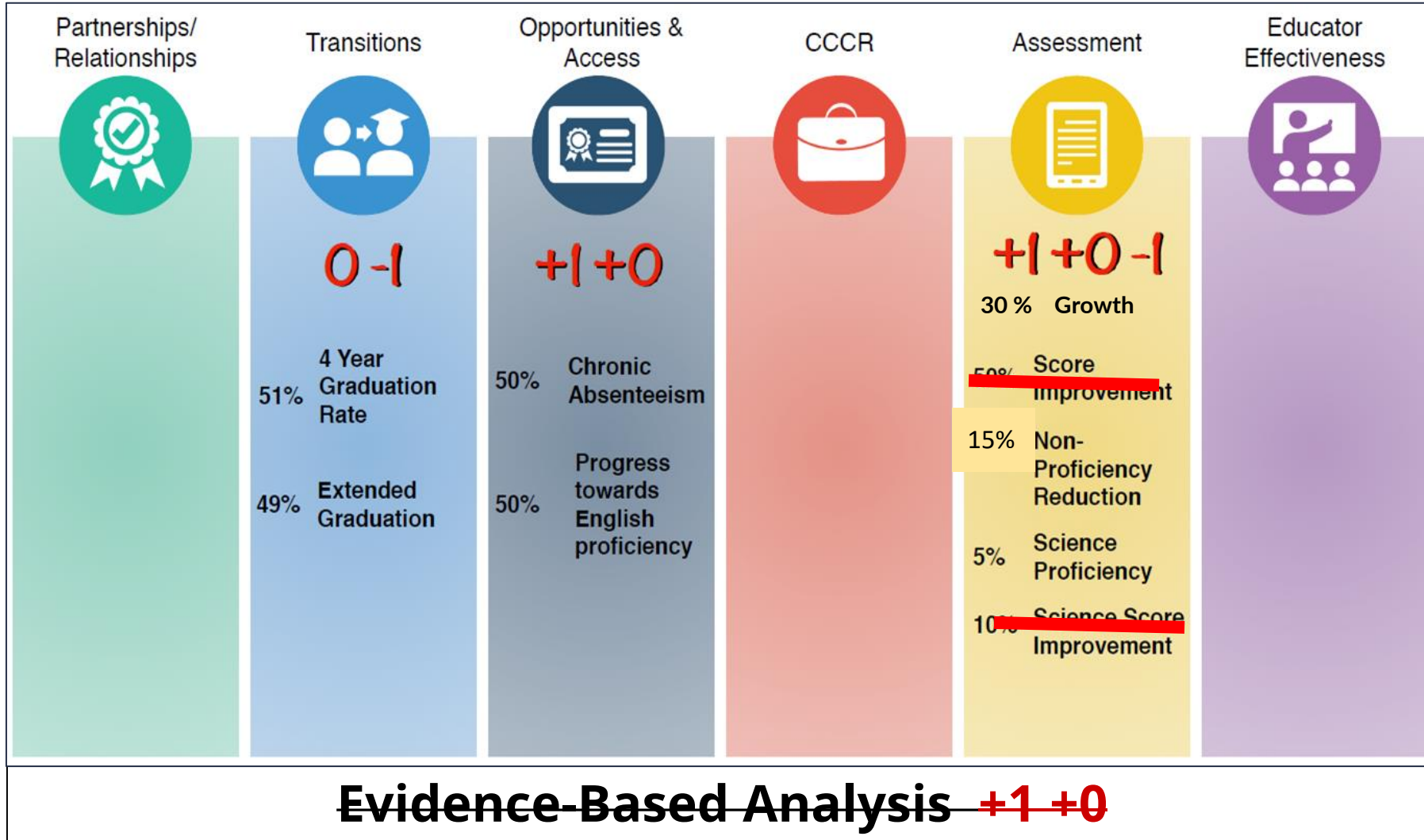
- Every Student Succeeds Act (ESSA) - Federal education law which requires states to “meaningfully differentiate” schools to provide targeted and/or comprehensive support.
- Chart below matches current AQuESTT metric to the necessary ESSA indicator.

ESSA 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

Classifications



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



Classifications & Designations



27 schools

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group



Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)

- Consistently low-performing student group

**Like in 2019, any school identified for ATSI/TSI may not be classified as Excellent*

Priority Schools

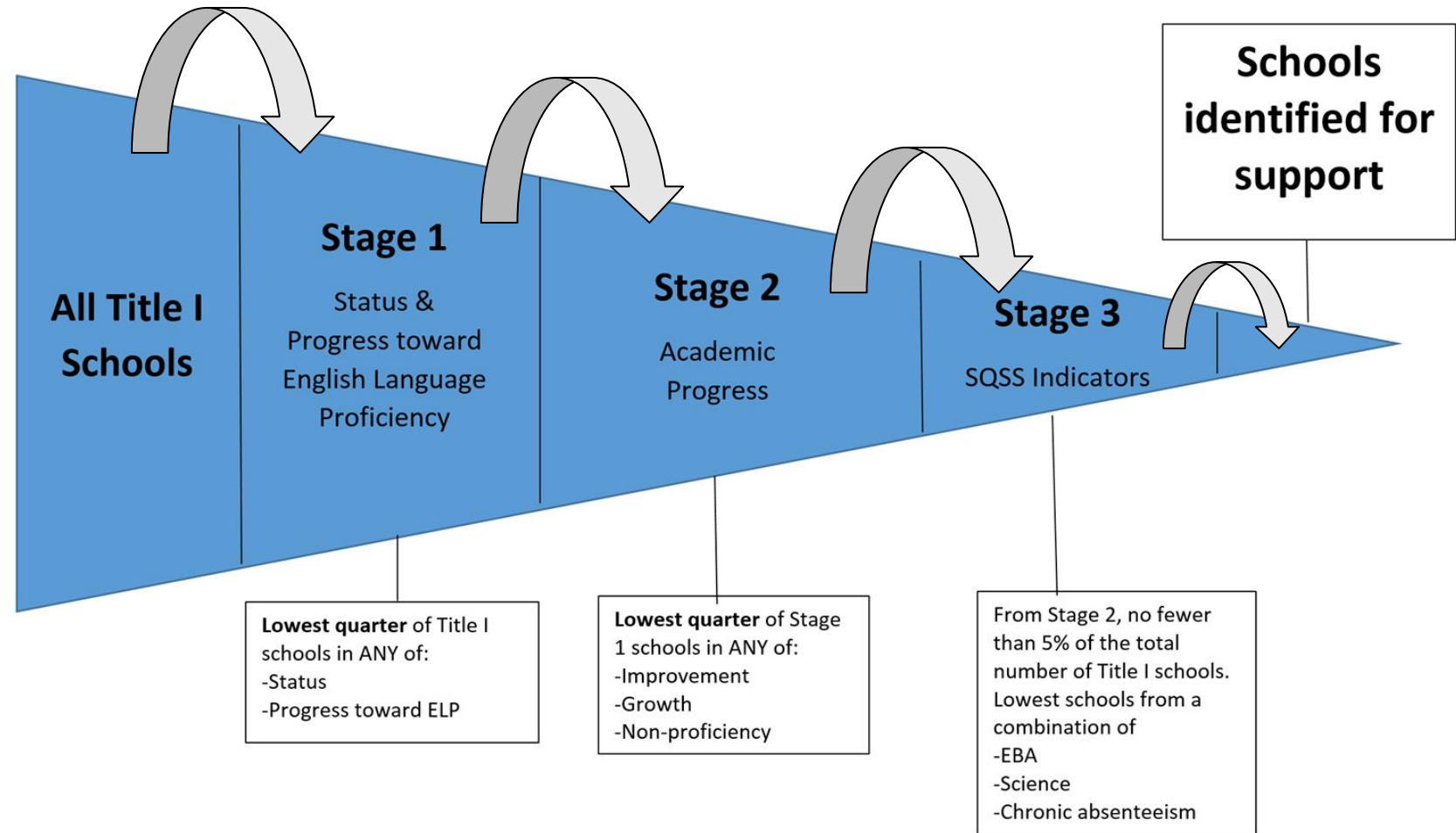
Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

3 schools

363 schools

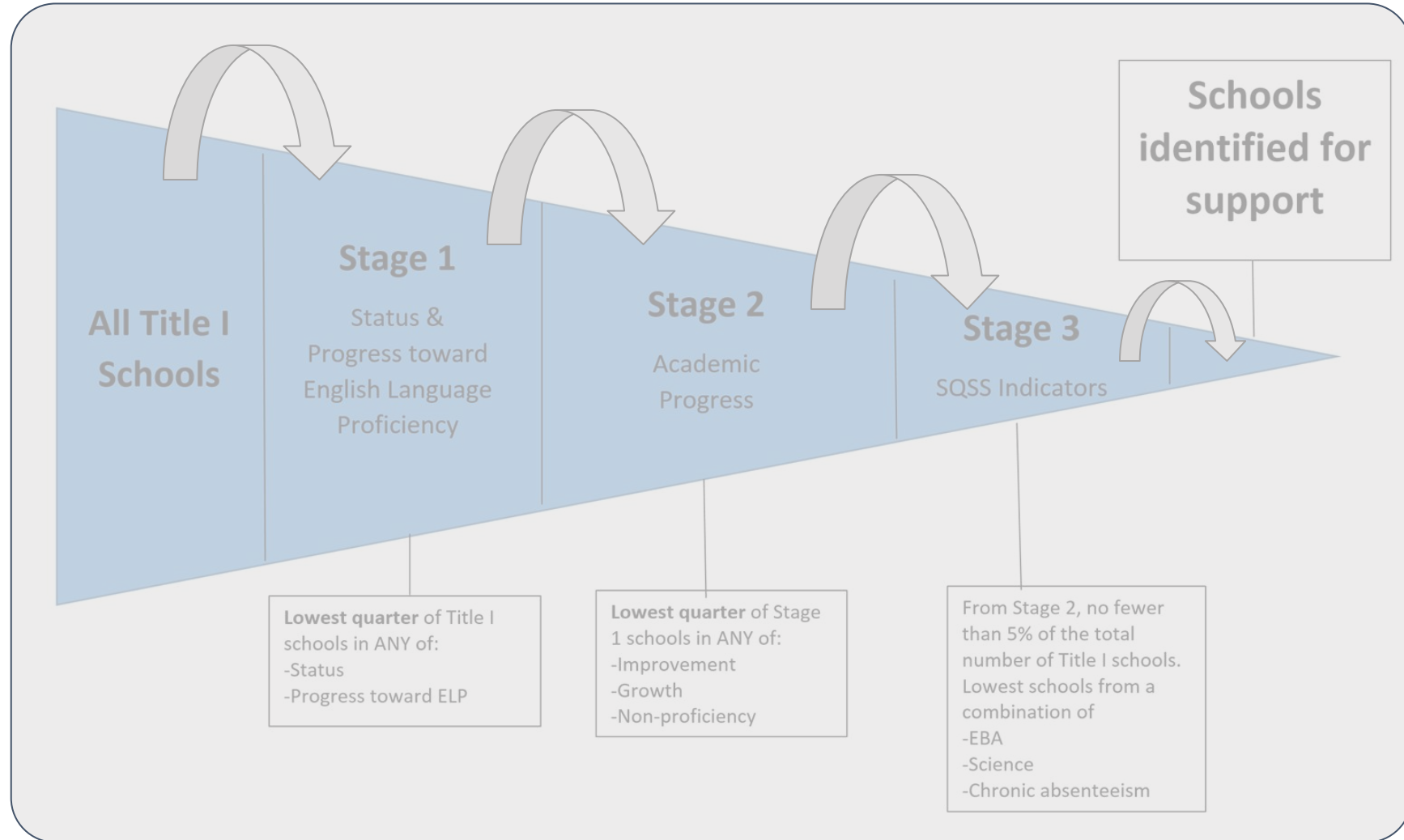
Nebraska's Designation System - REVISED

AQuESTT does not rank schools. As such, the NDE uses a filter-like process to identify CSI, ATSI, and TSI schools.

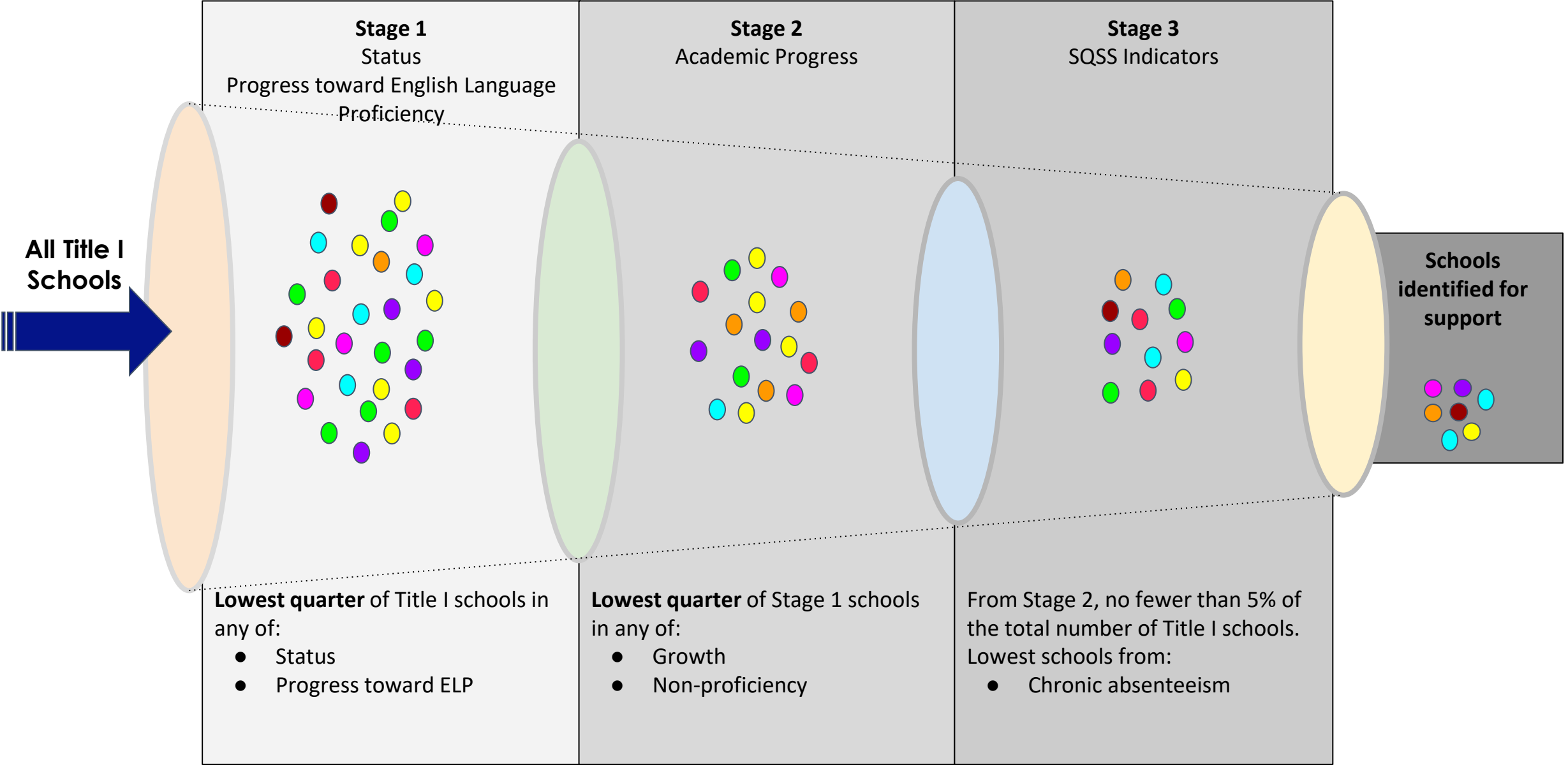


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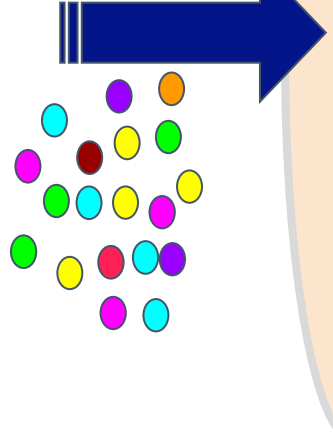
Comprehensive Support and Improvement: Elementary & Middle Schools



Targeted Support & Improvement (TSI): Elementary & Middle Schools

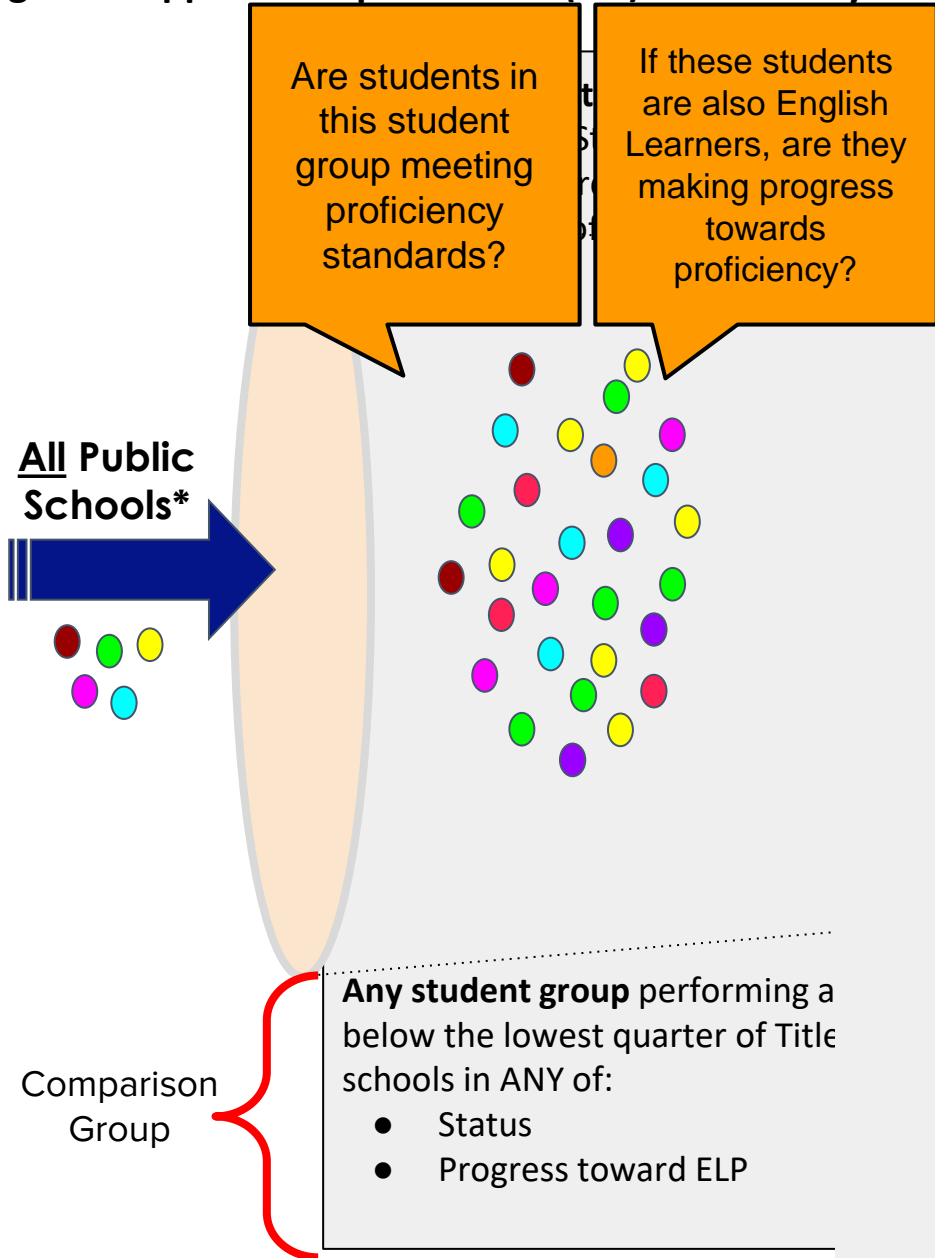
Does the school serve at least 10 students in the given student group?

All Public Schools*



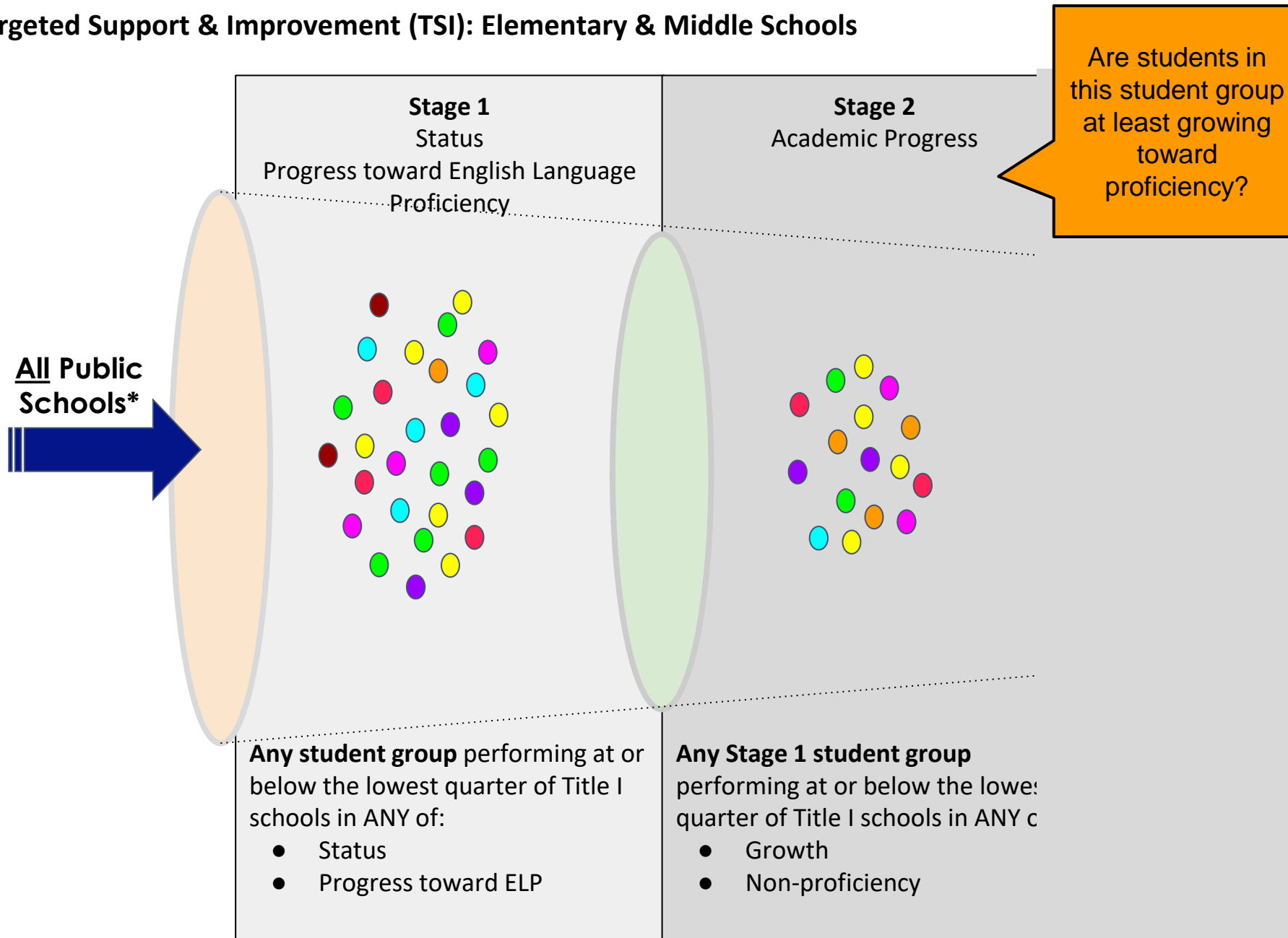
*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

Targeted Support & Improvement (TSI): Elementary & Middle Schools



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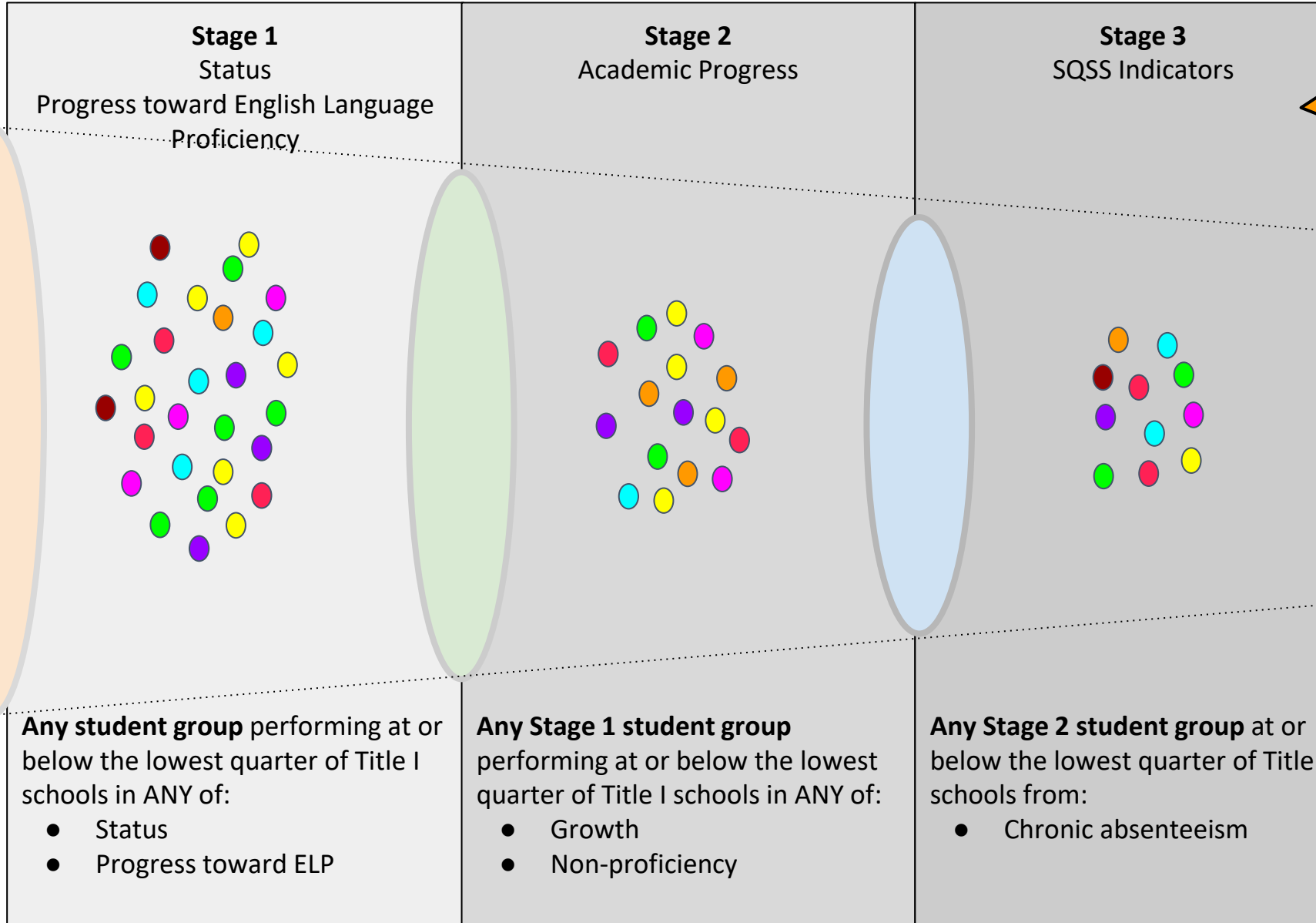
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Targeted Support & Improvement (TSI): Elementary & Middle Schools

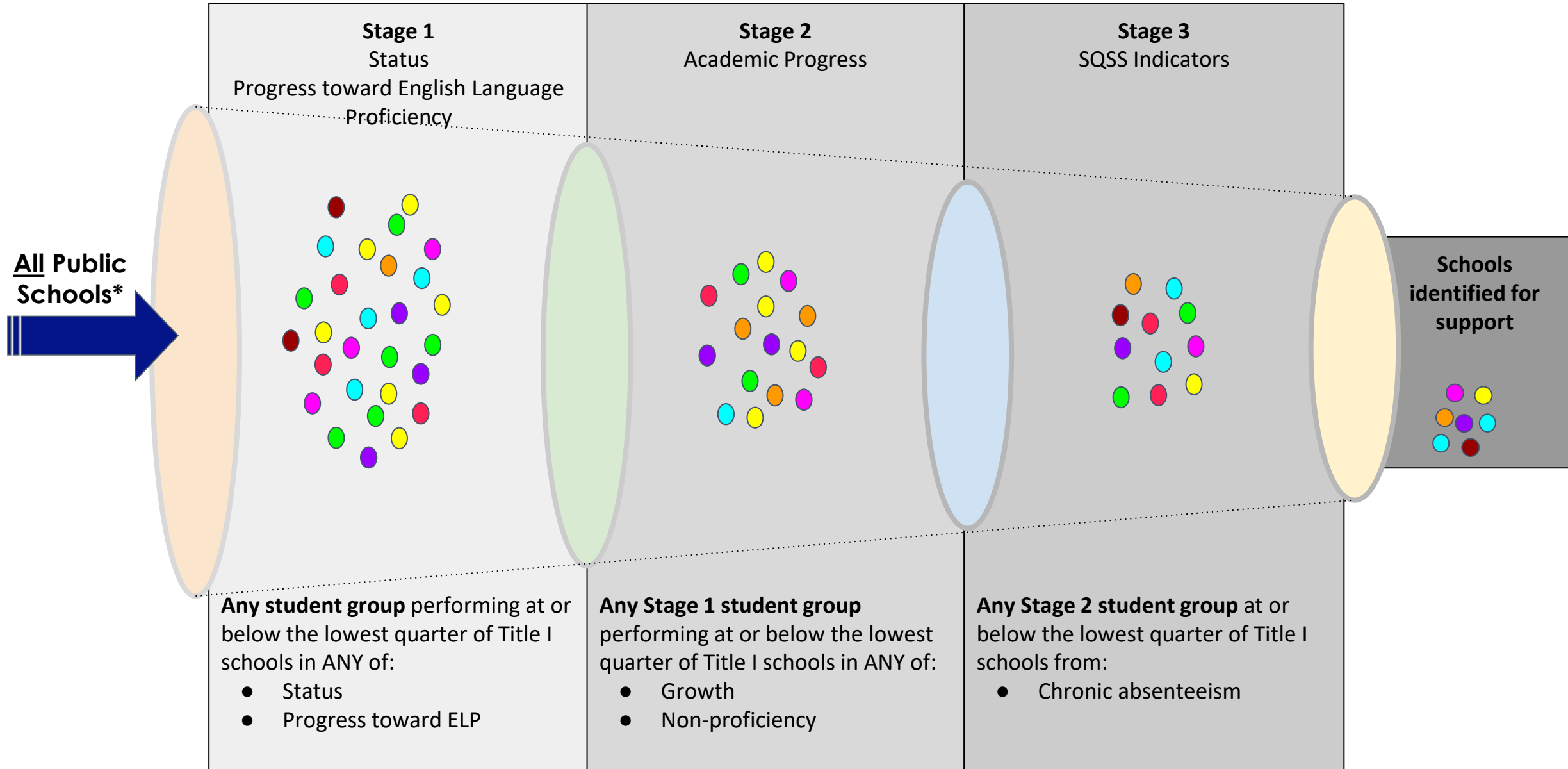
All Public Schools*



To what extent are students in this student group chronically absent?

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

Targeted Support & Improvement (TSI): Elementary & Middle Schools



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

Continuous Improvement vs. School Improvement



Continuous Improvement

Any school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

<http://edglossary.org/continuous-improvement/>

School Improvement

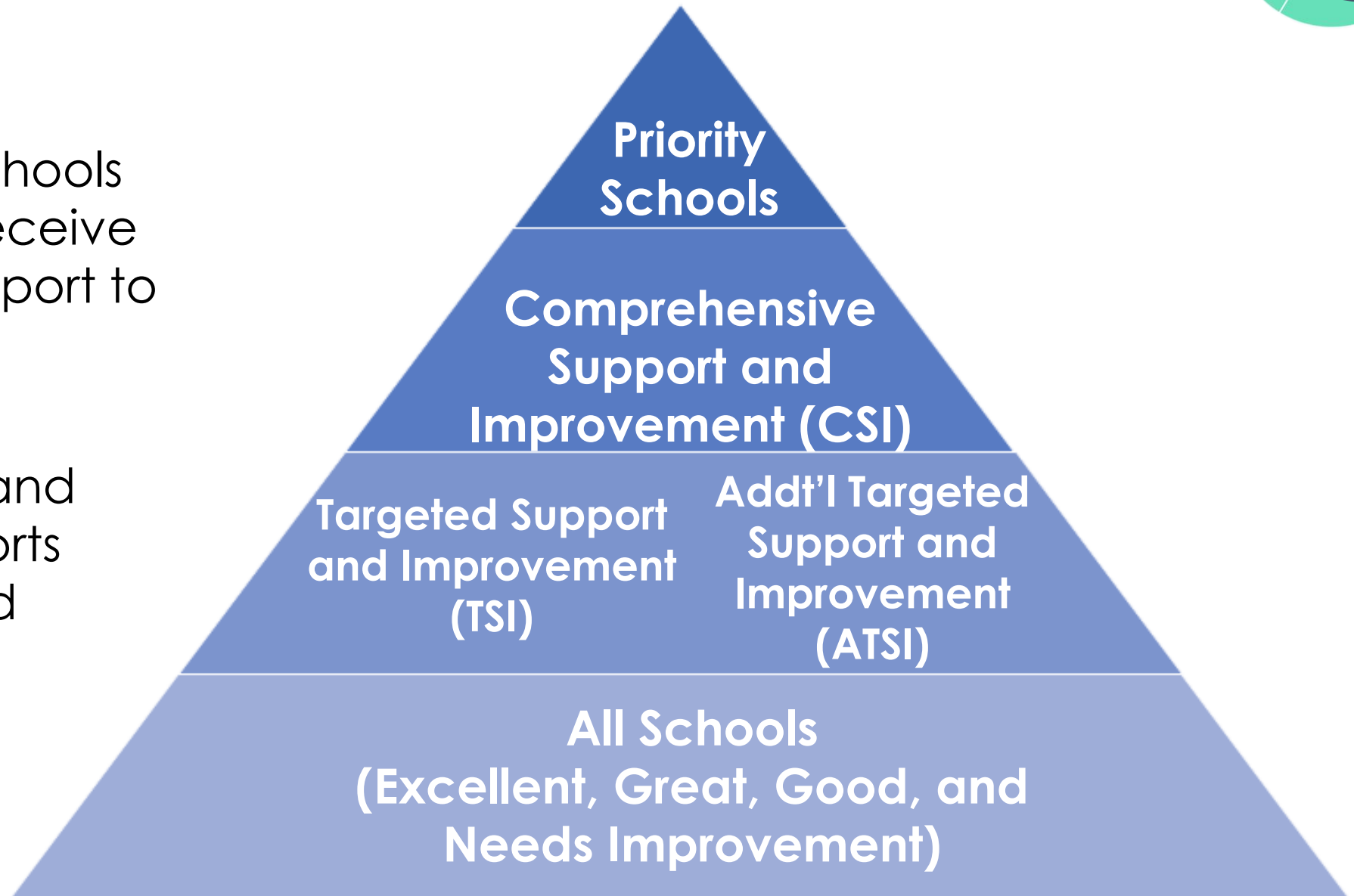
Dramatic and comprehensive intervention in low-performing schools. Involves turnaround leadership, culture shift, instructional transformation, and talent development.

https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Tiered System for School Support



- Understand schools identified to receive additional support to improve
- Coordinate, differentiate, and intensify supports where needed



Federal Accountability Explained: CSI



Comprehensive Support and Improvement(CSI)			Support	Timeline
Lowest 5 percent of Title I Schools OR	Any public high schools with graduation rate below 67% OR	Public schools with consistently under-performing student groups for 3 years (ATSI)	⇒ Comprehensive needs assessment plan for improvement connected to a continuous improvement plan ⇒ eligible for funding to support implementation of plan for improvement	Winter 2018; Every three years subsequently

Federal Accountability Explained: TSI, ATSI



Targeted Support & Improvement (TSI)	Additional Targeted Support & Improvement (ATSI)
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in CSI schools

What will this mean for my school?

TSI and ATSI are district-led improvement efforts with support from the NDE and ESUs. Districts are required to:

- Notify schools of their designation and the student group(s) identified for support.
- Support schools in creating a plan for improvement to be held with the district.
- Monitor the implementation of plans.

Am I required to submit a new plan?

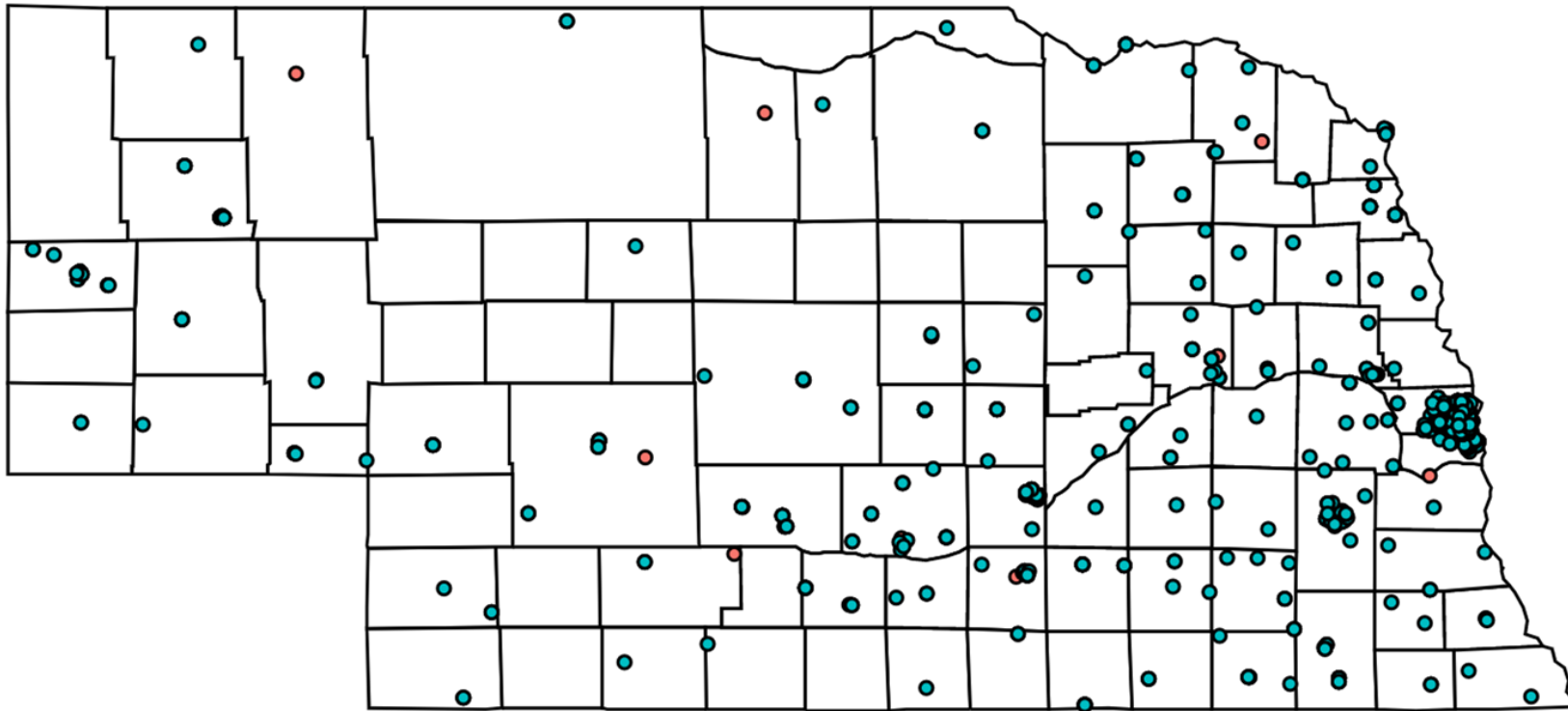
No. The NDE recommends taking stock of current plans (Continuous Improvement Plans, Targeted Improvement Plans for addressing needs of students with disabilities, Title 1 plans, MTSS plans, etc.) being implemented at the school, and considering ways to adapt or augment these plans rather than creating a standalone plan. However, these plans must:

- Be developed in partnership with multiple stakeholders in your local community
- Be informed by all accountability indicators (ELA and math proficiency and growth, progress towards English proficiency, graduation rates [where applicable], reduction in chronic absenteeism, and science proficiency and improvement)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a [resource allocation review](#).

Student Groups for Targeted Support and Improvement

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

2019 TSI/ATSI Distribution



Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

Reflection

- What is one new piece of information you gained about classification and designation?
- What lingering questions do you have?



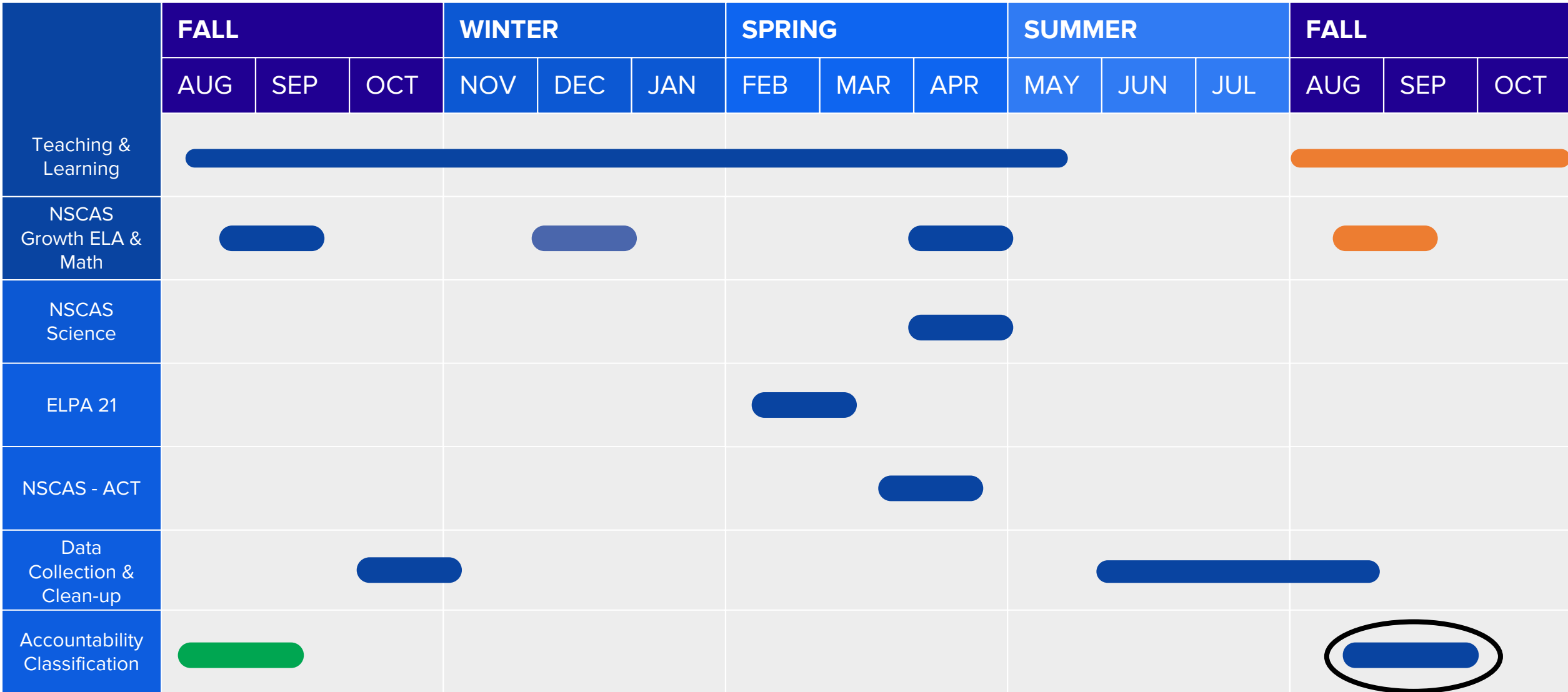
Prepping for Fall 2022

Calendar Cycle

	FALL			WINTER			SPRING			SUMMER			FALL		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Teaching & Learning	Blue bar									Orange bar					
NSCAS Growth ELA & Math	Blue bar			Blue bar					Blue bar				Orange bar		
NSCAS Science									Blue bar						
ELPA 21							Blue bar								
NSCAS - ACT								Blue bar							
Data Collection & Clean-up			Blue bar								Blue bar				
Accountability Classification	Green bar												Blue bar		

Green = prior school year; Blue = current school year; Orange = next school year

Calendar Cycle



Green = prior school year; Blue = current school year; Orange = next school year

Fall 2022

***Where are we now?
What's important?***

Considerations:

- We're **required to redesignate schools** in the fall of 2022.
- School hasn't been "normal" due to the pandemic, and therefore, we need to consider an interim year before we stabilize. The transition back has been likened to a **dimmer switch** bringing us back rather than a single flip on.
- Accountability **cannot simply return to "normal" this year**, specifically because of changes to indicators like summative assessment, removal of EBA, and chronic absenteeism as school quality and student success indicators.
- The AQuESTT system has received significant criticism for its "moving target." The NDE must move to a **stable system** as soon as possible.

Fall 2022

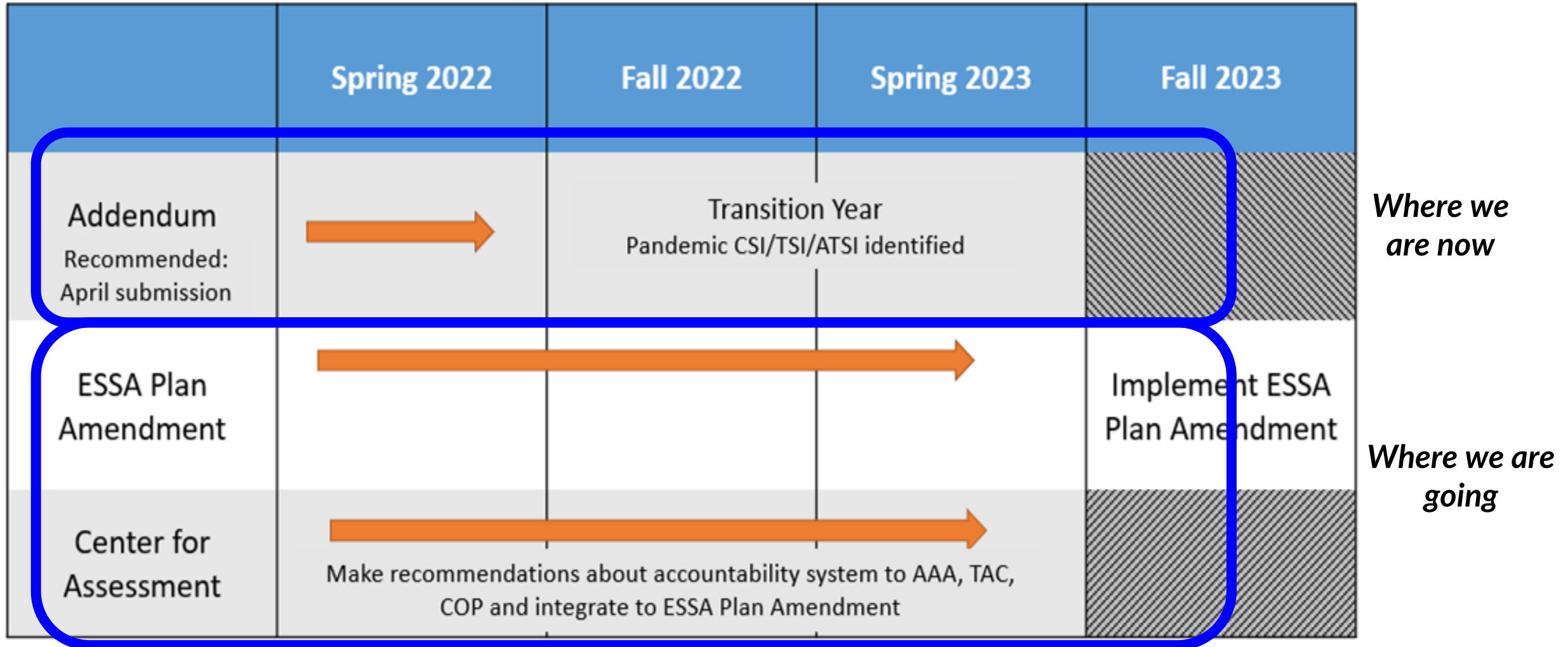
Key Themes and Philosophy:

- *A Different Year Requires Different Accountability - This is a transition year for accountability. Fall of 2023 will result in a new classification/designation that will be stable.*
- *Resetting & Rebaselining -What do our data from 2021-22 tell us? Where do we need to focus? Which schools need additional supports? What student groups? What do we want to be true in 1 year - 3 years - 5 years?*
- *Focus on Schools Serving Students with Greatest Need - Accountability this year will provide a snapshot of student need as we're emerging from the pandemic.*



Long-Term Adjustments

Long-Term Adjustments to Federal Accountability



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

How NDE has Delivered on the ESSA Plan

- Designated schools for improvement:
 - 2018 - Comprehensive Support and Improvement (CSI)
 - 2019 - Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)
- Recognized need to build NDE's capacity
 - Equity Officer
 - School Transformation Officer
- Operationalized AQuESTT System of Supports
 - Intensification
 - Differentiation
 - Focus
- Focus on effective educators and equity-driven leaders
 - Nebraska Teacher and Principal Performance Standards (NTPPS)
 - Nebraska Leadership and Learning Network (NLLN)


Drivers for Change



- **Nebraska Student Centered Assessment System (NSCAS)** - Development of a through-year adaptive assessment to be fully implemented in the 2023-24
- **Revision of Nebraska's College & Career Ready Standards** - Raised rigor and expectations for students.
- **State Board Strategic Plan and Policy Changes** - The Nebraska State Board of Education updated their strategic vision and direction in 2019, and instituted key philosophical changes to the AQuESTT system through a reaffirmation of position statement S2
- **COVID 19** - The impact of the pandemic across the state provides an opportunity to revisit key questions like "What's important? What are student needs? How can we focus our work?"
- **ESSA Plan Clean Up** - The current ESSA plan includes several elements that require removal, updating, or general clean-up

LB154 - Discipline Reporting


- Discipline rates must be publicly reported AND included in the accountability system
- Keep close tabs on your discipline rates and tracking of the data
- Still considering how to include in the accountability “system”



**Supporting Students with Disabilities
and Avoiding the Discriminatory Use of
Student Discipline under Section 504 of
the Rehabilitation Act of 1973**

U.S. Department of Education
Office for Civil Rights

July 2022



400 MARYLAND AVE. S.W.
WASHINGTON, DC 20202-1100
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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- Share the policy context under which standards, assessment, and accountability are interdependent
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- Outline next steps for accountability beyond the 2022-2023 school year



RE



STORING

NORMAL

Thank you!

Contact Us!

Dr. Shirley Vargas

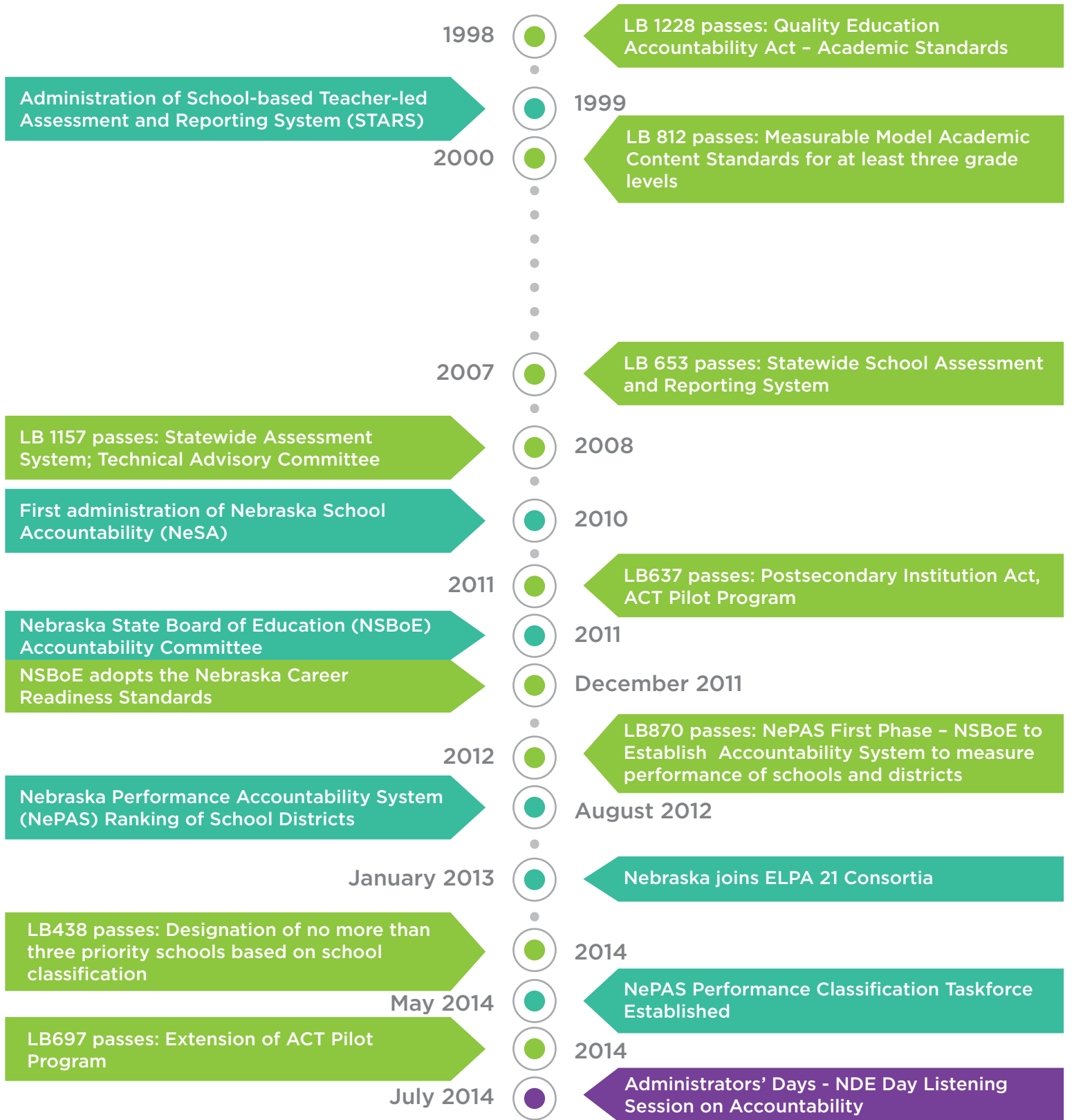
School Transformation Officer,
Office of School & District Support
shirley.vargas@nebraska.gov

Lane Carr

Administrator,
Office of Policy & Strategic Initiatives
lane.carr@nebraska.gov



Nebraska's Educational Accountability Timeline



Legislation and Policy



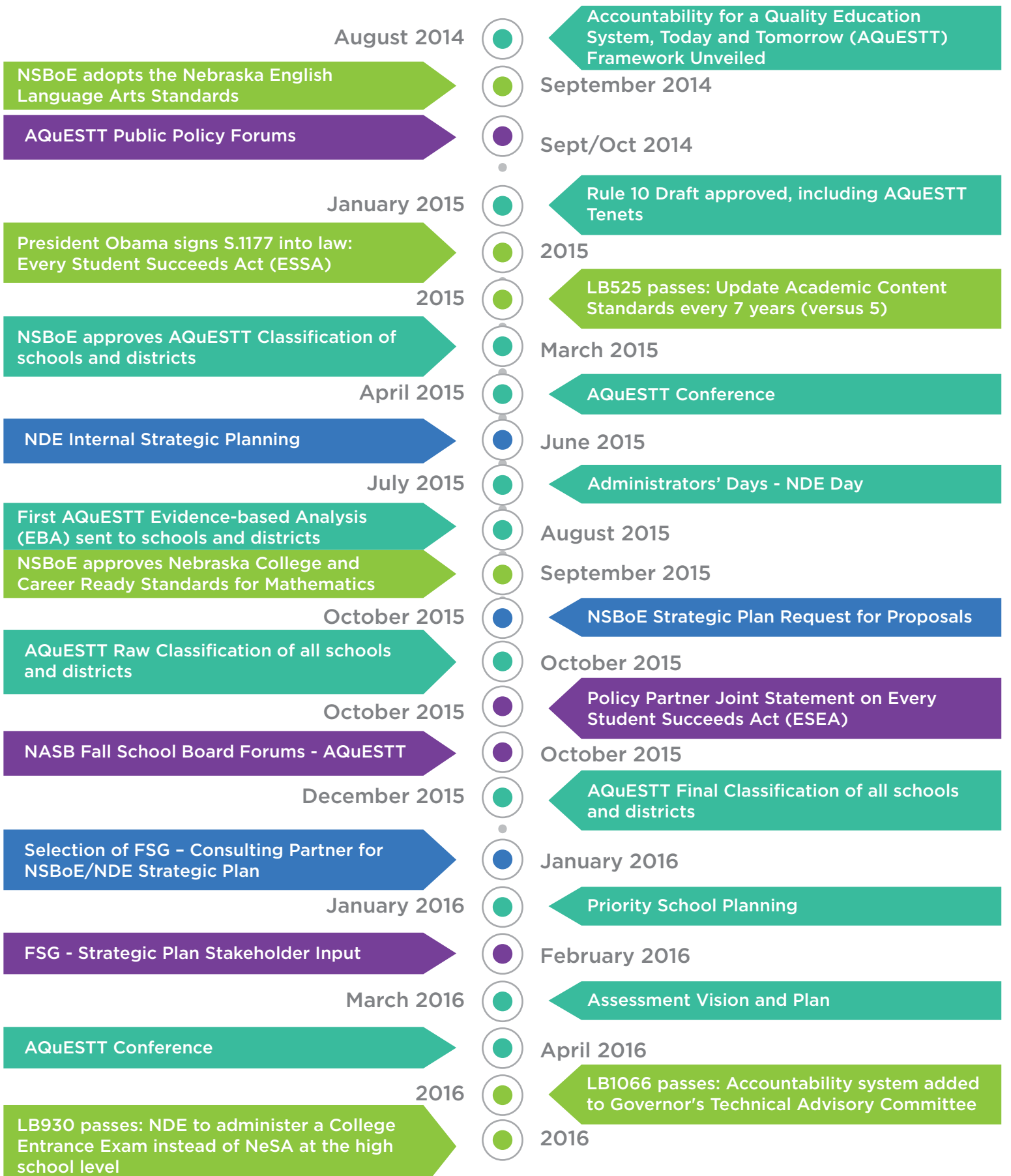
Accountability Activities



Strategic Planning



Stakeholder Engagement



Legislation and Policy



Accountability Activities



Strategic Planning



Stakeholder Engagement



Legislation and Policy



Accountability Activities



Strategic Planning



Stakeholder Engagement

March 2020



USDoE approves ESEA waiver for statewide assessment, accountability, and reporting requirements due to COVID-19

Nebraska's Perkins Plan approved by NSBoE



April 2020

April 2020



NSBoE approves the Nebraska Teacher and Principal Performance Standards

Governor Pete Ricketts issues executive order for educational assessment waivers



April 2020

June 2020



NSBoE issues declaratory order for rules and regulations during the COVID-19 pandemic



ONGOING:

- Educational Service Unit Professional Development Organization (ESUPDO) Meetings
- Nebraska Career and Technical Education Stakeholder Engagement
- Technical Advisory Committee Meetings
- Metropolitan Omaha Educational Consortium (MOEC) Sessions



Legislation and Policy



Accountability Activities



Strategic Planning



Stakeholder Engagement

