

ESUCC  
Professional Development Committee Meeting  
Wednesday, March 7, 2018, 4:00 PM  
ESU No. 11, 412 W. 14th Ave., Holdrege, NE 68949

Attendance Taken at 4:03 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. Brad Portin: ESSA Leadership and Learning Community (ELLC)

3.2. PDO Meetings

3.3. Data Cadre Overview

3.4. Master Service Agreement 2018-2019

3.4.1. Approve SDA Budget Requests

3.4.2. Approve MSA PDO Funds

3.5. NDE Update

3.5.1. Strategic Plan

3.5.2. ESSA Update

3.5.3. Committee for Continuous Systemic Improvement (CCSI)

3.6. Innovative Grant

3.7. ADVISER/Virtual Support Team (VST) Update

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}}

**THE ESSA LEADERSHIP LEARNING COMMUNITY**

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LEADERSHIP TO SUPPORT ALL NEBRASKA'S LEARNERS

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ESSA Leadership Learning Community

**Purpose of the ELLC:**

To assist states and districts in **using ESSA funding to build the capacity of education leaders** to implement supports and interventions to turn around schools most in need of improvement.

NE, OH, PA, TN, WI, NY, MD, MN, OR, MO

- **Funded by The Wallace Foundation**
- **In partnership with:**
  - New York City Leadership Academy
  - Council of the Great City Schools
  - Council of Chief State School Officers
  - National Urban League
  - Education Counsel



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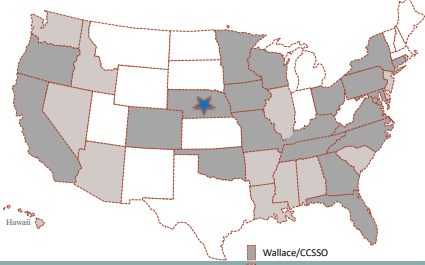
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34 states and D.C. working with Wallace and/or CCSSO on school leadership strategies




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### Nebraska's ELLC

- **NDE:** Commissioner Blomstedt, Deputy Commissioner Frison, Ryan Foor, Janine Theiler
  - **OPS:** Superintendent Evans, Melissa Comine, Lisa Utterback,
  - **Urban League of Nebraska:** CEO Thomas Warren and Wayne Brown
  - **ESU 7:** Larianne Polk
  - **Higher Education:** Dick Meyer, UNK; Nick Pace, Sarah Zuckerman, Jiangan Xia, UNL
  - **NCSA:** Mike Dulaney, Dan Ernst
- Brad Portin, University of Washington, Team Facilitator; Steve Gering, Team Discussion Driver

- Begun in September 2016 representatives of the team has been meeting three times each year in New York with the other 9 states
- The full team meeting in Nebraska approximately once each month
- New colleagues joining all the time




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### Wide array of research on education leadership




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### Principals are key to student learning

- Principals are **“second only to classroom instruction** among all school-related factors that contribute to what students learn at school.”

— How Leadership Influences Student Learning, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004

- “Principals are multipliers of effective teaching.”

— Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy, Paul Manna, The Wallace Foundation, 2015




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### In all sectors

- Reform occurs in multiple sectors:
  - Public
  - Private
  - Charter, e.g. KIPP
- Leaders play the same role regardless of the sector, they:
  - Shape a vision of academic success for all students
  - Create a climate hospitable to education
  - Cultivate leadership in others
  - Improve instruction
  - Manage people, data and processes to foster school improvement



Source: *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*, The Wallace Foundation, 2013

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### Principals are key to retaining good teachers

“Teacher turnover is lower in schools led by high-quality principals.... Research further indicates that principal turnover leads to lower teacher retention and lower gains for students.”

— *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review*, Rebecca Herman, et al, RAND, 2016



“Principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes are **even greater in disadvantaged schools.**”

— *Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in High-to-Staff Environments*, Jason A. Grissom, *Teachers College Record*, 2011




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### Principals are critical to improving struggling schools

- “...there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader.** Many other factors may contribute to such turnarounds, but leadership is the catalyst.”
- “There seems little doubt that both district and school leadership provides a **critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students.**”



— *How Leadership Influences Student Learning*, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004

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Leadership is important to state school improvement efforts

- “Especially during the last five to ten years, **states have pushed forward ambitious education initiatives that will be unlikely to succeed without principals actively leading the work on the ground.**”



— *Developing Excellent School Principals to Advance Teaching and Learning*, Paul Manna, 2015

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A few things we know, nationally

- Learning-focused leadership is central
- Principals must have adaptive expertise
- Courage in addressing educational inequities is essential
- The role of team-based leadership is increasing
- Greater focus on well-prepared leaders
  - No shortage of credentialed leaders
  - Severe shortage of leaders with expertise for many of our most challenged schools
- Preparation and support are contextually dependent

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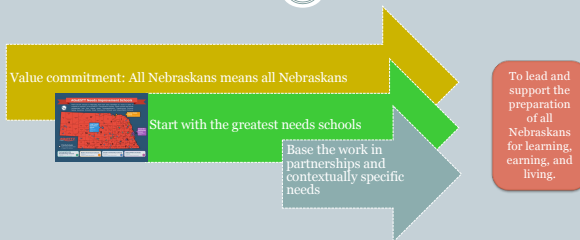
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Nebraska ELLC Theory of Action




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### Action Steps

ESUs play a critical role in this project – the ESUs know their districts and any future redesign plans present an opportunity

- **Action Step 1:** Finalize a Communication Plan that helps us include constituents around commonly understood aims (NDE being the primary driver)
- **Action Step 2:** Develop a means for assessing the organizational capacity of providers (ESUs and others) to coach and develop principals in the highest needs schools
- **Action Step 3:** Address the elemental question: "What does a principal need to know and be able to do to advance a learning improvement agenda?"

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### Action Steps and Timeline

#### Implementation Actions

- **Now** – Action Steps 1-3
- **January to May 2018** – Develop principal competency framework specific to high need contexts; Build organizational capacity assessment tool for support providers; Initiate messaging campaign.
- **March to May 2018** – Utilize capacity assessment to inventory and assess preparedness of providers; Conduct principal/school needs assessments; Initiate effort to build capacity of providers; contract program leader.
- **April & June 2018** – Solicit input at AQuESTT conference and NDE Days.
- **May to August 2018** – Host ESU Leaders Leading Leader (3L); Engage in intensive capacity development of PLCs.
- **December to January 2019** – Convene qualifying educational leaders to kick off Year 1 of the system.

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### QUESTIONS, DISCUSSION, NEXT STEPS

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### **A) What is the Data Cadre and what does it do?**

One of the Statewide Longitudinal Data System (SLDS) grant goals was to establish a data collection and analysis process, and to provide data literacy training to educators across the state. The goal is that all Nebraska educators are data literate and can readily engage in the processes for continuous improvement. The Data Cadre was formed to address this goal.

Individuals from multiple NDE departments, post-secondary institutions and from many ESUs make up the Data Cadre. The cadre researched various data collection and analysis processes which led them to select Victoria Bernhardt's (EFF-Education for the Future) book, [Data Analysis for Continuous School Improvement](#), as the resource used to develop Nebraska's plan for data literacy.

Summary of Data Cadre work:

- Deliver training on Nebraska Data Literacy and VB processes & protocols at Fall Continuous School Improvement workshops held across the state
- Participate in Nebraska data reporting systems workgroups
- Participate on NSCAS Report Task Force
- ADVISER training based on VB/EFF protocols
- Collaborate with CCSI (Committee for Coordination of Systemic Improvement) work
- Develop online training and support materials (data literacy)
- Work with ESUCC to provide PDO training on VB processes and protocols

### **B) How might the Data Cadre support the use of data by each of the ESUPDO workgroups?**

- Provide a data inventory to help workgroups identify what data they need, where to find it, and who can access the data (Provided at January PDO)
- Provide a template to help workgroups develop a data-based action plan (Provided at January PDO)
- Use workgroup time and opportunities to model best practices for continuous improvement
- Provide support to workgroups
  - groups may be at various levels
  - Data Cadre would be responsive to a needs assessment
  - each workgroup may have a Data Cadre member to provide guidance/support
- Provide PDO-wide training in VB data analysis processes and protocols (based on needs assessment)

### **C) How does the ESUCC PD Committee envision the Data Cadre supporting ESUPDO Workgroups? (Please add your suggestions below.)**

- **Ideas shared by ESUCC (prior to conversation)**
  - Development of a format/process for identifying, collecting, and utilizing data
  - Cross-affiliate understanding of the value of, purpose for, and process of data analytics
  - Development of best practices for data analysis within each workgroup and ESUCC
  - Ongoing support and guidance for each group and individuals within the PDO Process

**D) What ESUCC PD Committee and ESUCC might consider to promote the use of data**

- Specific, active, stated support for the use of VB data processes/protocols by each ESUPDO workgroup.
  - Note: “Data Analysis: Schools, Districts, Regions, ESUs, State”, is one of the priority themes that NDE/ESUCC identified in October 2017.
  - Note: “Data to Support Teaching and Learning” is one of the priority themes that NDE/PDO identified in September 2017 meeting.
- Action items:
  - Approval of workgroup action plan template/format including support of data use.
  - Emphasis on data-driven decision making by ESU PDO Workgroups. Data Cadre could provide guidance to each ESU PDO Workgroup to provide resources and protocols.
  - Collaborative facilitation at the May PDO to introduce Strengths/Challenges/Implications Protocol and to review the definitions of goals, objectives and strategies as shared in January. (Presentation 20-30 minutes)



## SDA Main Idea Form

Contact Person/Affiliate Chair: Suzanne Whisler and Julie Downing  
Affiliate: Staff Development  
Email: [swhisler@esu4.net](mailto:swhisler@esu4.net), [jdowning@esu13.org](mailto:jdowning@esu13.org)  
Phone: 402-274-4345, 308-635-3646

Contractor/Company: None  
Presenter:  
Email:  
Phone:  
Address:                      City, State, Zip:  
Point of Contact:

Workshop Title: SDA Main Idea Subscription

\$750 yearly subscription fee. This fee covers all SDA members.

### **How does subscription align with ESU CC Goals and ESUCC/NDE priority areas?**

These meetings provide:

- THE MAIN IDEA helps to bridge that gap by providing school leaders with the best current education ideas and practices. Through in-depth 8-page summaries of current education books, and suggestions for implementing those ideas, THE MAIN IDEA empowers education leaders with the knowledge and tools to improve student learning. [www.themainidea.net](http://www.themainidea.net)
- continued communication of best practices in education that increase knowledge of SDA members to enhance the implementation of the Statewide Data System, Teacher/Principal Evaluation, BlendEd, and other NDE initiatives that may arise.

### **Office Use:**

Contract sent:  
W-9/W4NA:

Date Received:  
Date Received:



SDA Training Form

Contact Person/Affiliate Chair: Suzanne Whisler and Julie Downing

Affiliate: Staff Development

Email: [swhisler@esu4.net](mailto:swhisler@esu4.net), [jdowning@esu13.org](mailto:jdowning@esu13.org) Phone: Suzanne 402.274.4354

Contractor/Company: None

Presenter: Dr. Rich Allen

Email: [rich@drrichallen.com](mailto:rich@drrichallen.com)

Phone: 340-244-3824

Address: City, State, Zip:

Point of Contact: Dr. Rich Allen

Workshop Title: Training with the Brain in Mind; Humane Presentations

Date of Workshop: November 7-8, 2018, ESU 3. (times to be determined)

Projected cost of workshop (include presenter fees, materials, expenses, etc):

- Presenter Fees: \$7500 per day (all inclusive) x 2 days = \$15,000
- Book – Humane Presentation \$15 per person. 60 x \$15 = \$900 (the books are optional)
- Meals/Snacks for 60 people @ \$20 each x 2 days = \$2400. The food expense of \$2400 is billed back to each participant's ESU.
- We plan to open this workshop up to other ESU affiliate groups as well as school personnel up to the count of 80 people. Each school personnel participant will be charged \$300 to attend the 2-day workshop. Projected Cost for school personnel include \$800 meals/snacks for 20 people @ \$20 each x 2 days, materials cost: handouts and book (optional) \$20 x 20 people = \$400 Total projected revenue \$6000 (\$300 x 20)
- Workshop Costs: \$15,000 + \$900 + \$2400 = \$18,300, \$2400 being recouped by ESUs, \$1200 being recouped from school personnel participants to cover costs of handouts, book, meals and snacks.
- Grant Total: \$18,300

This proposed training is requested by SDA members to support the needs of their districts through meaningful and well-delivered trainings that engage all participants. SDA Strategists investigated the following national experts in the area of provided effective trainings.

Presenter	Topic	Costs (presenter fees, materials, expenses, etc.)	Contact Information
LeAnn Nickelsen (has the days saved for us until Jan.) Has been trained by Dr. Eric Jensen	Brain-Based Learning Teaching with Poverty in MInd Formative Assessment to Double the Speed of Learning	\$5,500 per day Can lump expenses together or send receipts for reimbursement	<a href="https://www.maximizelearninginc.com/">https://www.maximizelearninginc.com/</a> <a href="mailto:lnickelsen@comcast.net">lnickelsen@comcast.net</a> Phone # 513-293-2078



Rich Allen	Training with Brain in Mind	\$15000 some flexibility (all inclusive)	<a href="mailto:rich@drrichallen.com">rich@drrichallen.com</a>
Tina Boogren	Training Tips	\$6500 per day (all inclusive)	Sean Duncan sean.duncan@marzanoresearch.com
Toni Prickett	Adaptive Schools	Not available on our dates in 18-19 \$3000 per day, so it would be \$12,000 for the 4 days plus expenses (rental car, fuel, hotel, meals)	<a href="mailto:tonip@regioninsights.com">tonip@regioninsights.com</a>

**How does workshop align with ESU CC Goals and ESUCC/NDE priority areas?**

These meetings provide:

- a system of supports for schools and student achievement.
- improve and support state and local accountability.
- continued communication and collaboration with partners and stakeholders by increasing knowledge in training and implementation of the Statewide Data System, Teacher/Principal Evaluation, BlendEd, and other NDE initiatives that may arise.

**Office Use:**

Contract sent:

W-9/W4NA:

Date Received:

Date Received:



PDO Training Form

Contact Person/Affiliate Chair: Suzanne Whisler and Julie Downing  
Affiliate: Staff Development  
Email: [swhisler@esu4.net](mailto:swhisler@esu4.net) [jdowning@esu13.org](mailto:jdowning@esu13.org)  
Phone: 402-274-4354, 308-635-3646

Contractor/Company: None  
Presenter:  
Email:  
Phone:  
Address:                   City, State, Zip:  
Point of Contact:

Workshop Title: SDA Business Meetings  
Date of Workshop: September 13, 2018, January 22, 2019, May 7, 2019 (Tentative)  
Projected cost of workshop (include presenter fees, materials, expenses, etc): Total: \$3,300 (Billed back to each person's ESU); Meals/Snacks for 55 people @ \$20 each x 3 dates

**How does workshop align with ESU CC Goals and ESUCC/NDE priority areas?**

These meetings provide:

- a system of supports for schools and student achievement.
- improve and support state and local accountability.
- continued communication and collaboration with partners and stakeholders by increasing knowledge in training and implementation of the Statewide Data System, Teacher/Principal Evaluation, BlendEd, and other NDE initiatives that may arise.

**Office Use:**

Contract sent:  
W-9/W4NA:

Date Received:  
Date Received:



### SDA Strategists Form

Contact Person/Affiliate Chair: Suzanne Whisler and Julie Downing  
Affiliate: Staff Development  
Email: [swhisler@esu4.net](mailto:swhisler@esu4.net) [jdowning@esu3.org](mailto:jdowning@esu3.org)  
Phone: 402-274-4354, 308-635-3646

Contractor/Company: None  
Presenter:  
Email:  
Phone:  
Address: City, State, Zip:  
Point of Contact:

Workshop Title: SDA Strategist Meetings

Date of Workshop: September 12, 2018, November 6, 2018, January 21, 2019, April 8, 2019, May 6, 2019  
(December and March are zoom meetings) Projected cost of workshop (include presenter fees, materials, expenses, etc): Total: \$900 meals/ snacks \$15 x 10 for 6 dates (Billed back to each person's ESU); \$400 Strategist Book Study text; \$400 \$40 x 10; Mentor/Mentee Text Book Study (Actual expenses may be greater dependent on the number of mentees); \$180 room charge for ESU 3 room usage in September, November and April for Strategist meetings (\$60 x 3 meetings = \$180)

Total: \$1880

### How does workshop align with ESU CC Goals and ESUCC/NDE priority areas?

These meetings provide:

- a system of supports for schools and student achievement.
- improve and support state and local accountability.
- continued communication and collaboration with partners and stakeholders by increasing knowledge in training and implementation of the Statewide Data System, Teacher/Principal Evaluation, BlendEd, and other NDE initiatives that may arise.

### Office Use:

Contract sent:  
W-9/W4NA:

Date Received:  
Date Received:

## ESUPDO Budget Requests 2017-18

	<b>ESU-Funded Expenses</b>	<b>Self-Supporting Expenses</b>	<b>Per-Attendee Expenses (\$20/registration)</b>	
General ESUPDO Expenses				
Salaries				50% of Deb's pay was to come out of PDO
Benefits				
Postage	\$250.00			
Supplies	\$500.00			nametags and stuff for meetings
Legal Fees	\$1,000.00			contract review
Travel Rembursements	\$1,000.00			Deb Travel to PDO
Collaborative Training (PDO event)	\$9,000.00		\$3,500.00	
Contracted Services	\$4,000.00			ESUPDO website
TLT Leadership Meetings			\$1,000.00	food for meetings
TLT Meetings				
TLT Training	\$8,000.00			Fall and Spring Training
TLT Digital Citizenship	\$1,000.00			Support Digital Citizenship Symposium
NOC Subscription	\$5,000.00			Currently through New Horizons
NOC Business Meeting			\$1,500.00	food/meetings up to \$3000/7 trainings - or large group meetings
NOC Network Security / Admin	\$21,000.00		\$1,550.00	

SDA Strategist Meetings	\$800.00		\$780.00	meals and two book studies
SDA The Main Idea	\$750.00			
SDA Meetings			\$3,300.00	meals
				Sue Presler/Tell me so I can hear you: feedback to promote teacher growth
SDA Training	\$4,600.00		\$2,400.00	meal
			\$1,000.00	outside participants
ESPD Bus Meeting / Training			\$1,000.00	food 3 meetings
ESPD IEP Training		\$14,000.00		NDE grant
BlendEd Printing & Supplies	\$300.00			
BlendEd AV Materials (resources)	\$750.00			
BlendEd Travel & Conferences	\$18,000.00			
NWEA Fees		\$104,000.00	\$250.00	Addressed in the MSA
NWEA Training		\$150,000.00		
Crisis Prevention - Training		\$40,000.00		
	<b>\$75,950.00</b>	<b>\$308,000.00</b>	<b>\$16,280.00</b>	Total
	<b>\$4,468</b>		<b>\$957.65</b>	Per ESU

**ESUPDO Budget Requests 2018-19**

	<b>ESU-Funded Expenses</b>	<b>Self-Supporting Expenses</b>	<b>Per-Attendee Expenses (\$20/registration)</b>	
General ESUPDO Expenses				
Salaries				
Benefits				
Postage	\$250.00			
Supplies	\$500.00			nametags and stuff for meetings
Legal Fees	\$1,000.00			contract review/ESPD Mtg
Travel Rembursements	\$1,000.00			Deb Travel to PDO
Collaborative Training (PDO events)	\$9,000.00		\$3,500.00	
Contracted Services	\$4,000.00			ESUPDO website
TLT Leadership Meetings			\$1,000.00	food for meetings
TLT Marshall Memo	\$750.00			up to 999 recipients
TLT Meetings				
TLT Training	\$9,000.00		\$600.00	Fall and Spring Training
TLT Digital Citizenship	\$1,000.00		\$600.00	Support Digital Citizeship Symposium
NOC Subscription	\$6,000.00			will come due 5/15/19
NOC Business Meeting			\$1,500.00	food/meetings
NOC Network Security / Admin	\$21,000.00	\$20,000.00	\$1,550.00	up to \$3000/7 trainings - or large group meetings
SDA Strategist Meetings	\$980.00		\$900.00	meals and two book studies
SDA The Main Idea	\$750.00			up to 999 recipients
SDA Meetings			\$3,300.00	meals
SDA Training	\$15,000.00			Rich Allen - Training with the Brain in Mind
			\$2,400.00	meal
			\$6,000.00	outside participants

ESPD Bus Meeting / Training  
ESPD IEP Training

\$1,000.00 food 3 meetings  
NDE grant

BlendEd Printing & Supplies \$0.00  
BlendEd AV Materials (resources) \$0.00  
BlendEd Travel & Conferences \$0.00


NWEA Fees \$0.00  
NWEA Training \$0.00

Addressed in the MSA NWEA section

Crisis Prevention - Training \$70,000.00

**\$70,230.00** **\$90,000.00** **\$22,350.00** Total

**\$4,131** **\$1,314.71** Per ESU



*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:

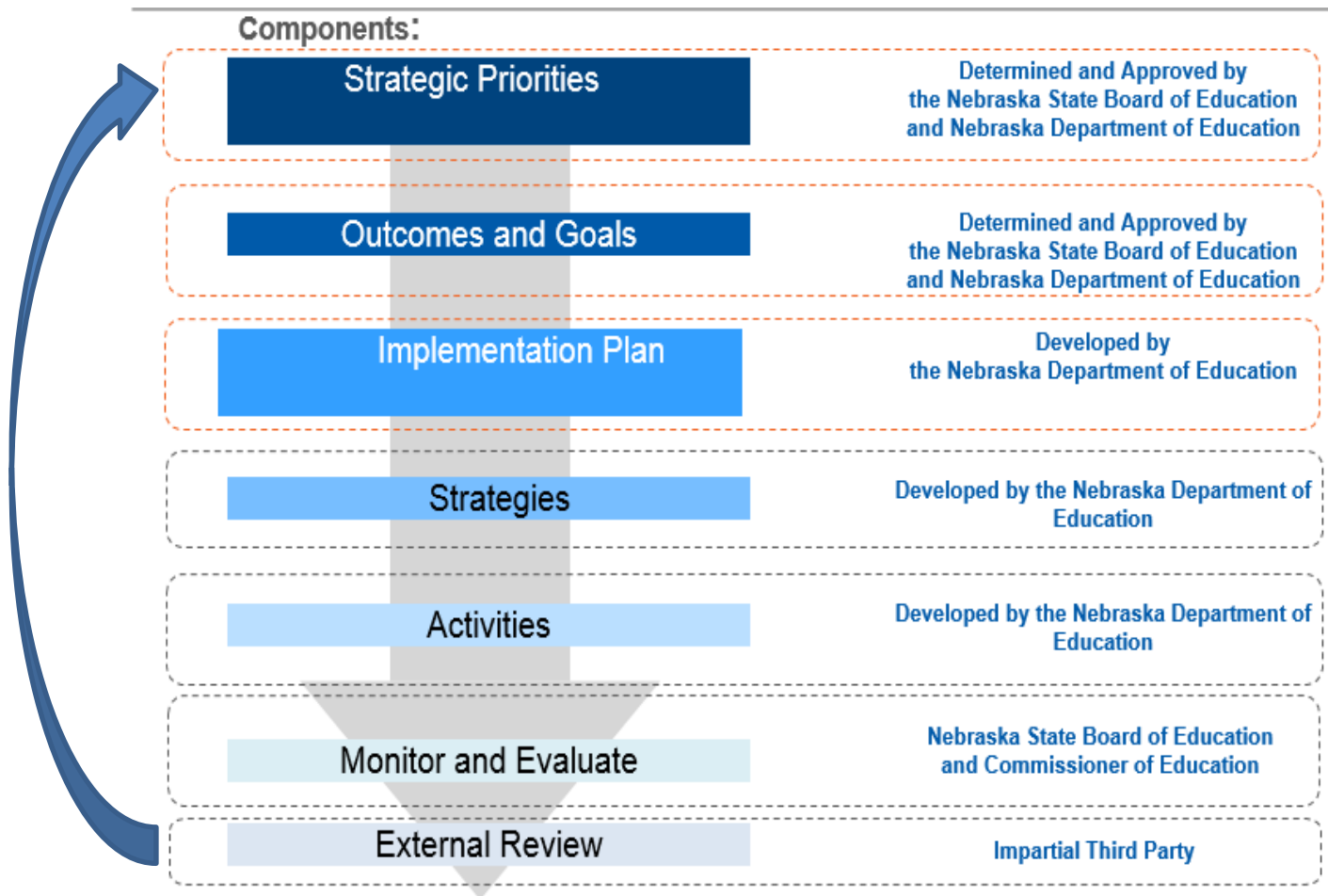
To realize the new strategic vision it can no longer be business as usual.

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

## 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

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## 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

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## 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 11<sup>th</sup> 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.



## Committee Report

**PROJECT NAME:** BlendEd and Distance Ed

**PROJECT DIRECTOR:** Beth Kabes

**REPORT PERIOD:** March, 2018

### COMMITTEE REPORT:

BlendEd Committee meet on Fridays at 9 a.m. over zoom throughout the months of January and February. Discussion items include:

[February 15, 2018 - Copyright, intellectual property, Cohort 2, Future Ready NE,](#)

[February 9, 2018 - OER, Blended Visits, CCC-Kearney, Comments from Math 5 teacher](#)

[January 25, 2018 - Garden County, Johnson Brock](#)

[January 19, 2018 - Cohort 2, Admin Days, NSCA Meeting](#)

[January 12, 2018 - ADVISER, OER, Admin Day Proposal](#)

[January 5, 2018 - Adviser, Work group for Nebraska Cloud](#)

### BlendEd:

#### Pilot

- Visited in December, January and February: Clarkson, Shelby-Rising City, South Sioux City, CL Jones MS-Minden, Litchfield, Mullen, Mitchell, Bayard, Kimball, Rock County Elementary, Bancroft-Rosalie
- ESU Coaches Monthly Meetings 1<sup>st</sup> Monday of each month
  - No meeting in January
  - [February 5, 2018](#)
- Cohort 2 – 2018-2020
  - BlendEd Pilot website: [bit.ly/neblend](http://bit.ly/neblend)
  - 16 schools/districts. Norris PS is requesting information to join

Garden County Schools
Amherst
Riverside Public Schools
Fairbury Public Schools
Laurel-Concord-Coleridge School

Valentine Public School
Pierce Public Schools
Pope John XXIII Central Catholic
Diller-Odell Public School
Wahoo Middle School
Ogallala High school
Sidney Public Schools
Wisner-Pilger Public Schools
Howells-Dodge Consolidated
Humphrey Public School
Crete HS

- Dates for training for Cohort 2
  - March 14 = Cohort 2 Kick Off in Kearney
  - March 15 = Cohort 2 Kick Off in Lincoln
  - March 16 = BlendEd Coaches Training in Lincoln (available to any ESU staff)
  - July 16-20, 2018 across the state

### **Open Education Resources Project**

- OER Commons
  - OER Nebraska Hub: <https://www.oercommons.org/hubs/nebraska>
  - Implementation Team Meeting notes
  - Held webinars with ISKME for training
    - February 8 - OER Commons Webinar - Using Groups to Curate, Remix & Create Resources

### **Promotion and Professional Development of BlendEd**

- Ted Style Talk on Flexible Seating at NDLA on February 18

### **DISTANCE EDUCATION:**

- Breakout Session at NDLA on February 18

### **ESUPDO:**

- Presentation to NOC on OER at February 10 regular meeting.

### **AESA:**

- OER Affinity Group February 14, 2018 notes
- Blended and Personalized Learning Affinity Group – co leader of the group.  
Next meeting: March 14, 2018

## *Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)*

### 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 (DE<sup>2</sup>TAILS)*

### 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 (DE<sup>2</sup>TAILS)*

## 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 (DE<sup>2</sup>TAILS)*

## 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 (DE<sup>2</sup>TAILS)*

## 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 (DE<sup>2</sup>TAILS)*

## 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 (DE<sup>2</sup>TAILS)*

### 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 (DE<sup>2</sup>TAILS)*

## 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.