



Commissioner's Advisory Group Agenda

June 12, 2019

9:00 a.m. to Noon

Nebraska Council of School Administrators

455 S 11th Street, Suite A, Lincoln

ZOOM: <https://zoom.us/j/585860728>
One tap mobile: 16699006833,,585860728#
Phone: 1 669 900 6833
Meeting ID: 585 860 728

Welcome and Introductions

Assessment

- Overview
- NWEA - Jason Mendenhall
- Reporting timelines
- Discussion

Rule 10

- Timeline and next steps
- Feedback to date

Rule 23

Use of Schools and ESUs to refine capacity around Priority Schools

Strategic Plan

- State Board Revisions

FCC – Education Broadband Service Decision

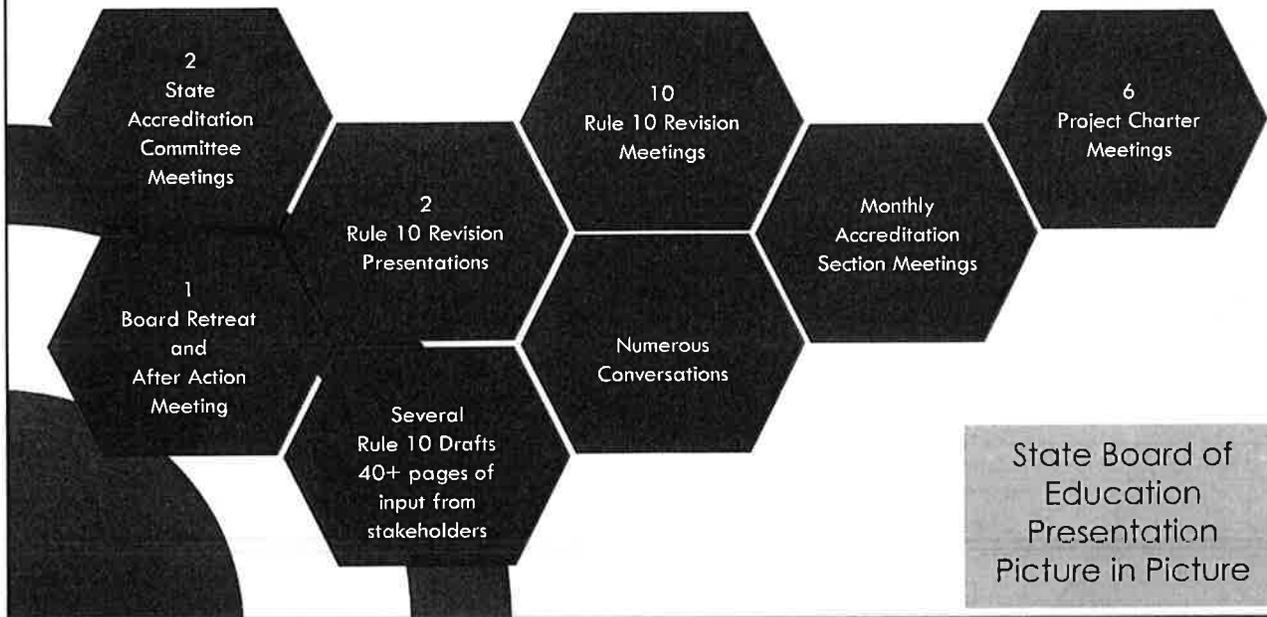
Advisory Group Membership

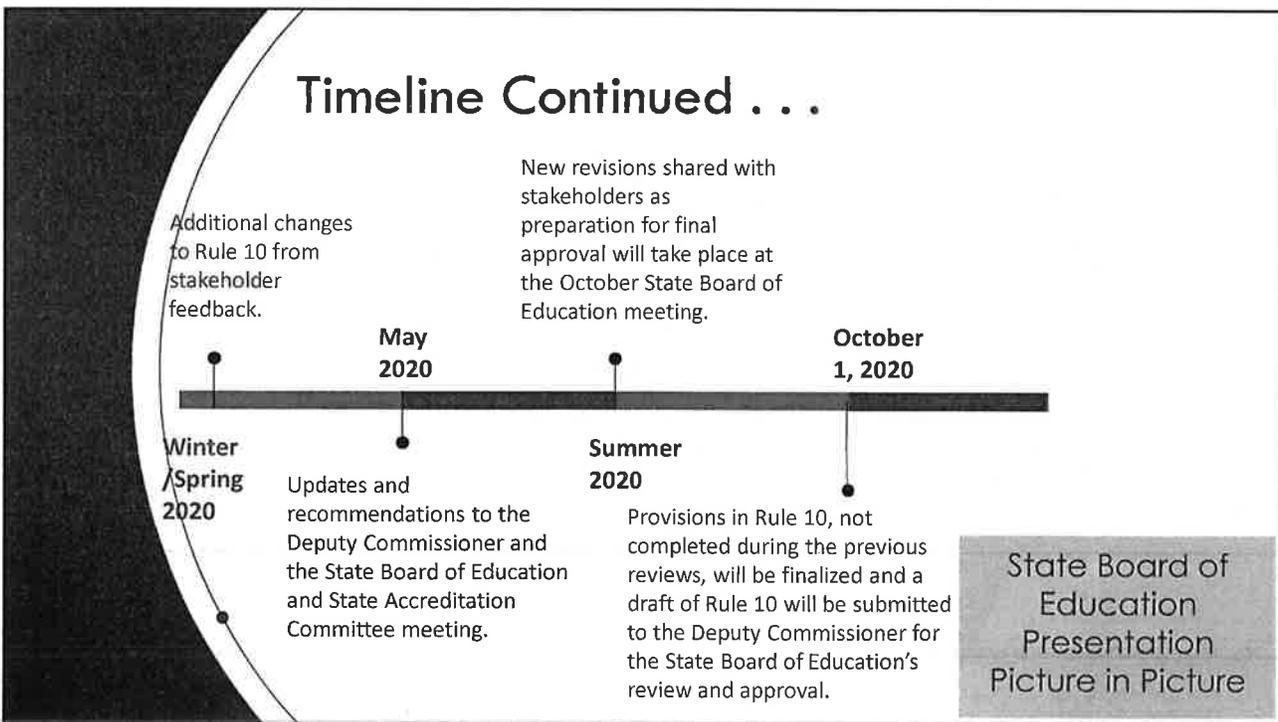
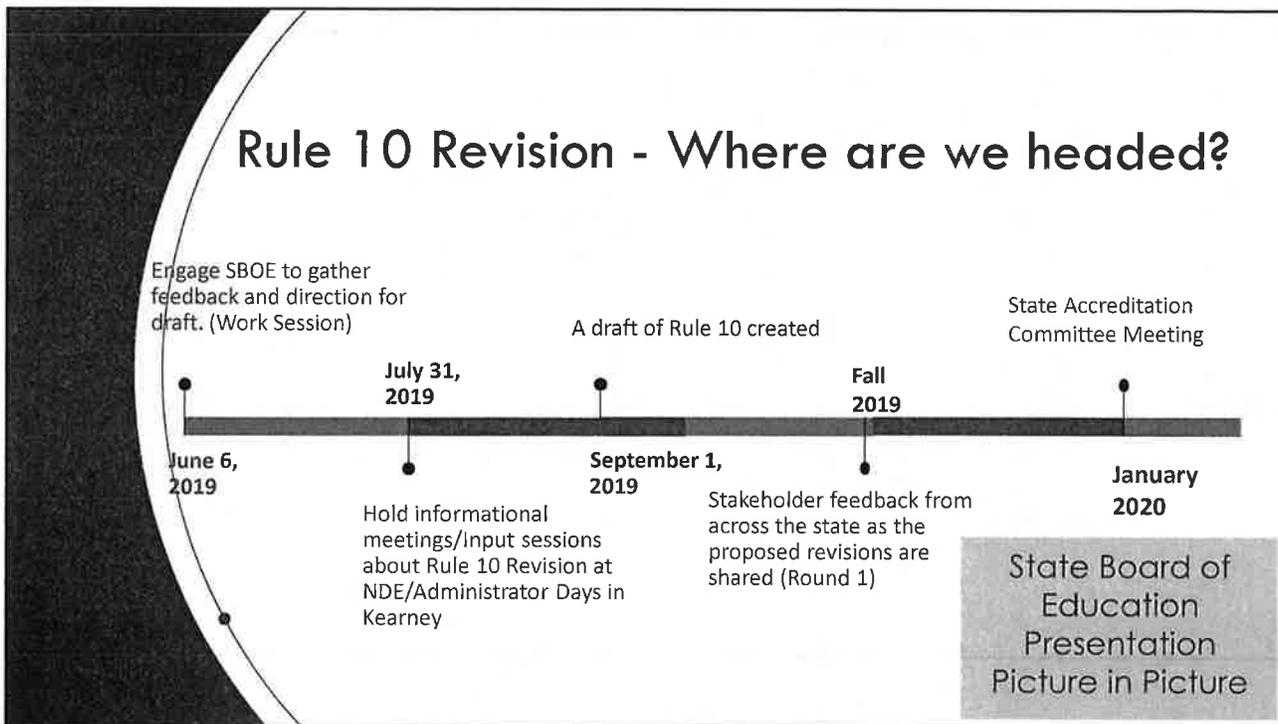
State Board of Education Rule 10 Update

Thursday - June 6, 2019

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Rule 10 Revision - What has happened so far?





State Board of Education Retreat Ideas!

- Review and update the annual process in the continuous improvement cycle;
- General compliance should be moved out of Rule 10;
- Research clear guidelines and approaches on how local school boards can take a more proactive role in school district accountability and accreditation processes.

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- Link AQuESTT accountability system with accreditation;
- Create a multi-level system where there are levels of accreditation through a performance/evidence based accreditation system;
- Examine a method and procedure that would accredit each school and each school district across Nebraska.

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Responses from Stakeholders (April 2019)

Public School Districts	18
Superintendents	8
Assistant Superintendents	3
Principals	3
Instructional Coach	1
Central Office Administrators	4
Nonpublic Schools	1
NDE Staff	3
Higher Education	1

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Responses from Stakeholders:

Rule 10 Recommendations

- 003.06 eLearning days
- 004.04D Multi-site and distance learning options
- 006 Review library and guidance
- 007 Review Media staffing regulations

NDE - Definitions, Updates, and Recommendations

- 004 Curriculum
- 005 Assessment
- 011 School Environment (Safety)

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Themes identified by the Responses from State Accreditation Committee:

Theme: Support to allow flexibility in meeting Accreditation

- Support menu of options to meet Accreditation
- Revise content of Rule 10 Sections to allow for flexibility in meeting Accreditation

Theme: Support of Continuous Improvement as part of the Accreditation process

- Continuous improvement is a great program and needs to continue mostly in current form
- Section 009 School Improvement should be more of a part of the Accreditation process

Theme: Minimal to no support for linking accountability with accreditation

- Do not tie AQuESTT to Accreditation
- AQuESTT is a MODEL; Rule 10 is a RULE. They are not the same.
- I like Commissioner's idea of combining accountability and accreditation process

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Themes identified by the Responses from State Accreditation Committee:

Theme: Minimal to no support for linking or connecting accountability with accreditation.

Theme: Push back on the development of multiple labels or designations of accreditation. Seen as additional labels for schools.

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Policy Question #1

Link AQuESTT accountability system with accreditation

Currently, Accreditation and Accountability are two distinct processes. Rule 10, Section 010 *Accountability Reporting for School Systems and Accountability System for Public Schools and School Districts* outlines the AQuESTT Accountability system. AQuESTT tenets are referenced in Rule 10 but are not requirements.

What are the SBOE purpose and rationale in linking the AQuESTT accountability system to accreditation?

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Policy Question #2

Create a multi-level system where there are levels of accreditation through a performance/evidence based accreditation system.

Currently, all school districts are “Accredited” annually. The option to recommend a school to be moved to “Accredited on Probation” or “Non-accredited” is outlined in Section 014 in Rule 10.

What is the SBOE purpose and rationale to create a multi-level accreditation system?

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Policy Question #3

Examine a method and procedure that would accredit each school and each school district across Nebraska.

Currently, all public school **districts** that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited. Approved private or parochial schools are eligible to apply for and maintain accreditation. (001.04 Accreditation Requirement)

What is the SBOE purpose and rationale to recommend accrediting schools and districts vs school districts only?

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Thank You!



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**Nebraska Department of Education
2017-2026 STRATEGIC VISION AND DIRECTION**

approved by the State Board of Education 12/2/16

Revisions proposed 6/6/2019 Revisions approved 6/7/2019

MISSION

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

GOALS

1. 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 (Leadership)
2. Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success (Success, Access, and Support)
3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)

STRATEGIES

(by GOAL)

1. *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 (Leadership)*
 - A. 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
 - B. Provide educational equity through the intentional allocation of resources and opportunities according to need which requires that discriminatory practices, prejudices, and beliefs be identified and eradicated
 - C. Engage policy partners and stakeholders in the development of policies, regulations, and practices to ensure equitable opportunities for all Nebraskans

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- 30 2. *Ensure that all Nebraskans, regardless of background or circumstances, have equitable*
31 *access to opportunities for success (Success, Access, and Support)*
- 32 A. Increase student, family, and community engagement to enhance educational
33 experiences and opportunities (Positive Partnerships, Relationships, and Success)
- 34 B. Provide quality educational opportunities for student success, beginning with early
35 childhood education and continuing through transitions between grade levels,
36 programs, schools, postsecondary institutions, and careers (Transitions)
- 37 C. Ensure that all students have access to comprehensive instructional opportunities,
38 beginning with early childhood education, to be prepared for postsecondary
39 education and career (Educational Opportunities and Access)
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- 41 3. *Increase the number of Nebraskans who are ready for success in postsecondary*
42 *education, career, and civic life (Teaching, Learning, and Serving)*
- 43 A. Ensure every student upon completion of secondary education is prepared for
44 postsecondary education, career, and civic opportunities (College, Career, and
45 Civic Ready)
- 46 B. Use assessments to measure and improve student achievement and inform
47 instruction (Assessment)
- 48 C. Assure that students are supported by qualified/credentialed, effective teachers
49 and leaders throughout their learning experiences (Educator Effectiveness)
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MEASURES OF PROGRESS

Leadership

- 1.A.1. Organize the NDE 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, by 2020 [original 1.1]
- 1.A.2. Implement an evaluation framework to measure the quality of services and systems of support provided by the Nebraska Department of Education, by 2020 [original 1.2]
- 1.A.3. Develop and maintain a professional learning directory to include high-quality professional learning opportunities for teachers, service providers, school leaders and local school board members, by 2020 [original 1.3]
- 1.A.4. 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, by 2020 [original 1.4]
- 1.B.1. Create an equity lens for use by the State Board of Education that provides a common vocabulary and protocol for decision-making and evaluation of progress toward systematic equity transformation, by 2019
- 1.C.1. Develop and implement an adaptive equity plan that will ensure equity is a key focus in NDE policies, practices, and organizational culture, by 2022 [original 7.1]

Success, Access, and Support

Positive Partnerships, Relationships, and Success

- 2.A.1. Implement an annual protocol to collect engagement and satisfaction data from stakeholders for continuous improvement of the NDE’s programs and services, by 2019 [original 2.1]
- 2.A.2. 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan, by 2026 [original 2.3]

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Transitions

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2.B.1. *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, by 2018 [original 3.1] **REPORTED***

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COMPLETE

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2.B.2. Implement a systematic process for supporting the needs of mobile students, by 2026 [original 3.4]

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Educational Opportunities and Access

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2.C.1. Develop a statewide open digital course and content repository and curate high-quality instructional resources, by 2020 [original 4.1]

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2.C.2. 95% of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district's resident preschool age population, by 2026 [original 4.3]

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Teaching, Learning, and Serving

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College, Career, and Civic Ready

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3.A.1. Define college, career, and civic readiness, by 2020 [original 5.1]

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3.A.2. All Nebraska elementary schools will provide a tiered system of support consisting of evidence-based curriculum, instruction, interventions, and assessment for English language arts and mathematics, by 2020 [original 5.2]

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3.A.3. 100% of Nebraska schools will provide all students with a program for a career awareness, exploration, and preparation, by 2026 [original 5.3]

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Assessment

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3.B.1. *Utilizing* baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups, by 2018 [original 6.1] **REPORTED COMPLETE**

L03

L04

3.B.2. Implement a balanced 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, by 2020 [original 6.2]

L05

L06

L07

Educator Effectiveness

L08

3.C.1. 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certified staff as aligned to Rule 10, by 2021 [original 7.2]

L09

L10

L11

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ASPIRATIONAL MEASURES OF SUCCESS

Success, Access, and Support (SAS)

- L12
- L13
- L14
- L15
- L16 SAS.1. The dropout rate of all Nebraska students including subgroups will be less than 1%, by 2026 [original 2.2]
- L17 *(Positive Partnerships, Relationships, and Success)*
- L18 SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from
- L19 27.46% to 15%, by 2026 [original 2.4] *(Positive Partnerships, Relationships, and Success)*
- L20 SAS.3. The 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85%
- L21 for any one subgroup, by 2026 [original 3.2] *(Transitions)*
- L22 SAS.4. The 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90%
- L23 for any one subgroup, by 2026 [original 3.3] *(Transitions)*
- L24 SAS.5. 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement
- L25 coursework, earned dual credit and/or obtained industry certification, by 2026 [original 4.2] *(Educational*
- L26 *Opportunities and Access)*
- L27

Teaching, Learning, and Serving (TLS)

- L28
- L29 TLS.1 At least 50% of all Nebraska high school students from any given cohort year, will have earned a college
- L30 degree, credential, or certificate within five years of graduating from high school, by 2026 [original 5.4]
- L31 *(College, Career, and Civic Ready)*
- L32 TLS.2. The percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%,
- L33 by 2026 [original 6.3] *(Assessment)*
- L34 TLS.3. The percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%,
- L35 by 2026 [original 6.4] *(Assessment)*
- L36 TLS.4. The percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%,
- L37 by 2026 [original 6.5] *(Assessment)*
- L38

L39 Notes: (1) Aspirational Measures of Success may need to be edited in conjunction with edits to the state Every

L40 Student Success Act (ESSA) plan. (2) Measures reported as complete are indicated in *italics*, followed by the

L41 notation: “**REPORTED COMPLETE**”. (3) Strategy 1.B. adapted from the National School Boards

L42 Association’s Vision for Equity in Public Education. (4) Measure 1.B.1. adapted from the National

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.43 Association of State Boards of Education equity lens. (5) References to the AQuESTT system are
.44 underlined. More information on the Strategic Vision and Direction can be found at:
.45 <http://nebraskaeducationvision.com/>.
.46

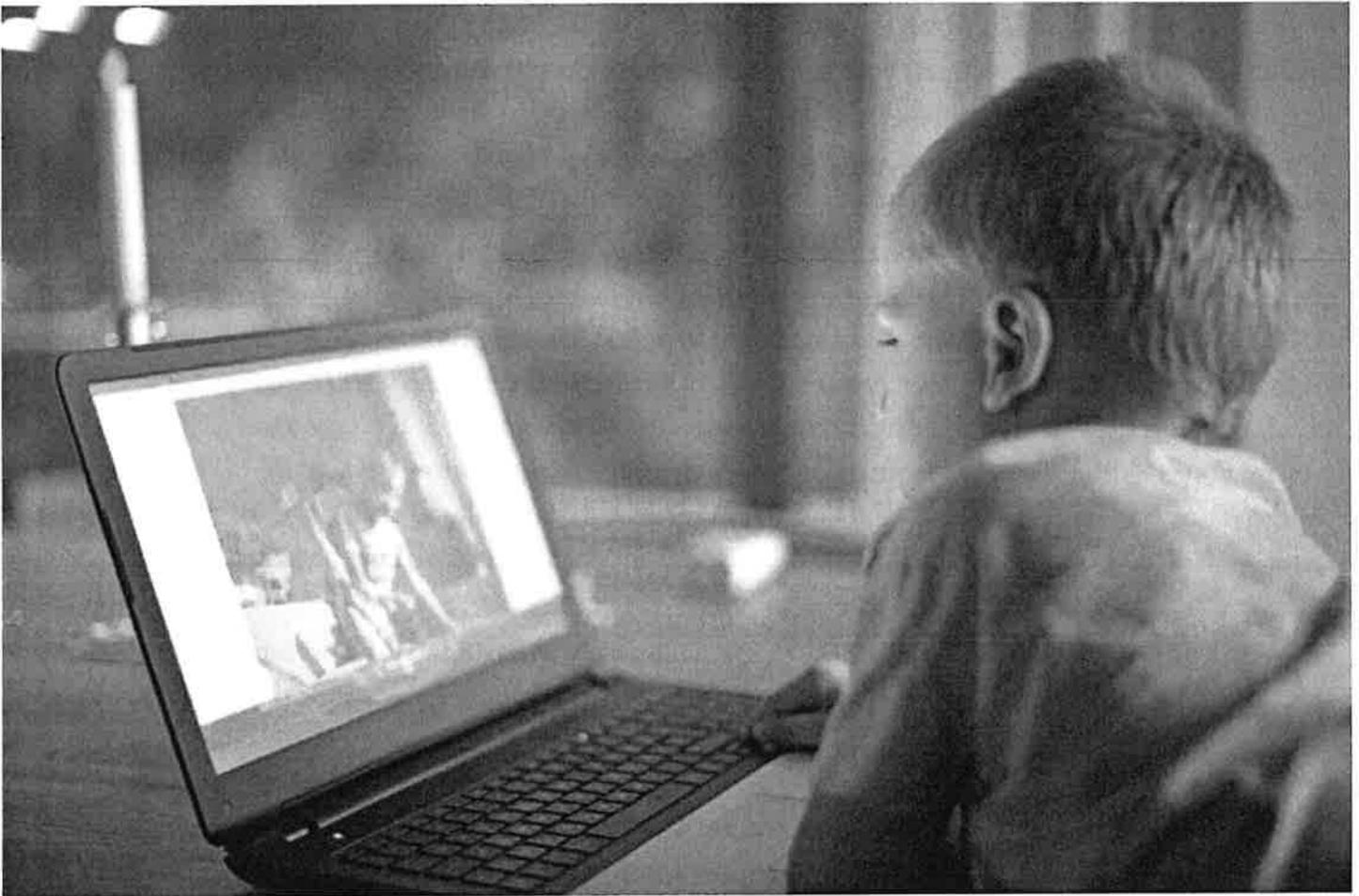
LATEST

After more than 50 years in Omaha, Gerda's German Restaurant and Bakery to close this month

https://www.omaha.com/opinion/midlands-voices-fcc-is-about-to-make-a-consequential-decision/article_49b7f9de-b1a9-522c-b735-0bc2c7c3880c.html

Midlands Voices: FCC is about to make a consequential decision for Nebraska's students

By Matthew Blomstedt Jun 1, 2019



PEXELS.COM

The writer is the Nebraska commissioner of education.

One of the biggest challenges facing education today is equity. Children shouldn't have less opportunity based on poverty, race, location or any other reason. Nebraska will lead the way in addressing inequities of the past by focusing on opportunities to learn for all students.

Nebraska needs creative strategies for meeting students' educational needs, especially for traditional and adult learners living in our smallest and most geographically isolated communities. Digital learning offers a practical tool for expanding access to useful coursework and relevant job training, but in many cases, broadband infrastructure gaps in rural Nebraska pose challenges to delivering education online. These connectivity gaps need to be filled so that students of all ages, regardless of where they live, can acquire the knowledge and skills required to succeed in our businesses and communities.

Nebraska is a leader in connecting public and private school students to broadband, thanks to local and state planning and the Legislature's leadership on practical statewide connectivity initiatives like Network Nebraska. Home broadband access in less populated parts of the state, however, has lagged. Market incentives for expanding expensive telecommunications infrastructure require population density, and most of Nebraska's land mass has fewer than five persons per square mile. As a result, an estimated 45,000 to 60,000 of Nebraska students' homes either do not have wired or wireless Internet access or are served by connections well below the Federal Communications Commission's broadband standards. This connectivity problem not only disadvantages rural students, including adults interested in acquiring new workforce skills, it also harms Nebraska's businesses, communities and overall economy.

Expanding access to wireless broadband is a pragmatic way to connect rural students to broadband, and the FCC will soon make a decision that could enable digital learning to reach more unconnected families. For decades, the FCC has allocated wireless spectrum for exclusive use by educational entities. That spectrum is now called the Educational Broadband Service, or EBS. Unfortunately, the FCC has not granted new EBS licenses — permission to use the wireless spectrum — since the 1990s. In the coming weeks, FCC Chairman Agit Pai and the other FCC commissioners will vote on whether or not to offer new EBS licenses in Nebraska and other states for the first time in a generation.

Last year, the Nebraska Department of Education, Nebraska Educational Telecommunications and Nebraska's chief information officer filed formal comments with the FCC, imploring the agency to make these licenses available to the state so that we can begin to connect more rural students to the broadband-supported digital learning opportunities they need to prepare for success in the workplace and in their communities. The FCC should not miss this important, once-in-a-generation opportunity to help rural Nebraskans achieve their full earnings potential and to ensure that all of our communities — regardless of location — can also reap the benefits of the increasingly technology-driven national and global economy. We urge the FCC to say "yes" to EBS and new wireless broadband licenses for Nebraska.
