

ESUCC
Professional Development Committee Meeting
Tuesday, November 14, 2017, 3:00 PM
ESU No. 3, 6949 South 110th Street, Omaha, NE 68128


Attendance Taken at 3:00 PM.

Jeff West (NE):	Present
Dr Kraig Lofquist:	Present
Ted DeTurk (ESU 02):	Present
Dr. Brenda McNiff (ESU 05):	Absent
Dr Larianne Polk (ESU 07):	Present
Deb Paulman (ESU 16):	Present
Constance Wickham (ESU 19):	Present

1. Call to Order
2. Roll Call
3. Agenda Item
 - 3.1. Brightbytes Proposal
 - 3.2. NDE Strategic Plan
 - 3.3. ESSA Update
 - 3.4. Innovative Grant
 - 3.5. PDO Meetings
 - 3.6. Virtual Support Team (VST)/EAP Update
 - 3.7. NROC - ACT Partnership
 - 3.8. Instructional Materials Network
4. Next Meeting Agenda Items
5. Executive Session

6. Adjournment

{{Name: Agenda Item Name}}
{{Discussion: Agenda Item Discussion}}
{{Comments: Agenda Item Comments}}
{{Actions: Agenda Item Actions}}



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

2017-2026 STRATEGIC VISION AND DIRECTION

Nebraska State Board of Education and Nebraska
Department of Education

12/02/16

Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

Commissioner of Education: Matthew L. Blomstedt, Ph.D.

Strategic Vision and Direction – 2017-2026

Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

NEQuESTT guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

NEQuESTT and AQuESTT

NEQuESTT aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

AQuESTT provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent - NDE explores and supports promising new innovations by:

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

Strategic Direction:

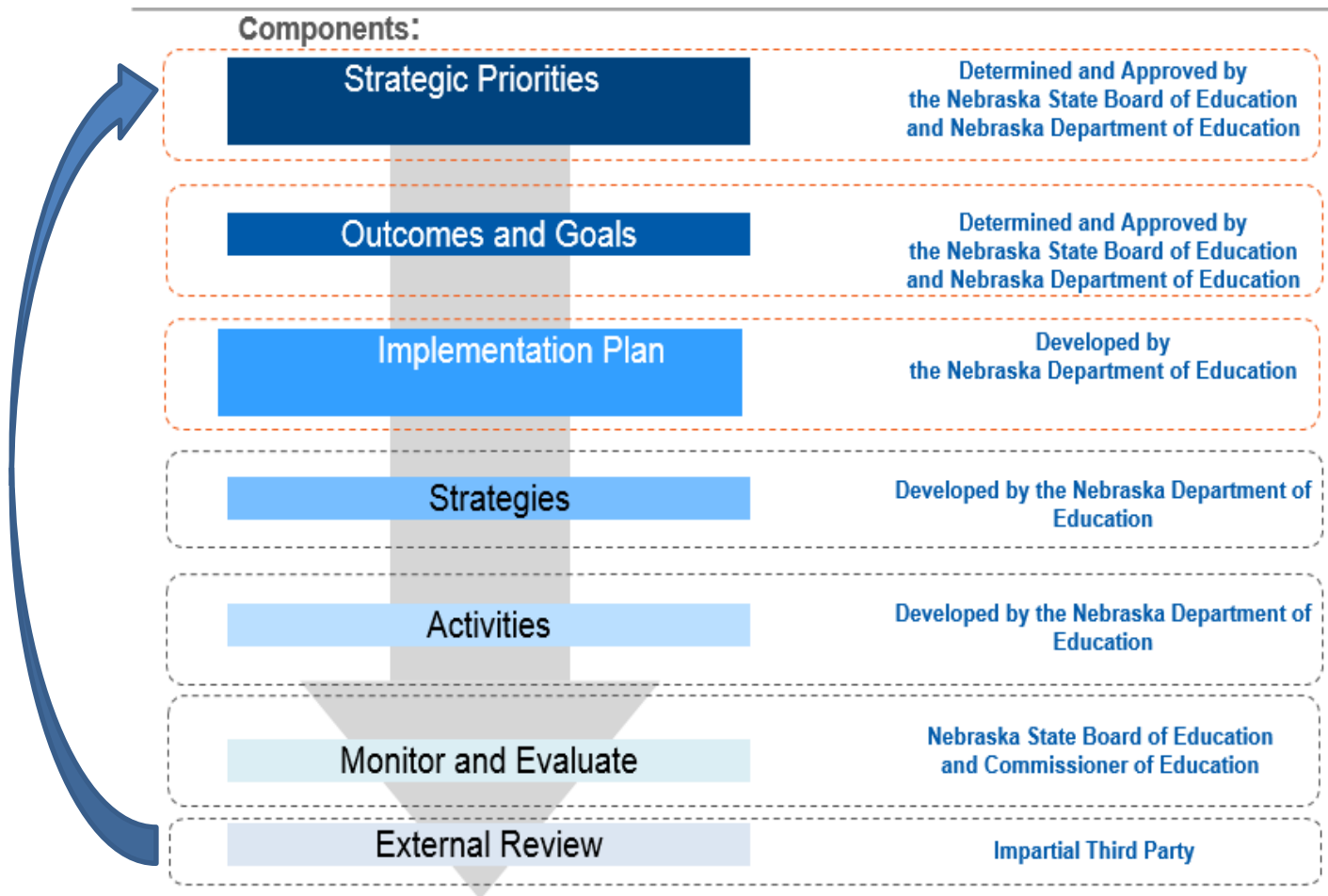
To realize the new strategic vision it can no longer be business as usual.

	FROM	TO
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> Organizational structure primarily oriented around subject area silos Decision-making authority mostly concentrated in hands of senior agency leadership 	<ul style="list-style-type: none"> More cross-functional, with collaboration and communication across teams More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions
PERSONNEL & STAFFING	<ul style="list-style-type: none"> Staff with very specific skills focused primarily on content knowledge Traditional focus on regulation and compliance 	<ul style="list-style-type: none"> Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities) Focus on leadership, innovation, and learning
STAKEHOLDER ENGAGEMENT	<ul style="list-style-type: none"> Sporadic engagement on an as-needed basis Limited engagement with specific populations or cultural communities 	<ul style="list-style-type: none"> Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop
DATA & SYSTEMS	<ul style="list-style-type: none"> Limited publicly accessible data Focus on accountability and compliance Cumbersome website 	<ul style="list-style-type: none"> Readily available data for all stakeholders from an easy to use, up-to-date platform Focus on performance management User-friendly website and an online portal with lessons learned and best practices for practitioners

Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

The strategic plan is multi-layered.



Operational Approach:

NEQUESTT provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

MISSION

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

GUIDING PRINCIPLES

NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
 - Build connections amongst stakeholders to take action in support of success for all learners;
 - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
 - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
 - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
 - Prepare all learners to be college, career, and civic-ready.
-

STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

OUTCOME STATEMENTS

Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

Success, Access, and Support

Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.

Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Educational Opportunities and Access – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Teaching, Learning, and Serving

College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Assessment – Use assessments to measure and improve student achievement and inform instruction.

Educator Effectiveness – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Leadership

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

Success, Access, and Support

Positive Partnerships, Relationships, and Success

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Increase student, family, and community engagement to enhance educational experiences and opportunities.

Goal 2.1 By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

Goal 2.2 By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

Goal 2.3 By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

Goal 2.4 By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

Success, Access, and Support

Transitions

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Goal 3.1 By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.

Goal 3.2 By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.

Goal 3.3 By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.

Goal 3.4 By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

Success, Access, and Support
Educational Opportunities and Access

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Goal 4.1 **By 2020, NDE will develop a statewide digital course and content repository.**

Goal 4.2 **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

Goal 4.3 **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

Teaching, Learning, and Serving
College, Career, and Civic Ready

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

- Goal 5.1** **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

- Goal 5.2** **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

- Goal 5.3** **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

- Goal 5.4** **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

Teaching, Learning, and Serving

Assessment

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Use assessments to measure and improve student achievement and inform instruction.

- Goal 6.1** By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.
- Goal 6.2** By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.
- Goal 6.3** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.
- Goal 6.4** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.
- Goal 6.5** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

Teaching, Learning, and Serving

Educator Effectiveness

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Goal 7.1 By 2018, NDE will develop and implement a statewide teacher equity plan.

Goal 7.2 By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

Goal 7.3 By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

ACKNOWLEDGMENT

The Nebraska State Board of Education and the Nebraska Department of Education give special thanks to the many partners who have provided input in the development of this strategic plan. We also recognize and appreciate the grant support of the Peter Kiewit Foundation and the Sherwood Foundation. The NDE is excited to continue collaboration in leading and supporting the preparation of all Nebraskans for learning, earning, and living.



NDE-ESUCC Communication Process



November 2017 Talking Point Summary

1. [ESUCC-NDE Rule 84 Conversations](#)

NDE and ESUCC representatives met recently to discuss statewide work and priorities related to three overarching buckets. The buckets, entitled “Students”, “Schools”, and “Leadership”, represented goals and objectives from the Nebraska State Board of Education’s Strategic Vision and Direction. As a result of the activity, shared areas of emphasis were identified (linked above). Next steps include determining “How does this inform our work?” and “What is the process by which this informs and connects to our work in relation to the strategic plan?” Rule 84 activity coordinators (NDE and ESUCC) will meet in early spring to begin answering these questions and planning the next group activity.

2. [Committee for Coordinated Systemic Improvement \(CCSI\) Initial Meeting](#)

Members of CCSI met on October 30 and shared current successes taking place across the state in continuous improvement, instructional leadership, and instructional coaching. As part of the broader conversation, KLK Consulting shared about Priority School progress, and the following documents were mentioned in a discussion of evidence of progress. All documents have been presented to the State Board of Education and are publicly accessible:

- [Santee Progress Plan \(1st year\)](#)
- [Druid Hill Priority School Progress Plan w/ Artifacts and Ratings](#)
- [Druid Hill - sustainability plan \(in year two, beginning year 3\)](#)
- [Loup County Progress Plan \(1st year\)](#)
- [Loup County \(2nd year\)](#)
- Also, the [Nebraska Education Profile website](#) shows some of the progress being made by the priority schools as far as assessment results. 2016-17 data will be released December 1st.

CCSI members identified a need for superintendent, principal, and curriculum supervisor voices in the group, and representatives will be recruited as work progresses. Ultimately, the CCSI group intends to:

- Develop a framework for school improvement around AQUeSTT, aligning accreditation, special education, and federal programs into a single continuous improvement plan.
- Develop a process and supporting resources for continuous improvement that is used by all schools when working on a continuous improvement plan.
- Create a group that works with KLK consulting to develop an “intensive” continuous improvement plan geared toward schools that need more support in order to improve.

CCSI members divided into three subgroups to address these goals. Subgroups are expected to meet and take initial steps prior to the end of the calendar year, and the large group will reconvene via Zoom in January to touch base and ensure continual progress. Initial reports will be presented to the larger ESUPDO and ESUCC groups in early spring.

3. [Instructional Materials* & Professional Development Network \(IM-PD\)](#)

Nebraska is one of seven states selected by CCSSO to participate in the IM-PD Network. The group cites two goals:

- Significantly increase the percent of districts in which new instructional material* adoptions and procurements are high-quality and aligned to the state’s standards, especially in districts that serve the state’s highest concentrations of African-American, Latino, and low-income students and Title I funded schools; and
- Significantly increase the percent of teacher professional development** – and teacher preparation programs – that include training on the use of these high-quality, standards-aligned curricula.

Given the central role of ESU staff in supporting districts, the IM-PD group anticipates that ESU staff will be highly involved in this process during development and implementation phases, and training would be provided to ensure that all involved will be confident in offering these supports. Conversations are ongoing, and the Nebraska IM-PD workgroup looks forward to future statewide conversations on progress toward identified goals.

*For this effort, *instructional materials* means core program curricula (e.g., text book and supplementary materials). Initial efforts will focus on English Language Arts and Mathematics, followed by Science and Social Studies.

Your turn!

Use this [short, two question google survey](#) to ask questions or share reactions about the content of this document or other activities across the state. Feel free to share about your own successes in PK-20 education. All thoughts will help to inform future NDE-ESUCC talking points. THANK YOU for sharing as we collaboratively lead and support the preparation of all Nebraskans for learning, earning, and living!



NDE-ESUCC Communication Process



BURNING QUESTIONS NOTEWORTHY ITEMS



ESU Admins and PK-12 Stakeholders burning questions and noteworthy items responses, for distribution to NDE Team Leaders

FEEDBACK



ESU **Partners** submit feedback, thoughts, and questions to NDE using google doc and comment function



MONTHLY TALKING POINTS SUMMARY



Overarching Talking Points Summary document with clarification added **per** dialogue, for distribution by ESUCC Admins to **PK-12 Stakeholders**

CRITICAL COMMUNICATIONS



NDE Team Leaders and Deputies identify critical communications, for distribution to ESU Partners

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

ESUCC Vision (79-1246)

•The Educational Service Unit Coordinating Council shall work toward **statewide coordination** to provide the most **cost-effective** services for the students, teachers, and school districts in each educational service unit. The council's duties include, but are not limited to:

- Preparation of strategic plans to assure the **cost-efficient** and **equitable delivery** of services across the state;
- Administration of statewide initiatives and provision of statewide services; and
- Coordination of distance education.

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Goals:

- Develop and implement an integrated ecosystem governed by policies and practices to allow relevant teaching and learning applications and tools to integrate seamlessly to share data elements for the improvement of student learning and reporting across the state.

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Objective (One)

Develop an integrated technology ecosystem through a secure, trusted data infrastructure (ADVISED) by integrating multiple technology systems through a single-sign-on portal.

- Best practice, reference development
 - Security Assessment
 - Security policy development
 - Hosting & data infrastructure
- Service enhancements and Sustainability
 - App launch portal
 - Single sign-on experience

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Objective (Two)

Design an integrated system application for the AAP (Academic Advancement Plan) and SRS (Student Record System) with ADVISER to address the needs of at-risk and high-needs students.

- Data interoperability and automation
 - AAP and SRS systems will publish and synchronize data with the ADVISER data store
 - Through the data store, data will be available to district applications and for state reporting purposes
 - Improved tracking and transfer of data for system—involved and high-needs students
- User experience enhancements and Sustainability
 - Simpler/User Friendly workflow
 - Intelligent automation and verification
 - Improved data quality

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Objective (Three)

Use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendED/Personalized Learning Environment.

- Improved equity of access to online resources statewide
- For students:
 - Online modules and courses
 - Advanced and dual-credit courses
 - Global connections – virtual field-trips and experiences
- For educators: (Support and Sustainability)
 - professional development
 - instructional coaching/mentoring

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Objective (Four)

Provide a baseline collection of on-line digital resources for student access improving college and career readiness through NROC/EdReady.

- NROC (National Repository of On-line Courses) – non-profit organization focused on college and career readiness
- EdReady – personalized learning system developed by NROC
 - Personalized learning path for every student (Equity of Access)
 - Tailored for the student's needs in the areas of college math and English
 - Provides real-time student performance data to students, teachers and administrators
- Support and Sustainability

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Project Objective (Five)

Develop statewide software (SIMPL: Service Implementation Matrix Process and Log) for visualization and rapid analysis of evidence-based professional development and instructional practice to drive informed decision making.

- A data tool supporting the continuous improvement process for ESU and school district administration
- Repository of services available to school districts or provided by ESUs
- Consolidates service data collection and tracking
- Facilitates analysis of efficiency and market cost of services
- Designed to collect data to support ESSA requirements for evidence-based professional development

Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE²TAILS)

Evaluation Design (RMC Research Corporation)

- Method: A mixed-methods design to conduct both formative and summative evaluations.
- Stage 1 Evaluation: focusing on technology infrastructure implementation.
- Stage 2 Evaluation: investigating project impact on teacher and student outcomes.
- Stage 1 and 2: documenting implementation challenges, successes, and progress.



NEWS RELEASE

For additional information, please contact David Jespersen by phone (402-471-4537) or email (david.jespersen@nebraska.gov)

FOR IMMEDIATE RELEASE

NEW PARTNERSHIP FOCUSED ON GETTING MORE STUDENTS COLLEGE-READY

Two Nebraska Department of Education partners have teamed up to provide a new tool to help students become college-ready. ACT recently introduced ACT CollegeReady, a web-based system that measures students' readiness for college math and English and provides a personalized study path for knowledge and skill building. The system is designed for colleges and universities as part of a new collaboration between ACT and The NROC Project, an organization dedicated to improving students' college and career readiness.

The state of Nebraska has been an advisory member of The NROC Project since 2011. The statewide membership serving the Nebraska Department of Education and managed by the ESU Coordinating Council (ESUCC) has brought low-cost, high-impact digital resources to teachers across the state. EdReady is one component of the ESUCC's DE2TAILS Innovation Grant that strives to expand data-driven teaching and learning strategies and accountability practices in the state. Early uses of EdReady aligned to Nebraska math standards have empowered learners with targeted review in preparation for Algebra 1 and for subsequent math courses leading to college-ready graduates.

"When teachers and schools have better data they can be more effective. EdReady and DE2TAILS have given us an advantage to get our students college and career ready," said Nebraska ESU Coordinating Council Executive Director David Ludwig.

College readiness is a national concern, as evidenced by the 2017 ACT Condition of College and Career Readiness Report. The report shows that among 2017 ACT-tested

U.S high school graduates, only 39 percent of test-takers met the ACT College Readiness Benchmarks in at least three of the four core subject areas of English, reading, math, and science.

“ACT CollegeReady is a win-win solution for students and colleges because it not only identifies skills gaps, but also provides foundational support to put students on a path to a college degree,” said ACT Chief Commercial Officer Suzana Delanghe.

ACT CollegeReady, which will be available to colleges in the spring of 2018, is based on NROC’s proven technology and educational content. Upon completing an assessment of math and English skills, students receive a CollegeReady score. This score determines whether they are prepared for college-level courses. If not, the interface guides the student through personalized learning supports to help them improve and achieve the target scores needed before college registration.

“We continue to put an emphasis on getting every student college and career ready,” said Nebraska Commissioner of Education Matthew Blomstedt. “This new tool aligns with our goals and will help high school students achieve their goals and be ready for the future.”

To learn more about ACT CollegeReady, visit ACT.org.

####

*David Jespersen
Public Information Officer, Nebraska Department of Education
402-471-4537
david.jespersen@nebraska.gov*