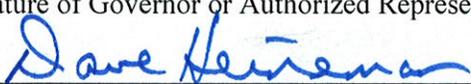
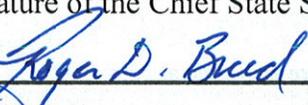


STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

<p>Legal Name of Applicant (Office of the Governor): Office of the Governor State of Nebraska</p>	<p>Applicant's Mailing Address: Office of the Governor P.O. Box 94848 Lincoln, NE 68509-4848</p>
<p>State Contact for the Education Stabilization Fund</p> <p>Name: Gerry A. Oligmueller</p> <p>Position and Office: State Budget Administrator</p> <p>Contact's Mailing Address:</p> <p>DAS Budget Division Room 1320, State Capitol P.O. Box 94664 Lincoln, NE 68509-4664</p> <p>Telephone: (402) 471-2526 Fax: (402) 471-8074 E-mail address: Gerry.Oligmueller@nebraska.gov</p>	
<p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Dave Heineman, Governor</p>	<p>Telephone: (402) 471-2244</p>
<p>Signature of Governor or Authorized Representative of the Governor: X <u></u></p>	<p>Date: 1-11-2010</p>
<p>Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</p>	
<p>Chief State School Officer (Printed Name): Roger Breed, Commissioner of Education</p>	<p>Telephone: (402) 471-5020</p>
<p>Signature of the Chief State School Officer: X <u></u></p>	<p>Date: 1-11-2010</p>

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	<u>\$700,594,282</u>
FY 2009	<u>\$839,390,581</u>
FY 2010*	<u>\$840,207,268</u>
FY 2011*	<u>\$791,729,472</u>

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006	<u>\$519,412,293</u>
FY 2009	<u>\$608,776,382</u>
FY 2010*	<u>\$608,776,382</u>
FY 2011*	<u>\$610,776,381</u>

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

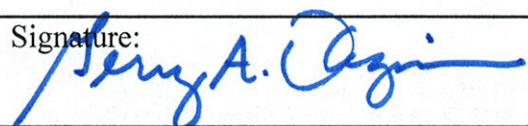
- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
SEE ATTACHMENT
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.
SEE ATTACHMENT

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Gerry A. Oligmueller, State Budget Administrator	
Signature: 	Date: 1-11-2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator

(a)(1) Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).



Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

¹ X Yes, the data are correct.

² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

⁴ X The State makes the data *publicly available* and updates the data *annually* on a website.

Provide the State website where the data are provided by the State to the public:⁵
<http://reportcard.nde.state.ne.us/Page/TeachersNCLB.aspx?Level=st>

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator

(a)(2) Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 111(b)(8)(C) of the ESEA).



Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public.⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public.⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1) Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ Click here to enter text.

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter

text.

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2) Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ XNo, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

- (1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.
- (2) Student-level enrollment, demographic, and program participation information?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.
- (3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

X No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

X Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

X Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

X Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

X No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

Yes.

X No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

X Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

Yes.

X No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

Yes.

X No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2) Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3) Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.



Please respond (check one): Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls> correct?

X Yes, the status is correct.

² No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

⁵ Provide the State website where the status is provided by the State to the public: [Click here to enter text.](#)

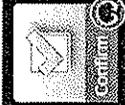
⁶ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

⁷ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

⁸ Provide the State website where the most recently updated information is provided by the State to the public: [Click here to enter text.](#)

⁹ X The State does not make the status information publicly available on a website.

¹⁰ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the status is correct.

No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check one):

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public.⁵ [Click here to enter text.](#)

The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

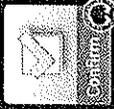
Provide the State website where the information is collected and publicly available.⁷ [Click here to enter text.](#)

The State does not make the status information publicly available on a website.

Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)

Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check one):

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

Yes, this has been completed within the last two years.

No, this has been completed, but it occurred more than two years ago.

No, this has never been completed.

Please respond (check one):

The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:⁵

<http://reportcard.nde.state.ne.us/Page/PerformancePercentage.aspx?Category=2&AppGroup=11&Level=st&Subject=1>

Nebraska will post the file prepared by the U. S. Department of Education (Indicator-c5r) on the NDE homepage, SFSF Application Phase II at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹²X The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³

<http://reportcard.nde.state.ne.us/Page/PerfImprovementPercentage.aspx?Category=2&AypGroup=11&Level=st&Subject=2>

Nebraska will post the file prepared by the U. S. Department of Education (indicator-c5m) on the NDE homepage, SFSF Application Phase II at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available

on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- ¹ Yes, this was completed within the last two years.
² No, this was completed more than two years ago.
³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵

<http://reportcard.nde.state.ne.us/Page/PerfImprovementPercentage.aspx?Category=3&AvpGroup=12&Level=st&Subject=1>

Nebraska will post the file prepared by the U. S. Department of Education (Indicator-c8r) on the NDE homepage, SFSF Application Phase II at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

→

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts*

publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹X Yes, the data are correct.

¹⁰ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

// [Click here to enter text.](#)

Please respond (check one):

¹²X The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:¹³

<http://reportcard.nde.state.ne.us/Page/PerfImprovementPercentage.aspx?Category=3&AypGroup=12&Level=st&Subject=1>

Nebraska will post the file prepared by the U. S. Department of Education (Indicator-c8m) on the NDE homepage, SFSF Application Phase II at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

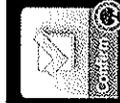
¹⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



Indicator (c)(9) Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

Yes, the State Report Card includes this information.

No, the State Report Card does not include this information.

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
<http://reportcard.nde.state.ne.us/Page/PerfNAEP.aspx?Level=st>

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:² [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ X No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

X The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ X No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

X The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ X The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ X The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:² [Click here to enter text.](#)

If Yes, please respond (check one):

The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:⁴ [Click here to enter text.](#)

The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ X No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)

Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)

Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

"Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite

"Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator
(d)(6)**

Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ X No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ NA No, the State does not collect this information. (Not applicable)

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

- ¹ Yes, the data are correct.
- ² No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
³ [Click here to enter text.](#)

Please respond (check one):

- ⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.
- Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.
- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public:
⁷ [Click here to enter text.](#)

⁸ NA The State does not make the data publicly available on a website. (Not applicable)

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ NA No, the State does not collect this information. (Not applicable)

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ NA No, the State does not collect this information. (Not applicable)

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷NA No, the State does not collect this information. (Not applicable)

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ NA No, the State does not collect this information. (Not applicable)

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public</u> <u>Reporting</u> (check if applies)
Indicator (a)(2)	X	X
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (c)(1)		X
Indicator (c)(2)		X
Indicator (c)(3)		X
Indicator (c)(4)		X
Indicator (c)(6)		X
Indicator (c)(7)		X
Indicator (c)(10)	X	X
Indicator (d)(1)	X	X
Indicator (d)(2)	X	X
Descriptor (d)(1)	X	X
Indicator (d)(3)	X	X
Indicator (d)(4)	X	X
Indicator (d)(5)	X	X
Indicator (d)(6)	X	X
Indicator (d)(7)	NA	NA
Indicator (d)(8)	NA	NA
Indicator (d)(9)	NA	NA
Indicator (d)(10)	NA	NA
Indicator (d)(11)	NA	NA
Indicator (d)(12)	NA	NA

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> Element	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1	X	
2	X	
3	X	
4	X	
5		X
6		X
7		X
8	X	
9	X	
10		X
11	X	
12	X	

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

(Also included on page 4 of 3B)

NDE has three primary means of collecting data from the districts, ESUs and other agencies. Plans and applications are submitted through an online grants management system that includes an automated payment system. Student and staff data are collected through the Nebraska Student and Staff Record System (NSSRS). Data that is not student or staff information is collected through a series of online forms in the Consolidated Data Collection system. Each of these systems have been designed and constructed with built-in data quality processes of errors and warnings, validations and verification reports to ensure completeness and support accuracy during submission. NDE has established an internal data auditing system consisting of the program managers and data coordinators to review and verify all data that has been submitted before it is used or reported to the U. S. Department of Education or the public.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

(Also included on page 4 of 3B.)

Nebraska's State Board of Education has approved a policy to ensure that, consistent with 34 CFR 99.3(b), data and other information are not make publicly available in a manner that personally identifies students.

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

Introduction

The American Recovery and Reinvestment Act (ARRA) has challenged States to reform schools and provided resources to do so. This comes at a time when Nebraska is in the midst of change at many levels and ARRA provides the opportunity to focus our change efforts on the four critical areas of school reform found in the assurances.

ARRA has brought unprecedented collaboration and cooperation among the Governor and his office, the State Legislature, the Postsecondary Institutions of Higher Education, our intermediate service agencies (Educational Service Units or ESU), our policy partners including the Nebraska Council of School Administrators, Nebraska Education Association, Nebraska Association of School Boards, Nebraska Council of Rural Schools Association, the school districts, and the business community. These groups are working to ensure coordination among the use of State Fiscal Stabilization Funds, a comprehensive application for Race To The Top funds, an application for a State Longitudinal Data Systems grant, collaborative work on the new assessment grants, and integrating the ARRA funds available through IDEA and ESEA.

Examples of changes in education occurring include the Nebraska P-16 Initiative, new leadership at the Nebraska Department of Education, and rigorous new standards and statewide tests for Reading, Math and Science.

Nebraska P-16

The Nebraska P-16 Initiative is a coalition of 27 Nebraska education, business and government groups committed to improving student success rates at all levels, from preschool through college and beyond. Nebraska P-16's Executive Committee members are:

Governor Dave Heineman, Chair
Roger Breed, Commissioner of Education
James Milliken, President, University of Nebraska
Senator Greg Adams, Chair Legislature's Education Committee
Elizabeth Koop, Executive Director, EducationQuest Foundation

The Nebraska P-16 goals are as follows:

1. Adopt a college and career preparation core curriculum that requires four years of English and three years each of math, science and social studies in Nebraska school districts by the 2014-15 school year.
2. Eliminate the academic achievement gap between Nebraska's K-12 Caucasian students and its African American, Hispanic, and Native American students.
3. Develop an effective longitudinal data system which provides information on the Nebraska educational system from preschool through post-graduate degree attainment and entry into the workforce to help align resources with strategic goals.
4. Improve Nebraska's high school graduation rate to 90 percent.
5. Improve Nebraska's college-going rank to the Top 10 tier nationally.
6. Provide affordable access for Nebraska students to attend Nebraska's postsecondary institutions.

7. Improve time to degree completion and increase graduation rates of Nebraska's postsecondary institutions.
8. Increase by five percent the number of teacher education graduates in the areas of science, technology, engineering and mathematics (STEM) within Nebraska postsecondary institutions.

Education in Nebraska has new leadership with a new Commissioner and Deputy Commissioner in the Nebraska Department of Education (NDE). To ensure the Department's resources are aligned with the SFSF assurances, the Commissioner has arranged for an agency evaluation to be conducted this year by the Center for Innovation and Improvement through the North Central Comprehensive Center that serves Nebraska.

In the Spring of 2010, all school districts will begin using a new test, Nebraska State Accountability (NeSA) for Reading. The following Spring will see the implementation of the new NeSA test for Mathematics and Science tests will be implemented in the Spring 2012. NeSA replaces the locally developed classroom based assessments with a single statewide test.

Districts indicated in their applications for the SFSF funds awarded in Phase I, whether the funds would be used to provide new, expanded or support for ongoing school reform efforts of the assurances. The number of districts using SFSF funds specifically for school reform strategies is provided below. NDE is gathering resources and information to assist districts in each of the 20 strategies. This information is provided in the Continuous Improvement Process Toolkit at: <http://www.nde.state.ne.us/CIPtoolkit/index.html>

District Use of State Fiscal Stabilization Funds

School Reform Strategy		Total
Effective Teachers/Principals		
1	Professional development for teachers	160
2	Mentoring Programs	89
3	Leadership development for teachers	93
4	Collaborative teaching time	88
5	Professional learning communities	73
Longitudinal Data Systems		
6	Implementing/upgrading student information systems	100
7	Support for data quality (training, staff, etc.)	116
Rigorous Standards and High Quality Inclusive Assessments		
8	Formative assessment development and implementation	100
9	Curriculum alignment with new State standards	121
10	Technology (acquiring/upgrading) for on-line assessments	136
11	Adding Advanced Placement or more rigorous courses	74
12	College and career readiness	91
Intensive support for Schools/Students that Need It the Most		
13	Implementing effective instructional approaches	167
14	21 st Century technology classrooms or lap-top programs	122

15	Distance learning to provide more learning opportunities	110
16	Drop-out prevention programs	84
17	Extending the length of the school year or school day	44
18	Preschool or early childhood programs	82
19	Family/community engagement and support	78
20	Social workers/counseling support	80

Total number of Districts receiving SFSF funds = 199

The Nebraska Department of Education is the agency with the primary responsibility for development, implementation and oversight of the SFSF Application Phase II plan. The plan was developed by the Commissioner and a cross-team group of NDE staff including the Team Leaders for Accreditation; Assessment; Curriculum; Equity and Special Populations; Technology; and Data and Federal Programs. The Governor, Commissioner and Team Leaders have met monthly to coordinate the development. In addition, the key components of the four assurances have been reviewed with policy partners including the Nebraska State Education Association, Nebraska Association of School Boards, Nebraska Council of School Administrators, P-16 Council and members of the Data Advisory Group. Information on the assurances and the reporting requirements have been shared, in detail, with districts at the annual Data Conference and through several ARRA telecasts that are broadcast throughout the State and available for video-streaming on the NDE homepage at: <http://www.nde.state.ne.us/ARRA/Presentations.html>

As a small SEA, NDE has the advantage of having a small group of staff that are developing all of the ARRA plans and applications. While this creates a heavy workload on those involved, it ensures collaboration and coordination of activities. The additional Title I, Part A, administrative funds are being used to add five new staff that will support these required activities wherever appropriate.

Technical assistance to implement the requirements of the assurances will come from within the State through the Educational Service Units and Postsecondary Institutions of Higher Education depending on the activity. The Department will also utilize the North Central Comprehensive Center and the other ESEA supported comprehensive centers.

Nebraska maintains a very comprehensive annual report card called the State of the Schools Report. Student performance and accountability results, including graduation rates and ESEA Adequate Yearly Progress decisions, teacher qualifications, and some financial information is provided. Some information from the State of the Schools Report will be used to report progress on the SFSF Data Collection and Reporting requirements through links to the SFSF Application Phase II and vice versa. The SFSF Application Phase II website is the primary source of information on this plan. It will be posted in its entirety at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html which is found on the homepage for the Nebraska Department of Education. The SFSF Application Phase II will also be linked to Nebraska Recovery (the State's ARRA homepage) at: <http://www.recovery.nebraska.gov>

The State of the Schools Report is updated annually and the new year's version is released to the public in early November. Except as noted differently in this plan, the SFSF Application Phase II will also be updated annually by November of each year to coincide with the release of the State of the Schools Report.

NDE has the capacity to meet the Data Collection and Reporting requirements for the assurances using existing State and Federal funds with the notable exception of Indicator (b)(1) – the implementation of the P-16 longitudinal data system. Anticipated costs for implementation of the data elements in the P-16 system are provided in that section of this plan.

NDE has three primary means of collecting data from the districts, ESUs and other agencies. Plans and applications are submitted through an online grants management system that includes an automated payment system. Student and staff data are collected through the Nebraska Student and Staff Record System (NSSRS). Data that is not student or staff information is collected through a series of online forms in the Consolidated Data Collection system. Each of these systems have been designed and constructed with built-in data quality processes of errors and warnings, validations and verification reports to ensure completeness and support accuracy during submission. NDE has established an internal data auditing system consisting of the program managers and data coordinators to review and verify all data that has been submitted before it is used or reported to the U. S. Department of Education or the public.

Nebraska's State Board of Education has approved a policy to ensure that, consistent with 34 CFR 99.3(b), data and other information are not make publicly available in a manner that personally identifies students.

I. ASSURANCES (a), (c) and (d)

Indicator (a)(2)	<i>Whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA)</i>
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Using the ESEA requirements for Highly Qualified Teachers and for the Consolidated State Performance Report reporting, Nebraska does not have a discrepancy between the high- and low-poverty schools in the State.

Milestones and Dates

Nebraska's Teacher Equity Plan will be updated with the 2008-09 data by April 2010.

Identified Obstacles

There are no obstacles preventing the collection, reporting or implementation of the Teacher Equity Plan.

Nature and Frequency of Reports

The Teacher Equity Plan, updated to include the 2008-09 data, will be posted by April, 2010. The Plan will be updated annually by September 30, 2010 with the 2009-10 data and by September 30, 2011 with the 2010-11 data. The Plans will be posted on the SFSF Phase II Application on the NDE homepage at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

Cost and Source of Funds

There are no additional costs for updating and posting the Teacher Equity Plans. Staff working on the Teacher Equity Plan are funded using the federal Title I, Part A and Title II, Part A state administration funds.

Descriptor (a)(1)	<i>The systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal</i>
Indicator (a)(3)	<i>Whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion</i>
Indicator (a)(4)	<i>If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level</i>
Indicator (a)(5)	<i>If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA</i>

Descriptor (a)(2)	<i>The systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal</i>
Indicator (a)(6)	<i>Whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion</i>
Indicator (a)(7)	<i>If the district's principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level</i>

Nebraska's Plan for Descriptors (a)(1) and (a) (2) and Indicators (a)(3), (4) and (5) for teachers and Indicators (a) (6) and (7) for principals:

Nebraska does not have a Statewide teacher or principal performance evaluation system. Each district is required, under current law, to evaluate teachers for purposes of determining their continued employment with the school district. Section 79-318(5)(h) provides the authority for the State Board of Education to approve the teacher evaluation policies and procedures developed by school districts and this has been incorporated into Title 92, Nebraska Administrative Code, Chapter 10 (Requirements for Accreditation). The NDE has no existing data on the forms or the content of the evaluation systems used by the school districts. Nebraska is proposing activities in their Race To The Top application to support quality local performance evaluation systems including establishing educator standards for performance and a model evaluation system that can be used by all districts.

Milestones and Dates

- By April, 2010 (or whenever the SFSF Phase II Application is approved whichever is first), NDE will conduct an initial survey of all school districts to collect the data needed for Descriptors (a)(1) and (2) and Indicators (a) (3), (4) and (6). This survey will identify the performance levels used in the local evaluation systems so that a data collection of the number and percentage of teachers and principals can be designed.
- By June, 2011, the NDE will collect the number of percentage of teachers and principals at each performance level (Indicators (a)(5) and (7)).

Identified Obstacles

There are no obstacles preventing the State from collecting the data on the teacher and principal performance evaluation systems in place in the districts. In 2010, the State Legislature will consider new legislation requiring principals and all teachers to have annual performance evaluations.

Nature and Frequency of Reports:

The results of the initial survey of all districts for Descriptors (a)(1) and (2) and Indicators (a) (3), (4) and (6) will be posted by July, 2010, on the NDE homepage, under the ARRA SFSF Phase II Application at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html

The number and percent of teachers at each performance level, collected in the Spring of 2011 will be added to the State of the Schools Report for the 2011-12 school year and

Plan to Publicly Report

Nebraska will link the file prepared by the U. S. Department of Education (Indicator-c1) to the NDE homepage, SFSF Application Phase II at: http://www.nde.state.ne.us/ARRA/Application_Phase_II.html
This will ensure the latest data is available to the State.

Indicator (c)(10)	<i>The number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i)</i>
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Nebraska will report the four-year adjusted cohort graduation rate beginning with the 2010-11 school year. The State’s longitudinal data system’s initial year of implementation was 2007-08. This will enable the State to use the four-year adjusted cohort graduation rate for reporting in 2010-11 and for AYP decisions in 2011-12.

Plan to Publicly Report

The graduation rate data is included in the State of the Schools Report and updated annually. The State of the Schools Report will be linked to the SFSF Application Phase II site so that all updates are consistent.

Indicator (d)(1)	<i>The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in reading/language arts, in the last year</i>
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The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup on the State assessments in reading/language arts is provided below. For the 2009-10 school year, Nebraska had 21 Title I schools identified as being in school improvement, corrective action or restructuring. Using the statewide average school gains below, the number of these Title I schools that made progress, defined as meeting or exceeding the statewide average school gain (or making at least zero if the statewide gain is less than zero) in a majority of the student groups, is 15 of 21 or 71.43% .

Group	Statewide Average Reading Gain (percentage points)
All Students	1.47
American Indian/Alaska Native	1.88
Asian or Pacific Islander	0.00
White, Not Hispanic	1.12
Black, Not Hispanic	3.84
Hispanic	2.91
Students eligible for free and reduced lunch	2.62
Special Education Students	3.62
English Language Learners	3.75

Indicator (d)(2)	<i>The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics, in the last year</i>
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The average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup on the State assessments in mathematics is provided below. For the 2009-10 school year, Nebraska had 21 Title I schools identified as being in school improvement, corrective action or restructuring. Using the statewide average school gains below, the number of these Title I schools that made progress, defined as meeting or exceeding the statewide average school gain (or making at least zero if the statewide gain is less than zero) in a majority of the student groups, is 14 of 21 or 66.67% .

Group	Statewide Average Math Gain (percentage points)
All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26
Black, Not Hispanic	3.39
Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

Descriptor (d)(1)	<i>The definition of “persistently lowest-achieving schools” that the State uses to identify such schools</i>
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Definitions:

- Secondary schools means all public schools with a 12th grade. This includes schools with 7-12, 10-12 and 9-12 grades.
- Number of years means three years of data.
- Graduation rate data means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. This is the only graduation rate data available at the building level until the four-year adjusted cohort graduation data is used in 2010-11 for AYP reporting. AYP Graduation Rate data is lagged one year. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.
- Secondary schools with a graduation rate of less than 60% over three years will be identified as persistently lowest-achieving schools. Nebraska is seeking approval to also

include any secondary school with a graduation rate of less than 75% over three years in the definition of persistently lowest-achieving schools. To determine the graduation rate of a school over three years, the raw data (completers, drop-outs, etc.) of each year will be used in the formula to determine an average rate for the three years.

- Performance factor: the number of students at the proficient level in both reading and math will be divided by the number of students enrolled a Full Academic Year (FAY) to determine the percent proficient for each school. The schools within each Tier will then be ranked by the percent proficient to determine a “performance rank”.
- Progress over time: the number of students at the proficient level in both reading and math for the three latest years will be divided by the number of students enrolled a Full Academic Year for all of the three latest years to determine a percent proficient. The schools within each Tier will then be ranked by this percent proficient to determine a “progress over time rank”.
- The performance rank will be weighted (multiplied by two) and added to the progress over time rank. The combination of performance and progress over time rankings will be used for the Final Rank to determine the persistently lowest-achieving schools in each Tier.
- Tier I Schools means the five (5) lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% (if approved by USDE) over the three latest years that was not captured in the above five schools. Nebraska has only 21 Title I schools identified to be in improvement, corrective action or restructuring so the lowest 5 will be identified as the persistently lowest-achieving Tier I schools.
- Tier II Schools means the 10 (5% of 199) lowest ranked secondary schools that are eligible for but do not receive Title I funds plus any secondary school that is eligible for but does not receive Title I funds that has a graduation rate of less than 75% (if approved by USDE) over the three latest years and was not captured in the above 10 schools.
- Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School.
- Weighting gives performance rank two times the weight as progress over time in the formula for determining the persistently lowest-achieving schools.

Milestones and Dates

Persistently lowest-achieving schools will be identified using the above definitions for the current year under the timelines provided for Indicators (d)(3) and (d)(4). The timelines and identification process will need to be adjusted with the implementation of the new State tests. NeSA will require a standard setting process for regular and alternate assessments that must be accomplished before persistently lowest-achieving schools can be identified for the next two years. The following timeline has been proposed for each year following the initial operational tests:

July The State Board of Education approves the cut-scores to establish the performance levels (Reading in July 2010, Math in July 2011).

NDE establishes new AYP State Goals and submits as an amendment to the AYP Accountability Workbook

- August NDE provides each district with access to their results including AYP decisions on the SOSR Preview site.
The ESEA 30-day appeal process timeline begins.
- September Preliminary identification of the persistently lowest-achieving schools for the coming year. Districts are notified.
- October The persistently lowest-achieving schools are identified and the information is posted on the SFSF Application Phase II website.

Identified Obstacles

There are no obstacles to prevent identifying persistently lowest-achieving schools. The State Board is in the process of developing a State Accountability Policy that will hold districts accountable for student performance in all state assessments that go beyond the Reading and Math results used in this definition of persistently lowest-achieving schools.

Nature and Frequency of Reports

Once approved by U. S. Department of Education, the definition of persistently lowest-achieving schools will be posted, as part of this SFSF Application Phase II, at http://www.nde.state.ne.us/ARRA/Application_Phase_II.html.

Cost and Source of Funds

There are no additional costs involved in developing the definition of persistently lowest-achieving schools.

Indicator (d)(3)	<i>The number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring that are identified as persistently lowest-achieving schools</i>
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When the definition of persistently lowest-achieving schools presented in this plan is approved by the U. S. Department of Education, the number and identity of the Title I schools in improvement, corrective action or restructuring will be posted on the SFSF Application Phase II website.

Nature and Frequency of Reports

Anticipated date of posting of initial list of Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools is April, 2010. In coming years, anticipated reporting date of the number and identity of the persistently lowest-achieving schools is October 1. See timeline for Indicator (d)(2) for timelines to transition to NeSA over the next two years.

Cost and Source of Funds

There is no additional cost for identifying the persistently lowest-achieving schools. These responsibilities will be assigned to existing staff funded through Title I, Part A state administration funds.

Indicator (d)(4)	<i>Of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in this notice) in the last year</i>
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When the definition of persistently lowest-achieving schools presented in this plan is approved, the school improvement plans of the five Title I schools in improvement, corrective action, or restructuring will be reviewed to determine if any have been turned around or transformed (as defined in this notice) in the last year.

Nebraska has implemented a Statewide System of School Support for Title I schools identified to be in improvement, corrective action, or restructuring. NDE staff serve as Resource Coordinators for each of the Title I schools in improvement, corrective action, or restructuring. The Resource Coordinators assist the school improvement teams to develop, implement and evaluate the school improvement plans and serve as brokers to locate other technical assistance as needed or requested by the school. The Resource Coordinators of the Statewide System of School Support will assist NDE in identifying the improvement activities or strategies and whether the school's plan meets the requirements of turn around or transformation models defined in the SFSF guidance.

Milestones and Dates

By April, 2010 (or whenever the definition of persistently lowest-achieving schools has been approved), the Resource Coordinators will provide information on the Title I schools' improvement plans.

Identified Obstacles

There are no identified obstacles to meeting this reporting requirement.

Nature and Frequency of Reports

In future years, this information should be available after the evaluation of the school improvement plans conducted annually at the end of the school year. Reports should be available for posting to the SFSF Application Phase II website by August 1 of each year.

Cost and Source of Funds

The Resource Coordinators in the Statewide System of School Support are funded through the Title I, Part A administration funds from the Section 1003(a) reservation. The State will also use the 5% reservation of funds from the ARRA School Improvement Grants for administration and technical assistance provided through the Statewide System of School Support. No additional funds are needed for determining this information.

Indicator (d)(5)	<i>The number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-</i>
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<i>achieving schools</i>

When the definition of persistently lowest-achieving schools presented in this plan is approved by the U. S. Department of Education, the number and identity of secondary schools that are eligible for, but do not receive, Title I funds will be posted on the SFSF Application Phase II website.

Nature and Frequency of Reports

Anticipated date of posting of initial list is April, 2010. In coming years, anticipated reporting date of the number and identity of the persistently lowest-achieving schools is October 1. See timeline for Indicator (d)(2) for timelines for the transition to NeSA over the next two years.

Cost and Source of Funds

There is no additional cost for identifying the persistently lowest-achieving schools. These responsibilities will be assigned to existing staff funded through Title I, Part A state administration funds.

Indicator (d)(6)	<i>Of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year</i>
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When the definition of persistently lowest-achieving schools presented in this plan is approved, the Tier II schools (secondary schools eligible for but not receiving Title I funds) will be surveyed or visited to determine if any have been turned around or transformed in the last year. The Statewide System of School Support will be expanded to provide technical assistance in the form of Resource Coordinators to every Tier II school to assist in identifying the information needed to report on this indicator.

Milestones and Dates

By October, 2010, NDE will provide information on the status of the Tier II schools that have been turned around, restarted, closed or transformed in the last year (2008-09).

Identified Obstacles

There are no identified obstacles to meeting this reporting requirement.

Nature and Frequency of Reports

By October, 2010, NDE will provide information on the status of the Tier II schools that have been turned around, restarted, closed or transformed in the last year (2008-09).

Cost and Source of Funds

The activities necessary to collect and report this information will be funded through the Title I, Part A administration funds from the Section 1003(g) reservation. The State will also use the 5% reservation of funds from the ARRA School Improvement Grants for administration and technical assistance provided

through the Statewide System of School Support. No additional funds are needed for determining this information.

Indicator (d)(7)	<i>The number of charter schools that are currently permitted to operate under State law</i>
Nebraska does not have any charter schools.	
Indicator (d)(8)	<i>The number of charter schools currently operating</i>
Nebraska does not have any charter schools.	
Indicator (d)(9)	<i>The number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year</i>
Not applicable	
Indicator (d)(10)	<i>The number and percentage of charter schools that have made progress on State assessments in mathematics in the last year</i>
Not applicable	
Indicator (d)(11)	<i>The number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years</i>
Not applicable	
Indicator (d)(12)	<i>For each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons</i>
Not applicable	

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

II. ASSURANCES (b)(1)

Citation	Description		
Indicator (b)(1)	<i>Which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system</i>		
America COMPETES Act – 12 Data Elements – Current Status			
Data Element	Current Status	Addressed in Plan (below)	Plan not needed
1. A unique statewide student identifier P-16	Nebraska has assigned the NDE Student ID to over 486,876 PK-12 students as of November 1, 2009.	X	
2. Student-level enrollment, demographic, and program participation information for P-16	Nebraska currently collects this information for only PK-12 education.	X	
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	The SLDS currently collects this information for only PK-12 education.	X	
4. The capacity to communicate with higher education data systems	The SLDS does not currently communicate with postsecondary education data systems.	X	
5. A State data audit system assessing data quality, validity, and reliability	Nebraska provides training to school district staff; conducts an annual state data conference; implements a data auditing system and process making program staff responsible for quality data; and has implemented an automated data validation and verification system for all collections.		X
6. Yearly test records of individual students P-12	Yearly records on students tested will be collected for individual students in our classroom-based assessment system until the implementation of the new NeSA.		X
7. Yearly test records of students not tested P-12	Yearly records on students not tested will be collected for individual students in our classroom-based assessment system until the implementation of the new NeSA.		X
8. A teacher identifier system with the ability to match	The SLDS identifies individual teachers but is not currently capable of matching	X	

teachers to students	teachers to students.		
9. Student-level transcript information (courses completed and grades earned)	The SLDS does not currently collect courses students complete or the grades earned.	X	
10. Student-level college readiness test scores	Loading student-level ACT scores into the SLDS began in Fall 2009. NDE is investigating loading SAT, IB and AP.		X
11. Data regarding the extent to which students transition successfully from secondary school to postsecondary education	NDE matches Nebraska graduates with <i>National Student Clearinghouse</i> results to determine a Nebraska college going rate. The SLDS does not currently collect postsecondary student enrollment or course data, remedial or otherwise.	X	
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	The SLDS does not currently collect this data.	X	

The plan for completion and implementation of the remaining data elements (1 – 4), (8-9) and (11-12) of a P-16 system for Nebraska is dependent upon (a) securing a Memorandum of Understanding (MOU) from each of the postsecondary institutions, (b) securing funding for the major components and staff, and (c) the availability of the eScholar Complete Data Warehouse – Postsecondary® (CDW-PS) within the accelerated timelines of September 30, 2011 of the SFSF assurances.

There are no legal obstacles preventing MOUs between the Department and the postsecondary institutions. However, to ensure ongoing and more efficient processes, legislation requiring all postsecondary public institutions to participate in the P-16 data system will be introduced in the regular session of the State Legislature which begins in January and ends in April of 2010. This plan assumes that a MOU will be secured from each of the postsecondary public institutions by May, 2010. Nebraska’s postsecondary institutions include the University of Nebraska System with campuses in Lincoln, Kearney and Omaha and the Medical Center in Omaha; the State Colleges in Chadron, Peru and Wayne; and the 6 community colleges.

Funding for the components of the P-16 data system must be secured. Nebraska has submitted an application for an SLDS grant. However, the requirements to have data collected by September 30, 2011 accelerates the timelines in the SLDS grant application and moves the costs of the necessary contractual agreements and additional NDE staff and training to an immediate need. The implementation of Data Elements 8 and 9 can be accomplished with little additional cost (above the staff needed as noted above) to NDE but adds substantial reporting requirements for districts.

NDE currently owns the license to the eScholar Uniq-ID® for Students and eScholar Complete Data Warehouse® for PK-12 products. The license does not include assigning an NDE Student

ID to postsecondary students or for eScholar Complete Data Warehouse® for Postsecondary (CDW-PS), which is required for postsecondary institutions to report student data to NSSRS. Under a normal schedule of development, eScholar would provide the CDW-PS in July 2011. The timeline in this plan is dependent upon a earlier mid-year release of the CDW-PS in December, 2010.

Costs and Source of Funds

There is a one-time license fee of \$578,284 to extend the NDE Student ID and data warehouse into the postsecondary institutions that is essential if the SFSF timelines of implementing the P-16 system are to be met by September 30, 2011. There are costs for the additional NDE and postsecondary staff for development, training and support under the accelerated timelines of SFSF that are estimated at \$750,000 and \$800,000. The description of the costs provided (in italics) below is taken from Nebraska's 2010 SLDS grant application as the first year costs. In addition, Nebraska will be seeking 8 million dollars in the Race To The Top application to provide grants to all the school districts since the accelerated timelines will greatly increase the amount of resources needed for collecting, validating and reporting data at the local level. If federal funding is not provided through the 2010 SLDS grant and the Race To The Top grant, NDE will request a special appropriation from the Legislature in this upcoming session

Contracts with Postsecondary Institutions

NDE will develop a contract with each of the public postsecondary institutions in Nebraska in order to clearly set forth the expectations of each institution. The details of the contracts will be worked out during the requirements gathering phase and contained in the Memorandum of Understanding. At a minimum, the contracts will detail the required planning, training, ongoing support, template development, data submission and reporting. The contracts will be \$50,000 for each of the thirteen institutions. Each institution will be expected to identify one Project Leader and one Project Leader Alternate. The total amount for contract with postsecondary institutions is \$650,000.

Contract with eScholar

NDE currently owns the license to the eScholar Uniq-ID ® for Students and eScholar Complete Data Warehouse ® for PK-12 products. The license does not include assigning an NDE Student ID to postsecondary students or for eScholar Complete Data Warehouse ® for Postsecondary (CDW-PS), which is required for postsecondary institutions to report student data to NSSRS. Included in the contractual line above in Year 1 is the one time license fee of \$578,284 to extend the NDE Student ID and data warehouse into Nebraska postsecondary institutions.

Project Director

A full time senior level NDE staff member will be responsible for overseeing the implementation of all of the projects described in this application. This person will direct the activities of the project team that will include the project coordinators described herein, NDE staff working on this project, contractors and postsecondary staff. The salary for this Program Specialist IV position will be at pay grade 48 and assumes a starting salary of \$63,690.

K-12 Project Manager

The full time K-12 Project Manager will have primary responsibility for outcomes Student and Teacher Course Information (B), NDE Staff ID (C), Teacher Preparation (D), Cohort Analysis (E), and Continuation and Expansion of Support Systems (H). This position will be responsible for coordinating K-12 data with prekindergarten and postsecondary, including implementing the data sharing agreements that will be developed between NDE and Nebraska postsecondary institutions. The salary for this Program Specialist III position will be at pay grade 47 and assumes a starting salary of \$57,324.

Postsecondary Project Manager

The full time postsecondary project manager will have primary responsibility for the Postsecondary Student Information (A) and Career Education Analysis (F) outcomes. This position will coordinate activities between NDE and postsecondary institutions and activities of the Project Leader and Project Leader Alternate at each public postsecondary institution in implementing the data sharing agreements that will be developed between NDE and Nebraska postsecondary institutions. The salary for this Program Specialist III position will be at pay grade 47 and assumes a starting salary of \$57,324.

Additional Help Desk Support

NDE has established a very successful help desk to support school districts in meeting state and federal reporting requirements. It is anticipated that the expansion of the Nebraska SLDS as described in this application will require one additional FTE on the help desk. The additional help desk person will be an IT Help Desk Specialist position at pay grade 44 and assumes a starting salary of \$42,955.

Project Support

NDE will hire a person to provide office support on a three year fixed term contract. The salary for this Office Associate II position will be at pay grade 38 and assumes a starting salary of \$29,927.

Continuation and Expansion of the Training Network

This budget item is intended to expand the responsibilities of the NDE trainers. The positions identified here will be responsible for providing training to postsecondary institutions. The trainers will also continue to provide support for the overall implementation of the NSSRS. There are four full time trainers that support school districts across Nebraska. One trainer covers the western part of the state, one covers the central portions and two trainers are located at NDE headquarters in Lincoln and cover the eastern part of the state. The salary for each of these four Program Specialist III positions will be at pay grade 46 and assumes a starting salary of \$52,110.

Data Element 1: A unique statewide student identifier P-16

Process and Timeline:

Nebraska uses the eScholar Uniq-ID[®] system to assign the NDE Student ID to all public school students from preschool through the 12th grade. Nebraska will purchase the license from eScholar to expand the NDE Student ID system to students in the postsecondary schools. Since NDE Student ID's have been assigned since 2007, postsecondary students from Nebraska schools will already have an NDE Student ID and will maintain that number.

Milestones and Dates:

May 2010	Memorandum of Understanding is finalized between the NDE and each of the postsecondary institutions.
July 2010	The license for postsecondary students is acquired from eScholar.
July – Dec. 2010	Provide training opportunities for all postsecondary schools on assigning NDE Student ID
Dec. 2010	All postsecondary students will have an NDE Student ID

Costs and Source of Funds:

License for eScholar Uniq-ID[®], NDE staff and training costs included above.

Data Elements 2 and 3: Student-level enrollment, demographic, program participation information and information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

NDE currently licenses the eScholar Complete Data Warehouse[®] for PK-12 (CDW-PK12) for use by NSSRS. NDE will license the eScholar Complete Data Warehouse[®] for Postsecondary (CDW-PS) and will utilize existing NSSRS hardware and software.

NDE will be responsible for coordinating with eScholar to extend the CDW-PS based on the requirements determined necessary to incorporate student-level data from the Nebraska public postsecondary institutions including demographics, enrollment, credits earned, academic awards and exit, transfer in, transfer out, and drop out information. Interagency advisory groups will be formed to develop definitions, timelines and reporting schedules. Data elements already defined for systems such as the Integrated Postsecondary Education Data System (IPEDS) will be used whenever possible.

The eScholar Data Manager will be used to submit postsecondary student data and the NSSRS Validation system will be used to ensure data quality. The NSSRS Validation system is a set of tools that allows users to reprocess validations after submitting data to identify any errors or warnings. Verification reports summarize and organize data so that the user can more easily verify the accuracy of the data submitted. Various look-up tools enable the user to troubleshoot data-related problems or create extracts for further investigation. The NDE Trainer Team will

provide training on the eScholar Data Manager and NSSRS Validation systems to staff at postsecondary institutions.

- May 2010 Memorandum of Understanding is finalized between the NDE and each of the postsecondary institutions.
- Jan – June 2010 Determine data elements, definitions, code sets, assumptions and business rules for: Demographics, Enrollment, Credits Earned and Academic Awards.
- Determine schedules and timelines for submission of templates
- Create validation, verification reports and look-up tools for the postsecondary data
- December 2010 Incorporate postsecondary student data requirements into eScholar CDW-PS (assumes a mid-year release of the CDW-PS).
- Jan. – April 2011 Provide training to postsecondary staff.
- April 2011 Implement eScholar CDW-PS.
- April – May 2011 Pilot postsecondary student data submissions.
- July – Aug. 2011 Initial postsecondary student data submissions.

Costs and Source of Funds:

Contract for the CDW-PS, NDE staff and training costs included above.

Data Element 4: The capacity to communicate with higher education data systems

NDE currently licenses the eScholar Data Manager from eScholar, which is used to load template-formatted files into the eScholar Complete Data Warehouse® for PK-12 (CDW-PK12). NDE will license the eScholar Complete Data Warehouse® for Postsecondary (CDW-PS) to accept template-formatted files from Nebraska public postsecondary institutions.

Timelines and Milestones:

Progress will be measured against the timelines established above for Data Elements 1, 2 and 3.

Costs and Source of Funds:

Costs are included above.

Data Elements 8 and 9: A teacher identifier system with the ability to match teachers to students and Student-level transcript information (courses completed and grades earned)

Nebraska will be able to match teachers and students by expanding the current eScholar data model that will link each student to the particular teachers primarily responsible for providing instruction in various subjects. The courses that each student completes and the grades they earn will be captured on the *Student Grades* template. Each course and section will be identified through NDE’s existing course taxonomy and will require the addition of a “section” identifier for each course.

In the 2009-10 school year, an online curriculum report was developed to collect the courses teachers teach. For the 2010-11 school year report, a “section” identifier will be added to enable matching the “section” identifier from the *Student Grades* template.

As with all NSSRS data collections, eScholar Data Manager will be used by school districts to submit data, NSSRS Validation will be used by school districts to ensure that data submitted is correct, and NDE will work with vendors of student information systems used by Nebraska school districts to ensure reporting requirements are understood. Many additional reports must be developed in support of this outcome for use by district and NDE staff.

Costs and Source of Funds:

There are no additional eScholar costs since Nebraska already has the license for the Student Grades template. NDE staff costs are included in the above budget estimates.

Timelines and milestones:

- Jan – June 2010 Consult with internal and external groups to develop detailed requirements for collecting data on the Student Grades template.

Update NSSRS Student template instructions.

Create new NSSRS validation and verification reports.

Adapt and update the current NDE Course Taxonomy.
- June 2010 Launch the Student Grades template
- February 2011 Implement the section identifier (Section ID) with the online curriculum report
- June 2011 Collect data using Student Grades template with Year-end reporting

Data Element 11: Data regarding the extent to which students transition successfully from secondary school to postsecondary education

Process and Timeline

Assuming timelines for Data Elements 1 through 4 are met, NDE will be able to identify the extent to which students transition successfully from secondary school to postsecondary education by September 30, 2011 and the need for remedial courses. The definition of remedial courses will be determined by the postsecondary institutions.

Data Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Process and Timeline

Several efforts are currently underway in Nebraska to address alignment and adequate preparation for success in postsecondary education. The Nebraska P-16 Council and goals, as described in the Introduction to this plan, is leading efforts to coordinate education and school reform activities. When the P-16 data system is fully implemented, the student information from both K-12 and postsecondary education will provide a rich source of data for research and study on the factors affecting success in postsecondary education. In the meantime, Nebraska has proposed a special project that supports the identification of other necessary information using Carl D. Perkins program data requirements to evaluate the options for data collection in the 2010 SLDS grant application. The project intends to identify the data required for standards and course alignment between secondary and postsecondary, dual credit experience and transferability, and program evaluation related to student success in postsecondary education. Perkins data requirements include student retention/transfer in postsecondary education, placement into work and military, and completion.

Nebraska is also revising existing rules and regulations to increase support for and availability of dual-enrollment (dual credit) courses so that more students will be able to participate. The Coordinating Commission for Postsecondary Education has established standards for dual enrollment. These standards can be found at:

<http://www.ccpe.state.ne.us/publicdoc/ccpe/reports/LR174/baseline/pdf/volume2/ccsummary.PDF>

There are no additional costs for these projects.

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

III. ASSURANCES (b)(2)

Indicator (b)(2)	<i>Whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs</i>
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Nebraska will be able to provide student growth data on current and previous year students with the implementation of the new State assessment system. The initial test of reading will be in the spring 2010 and therefore two years of reading results will be available by the summer of 2011. The operational test of math will be in the spring of 2011, therefore two years of math results will be available in late summer of 2012.

The NeSA data collection and reporting systems are being developed to collect the information necessary to provide teachers with results in a timely manner. NeSA provides both online and paper/pencil options for all tests. Districts have been encouraged to use ESEA and ARRA funds to secure the computers so that all students can use the online version. NeSA provides districts with raw score results within 24 hours of completing the assessments for all students taking the online tests. NeSA results from paper/pencil tests are combined with the online results and provided to the district in the summer following testing.

NeSA assessment results are going to be stored in the NSSRS for reporting and accountability decisions. When Data Element 8 (matching teachers to students) is implemented by the summer of 2011, all teachers in grades 3 through 8 and 11 will have the results of their current and previous year's students in reading by September 2011.

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

IV. ASSURANCES (b)(3)

Indicator (b)(3)	<i>Whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments</i>
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Teacher impact means determining a student’s achievement progress or growth over a specified period of time. Nebraska will be able to provide teachers with reports of individual teacher impact with the implementation of the new State assessment system. NeSA results will be provided to districts in raw scores, scaled scores and proficiency levels.

The operational test of reading will be in spring 2010 and reading results for the two years of data needed in reading will be available in the summer of 2011. The operational test of math will be in spring 2011 and two years of math data will be available in the summer of 2012.

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

V. INDICTORS (c)(11) and (c)(12)

Indicator (c)(11)	<i>Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma</i>
Indicator (c)(12)	<i>Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE</i>

Indicator (c)(11)

Nebraska began implementing the student record system in 2007-08. This means that the data for the four-year adjusted cohort graduation rates, consistent with 34 CFR 200.19(b)(1)(i), will be available for the first time in 2010-11. Therefore, Nebraska will have the ability to report the number and percentage of students who enroll within 16 months of receiving a regular high school diploma by the 2012-13 school year.

NDE currently contracts with the *National Student Clearinghouse* to determine a Nebraska college going rate using the NCES graduation rate formula. This contract is funded from various federal and state sources that include Perkins and Adult Education. Nebraska has not made this information available to the public but will do so by December of each year starting in 2010. The NCES graduation rate data will be used until the four-year adjusted cohort rate data is available.

Nebraska will work with the *National Student Clearinghouse* to ensure that the reports include all students who enroll within 16 months of having received a regular high school diploma. This will be accomplished by the 2010-11 year when the four-year adjusted cohort graduation data is used.

Indicator (c)(12)

Indicator (c)(12) has the same limitation for publicly reporting the data within the SFSF September 30, 2011 timeline as cited above for Indicator (c)(11). Nebraska will not have four-year adjusted cohort graduation data until 2010-11 and Indicator (c)(12) requires data from at least 16 months later. NDE will use our student level record system (NSSRS) and work with the Nebraska Coordinating Commission for Postsecondary Education and the *National Student Clearinghouse* to identify the students from Nebraska that enroll within 16 months of receiving a regular high school diploma and earn a year's work of college credit within two years of enrollment. Adding the information on credits earned (applicable to a degree) to the *National Student Clearinghouse* data is most likely an option proposed by multiple states in an attempt to provide the data for this Indicator.