

**STATE BOARD OF EDUCATION**  
**DRAFT PRESIDENT'S POLICY PRIORITIES FOR 2020**

The individual board member priorities submitted for the year 2020 were reviewed by the President and Vice President of the State Board of Education. In the review of individual priorities, the strategic plan was considered, as well as board position statements, rules, and previously adopted regulatory priorities. Below are three policy priority areas as a draft for dialogue. These policy priorities will guide the development of meeting agendas and will be of utmost priority related to the policy work of the State Board of Education in the year 2020. The intent is to inform the board leadership to work with the Commissioner to address these priorities.

**AQuESTT Framework**

AQuESTT (Accountability for a Quality Education System, Today and Tomorrow) is the framework that guides school approval, accreditation, and accountability (State Board Position Statement S2). Communication, revision, and continuous improvement around AQuESTT implementation is a policy priority for the State Board in the year 2020.

- The State Board intends to revise current rules related to school approval and accreditation (Rules 10 and 14) to clearly delineate the requirements for school approval, and design a standards-based accreditation system, using the domains of AQuESTT as the framework. Further, the State Board intends to clarify the differences between school approval, accreditation, and accountability through rules and regulations.
- The State Board intends to consider utilizing the Evidence-Based Analysis (EBA) tool as a guide in developing a standards-based accreditation system, rather than using the EBA as a factor in school and district accountability classifications.
- The State Board intends to consider how growth in student achievement can contribute as a substantial indicator to school and district accountability classifications.
- The State Board seeks to consider how revisions to relevant rules can support the regulatory priorities identified below.

***From the State Board's regulatory priorities adopted September 6, 2019:***

*The State Board supports policy that continues to connect a well-aligned accountability and accreditation system for schools in Nebraska. The State Board respects the Legislature's support for the development of a well-aligned system of accountability and accreditation. The State Board continues to review and refine accreditation strategies to better identify and support the schools most in need of improvement. Areas of Regulatory focus by the Board include:*

- *Defining the role of the State Board and the NDE when priority schools are not making progress*
- *Expanding a level of flexibility and innovation in processes for accreditation*

### Early Childhood Education

Under the scope of the State Board's goal to, "ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success," early childhood education policies within the scope of the State Board are a policy priority in the year 2020.

- The State Board should review the Nebraska Early Childhood Workforce Commission report from January 30, 2020, to consider how the Nebraska Department of Education can continue to partner with key stakeholders across the state to achieve relevant goals from the report. Additionally, the State Board seeks to review the report to identify regulatory changes that can support the recommendations of the report.
- The State Board seeks to review current early childhood education rules (e.g., Rule 11) to consider supporting the statement below from the Board's regulatory priorities.
- The State Board intends to study current policies to determine how all school districts in Nebraska can support a high-quality prekindergarten program.

#### ***From the State Board's regulatory priorities adopted September 6, 2019:***

*The State Board supports policy that promotes high quality early childhood experiences. The Board supports regulatory changes that:*

- *Allow flexibility in staffing prekindergarten programs with the ultimate goal of having fully certified early childhood educators in each program*

### Educator Preparation and Certification

Under the scope of the State Board's goal to, "increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life," educator preparation and certification policies within the scope of the State Board are a policy priority in the year 2020.

- The State Board seeks to review current rules related to educator preparation and certification (e.g., Rules 20, 21, 23, 24) to determine if the current rules reflect current best practices in educator preparation and certification. Further, the State Board seeks to review the current rules to determine if changes are warranted based on the Board's regulatory priorities outlined below.

#### ***From the State Board's regulatory priorities adopted September 6, 2019:***

*The State Board supports policy that ensures students have access to qualified, credentialed, and effective educators throughout their learning experiences. As such, the State Board of Education is engaged in regulatory changes in the following areas:*

- *Alternate and non-traditional certification paths for educators consistent with Nebraska's high expectation for effective educators*
- *Consideration of reciprocity with and between states that remove barriers for educators entering the State of Nebraska to teach with minimal additional requirements*
- *Eliminating barriers for individuals entering the education profession that represent racial, cultural, economic, and social diversity consistent with Nebraska's high expectations for effective educators*
- *Shifting from multicultural content minimums to capacity for respect of the multiple cultures with an equity perspective*