AN ANALYSIS OF NEBRASKA'S ESSA PLAN

This dashboard analyzes Nebraska's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Nebraska submitted its plan on September 22, 2017, and the U.S. Department of Education approved it on May 23, 2018. Full text is available at https://www2.ed.gov/admins/lead/account/stateplan17/neconsolidatedstateplanfinal.pdf. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD

NEBRASKA

LONG-TERM GOALS

Academic Achievement

Green 89% of students proficient in reading and 86% of students proficient in math by 2026

Academic Achievement by Student Subgroup

Green Reduce by 50% the number of students not proficient in each subgroup by 2026

4-Year Cohort High School Graduation Rate

Green 94.4% of students graduating by 2026

Extended-Year Cohort High School Graduation Rate

Green 7-year cohort graduation rate goal of 96%

English Language Proficiency

Green Accounts for students' initial proficiency level in setting student goals with maximum of 6 years to attain proficiency

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

Yellow Definition identifies schools based on subgroup performance measured in "stages" against all students in the bottom 25% of Title I schools (stage 1 indicators include achievement and English language proficiency; stage 2 includes high school graduation rate or "other academic" indicators; stage 3 includes SQSS indicators)

High School Graduation Rate Used to Identify Schools for Comprehensive Support

Green 4-year cohort graduation rate

ACCOUNTABILITY

Disaggregation of Student Subgroups

Green Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

N-Size

Green 10 students

School Quality and Student Success (SQSS) Indicator

Yellow Chronic absenteeism, science proficiency (measured by state science assessment), and "evidence-based analysis" (includes measures of school leader responses to 5 "policies, practices, and procedures" questions; can result only in an increase in summative rating) for all schools

High School Graduation Rate

Green Weights 4-year cohort graduation rate 51% and 7-year cohort graduation rate 49%

Weighting of Academic Indicators

Green State bases summative ratings on student achievement in reading and math and then adjusts ratings based on other indicators in the system while still giving academic indicators greatest weight; only 1 of 3 measures of SQSS is not tied directly to student learning

Testing Participation Rates

Green No credit for untested students; participation on state assessments is an independent indicator in accountability system

Inclusion of Student Subgroup Performance

Red Subgroup performance does not affect school ratings, which are calculated by ranking schools according to proficiency rates on state assessments and then "adjusting" for all other indicators; schools receive 1 of 4 ratings ("excellent," "great," "good," or "needs improvement")

> **! CONCERN**
>
> "Evidence-based analysis" is a school-level measure and cannot be disaggregated by student subgroup at the school level

> **⚲ NOTE**
>
> Some indicators can result only in a school receiving a higher rating

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Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

LONG-TERM GOALS

Academic Achievement
- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

Academic Achievement by Student Subgroup
- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate
- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

Extended-Year Cohort High School Graduation Rate
- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

English Language Proficiency
- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red**: Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups
- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

N-Size
- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator
- **Green**: Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

High School Graduation Rate Indicator
- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators
- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

Testing Participation Rates
- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

Inclusion of Student Subgroup Performance in School Ratings
- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support
- **Green:** Definition is meaningfully different from "additional targeted support" (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support
- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate