

**Nebraska Educator Equity Plan**  
**Elementary and Secondary Education Act (ESEA)**  
**Sections 1111(b)(8)(C) and Section 1111(e)(2)**  
**June 1, 2015**

## **Section 1. Introduction**

“A culture of school success for every student, every day!” is the aim of the Educator Effectiveness tenet of Nebraska’s new initiative – Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). AQuESTT integrates components of accountability, assessment, accreditation, college and career readiness standards, and data into a system of school improvement and support for all students and schools. Nebraska’s ESEA Educator Equity Plan is integrated into AQuESTT so that there is a comprehensive approach to ensuring access to quality educators for all students, especially the most disadvantaged, and to strengthening and maintaining teacher and principal effectiveness throughout the state.

AQuESTT was developed by the State Board of Education in response to State legislation requiring a new accountability system with the goal of establishing a vision of accountability for a quality education system for Nebraska’s generations to come. The AQuESTT framework is designed around two major domains and six tenets:

Teaching and Learning Domain

- College and Career Readiness
- Assessment
- Educator Effectiveness

Student Success and Access Domain

- Positive Partnerships, Relationships and Student Success
- Transitions
- Educational Opportunities and Access

Each tenet is further defined by areas of focus. For each area of focus, specific indicators, measures (data points) and timelines are in the process of being developed. Further information on AQuESTT can be found at: <http://aquestt.com>

The areas of focus for the Educator Effectiveness tenet of AQuESTT are:

- Nebraska Teacher & Principal Performance Framework
- Professional Learning
- Building Leadership Supports

- Effective Local Policy Makers & Superintendents

Work has begun on some of the areas of focus. In November of 2011, the State Board of Education adopted the *Nebraska Teacher and Principal Performance Framework*. The Framework identifies a set of effective practices that characterize the best teachers and principals. It was developed through a collaborative process utilizing a forty-member stakeholder group representing teachers, principals, higher education representatives, school board members, and parents. In addition, hundreds of school teachers and administrators were engaged in stakeholder feedback opportunities. In February 2012, the State Board of Education approved the development of models for teacher and principal evaluations based on the *Nebraska Teacher and Principal Performance Framework*. In the spring of 2013, seventeen pilot schools, representing all sizes of schools and all regions of the state, began a two-year process of designing and testing performance evaluation models. Embedded within the Framework is the importance of having a uniform model of instruction in every school district. Pilot schools selected either Charlotte Danielson's *Framework for Teaching* or Robert Marzano's *Causal Evaluation Model*. Starting in the 2015-16 school year, this pilot project will be expanded to any district in the state that elects to participate. At this time, there is no intention of mandating a single model or models for teacher and principal performance evaluations that all districts must adopt.

The entire AQuESTT framework has been incorporated as recommended practices in Nebraska's *Rule 10 – Regulations and Procedures for the Accreditation of Schools*. The initial phase of implementing AQuESTT begins with state accountability for student achievement on statewide assessments starting with the 2015-16 school year. This system will rate every school and district as either "Excellent, Great, Good or Needs Improvement". Of the schools identified as "Needs Improvement", three schools with the greatest need of assistance to improve based on analysis of data relative to AQuESTT tenets will be targeted for intervention as "Priority Schools." This equity plan will focus on these Priority Schools.

Achieving equity in access to effective educators in Nebraska is influenced by demographics and geography. In the 2013-14 school year, student membership in the state's 249 districts ranged from 51,069 to 76. Only four districts had 10,000 students or more. Eight districts had membership of 100 or fewer students. In a state that ranks 16<sup>th</sup> in number of square miles and 37<sup>th</sup> in total population, there are many necessarily small schools in small communities that are very challenged to even attract educators much less to ensure the individuals are appropriately endorsed. Many small rural districts rely heavily on technology and distance learning to offer educational opportunities that would not otherwise be available. The small populations of staff and students in these schools also present challenges in analyzing data and reporting results.

Nebraska has 17 intermediate service agencies called Educational Service Units (ESU) that provide direct services to every district. The ESUs are governed by a Coordinating Council and are accredited through the Department of Education's Rule 84. This rule was revised in 2012 to require the ESUs and NDE to coordinate and collaborate on specific statewide activities supported with state funds called Core Services. The current statewide priority activities are (1) the Teacher & Principal Performance Framework, (2) use of data including the development of a new dashboard and Data Literacy training through the Data Cadre, and (3) using technology for instructional support and professional learning

through BlendEd. The ESUs play a vital role in state educational initiatives as they are the primary providers of professional development throughout the state. As part of their work on the Teacher & Principal Performance Framework, the ESU staff developers and representatives of the higher education teacher preparation programs have developed a train-the-trainers model that focuses on the instructional models used in the evaluation process.

In addition to being a state with many small rural districts, or maybe in part because of that, Nebraska is very much a state that has traditionally relied on local control of education. There are no state requirements for policies or practices in the recruitment, hiring, induction of new teachers and minimal requirements for professional learning or training of teachers and principals. Most importantly for this plan, there is no mandated statewide performance evaluation system for teachers or principals.

Nebraska's Educator Equity Plan was developed through a collaborative approach involving internal and external groups for input and support using a process that –

1. Began with identifying the guiding principles
  - a. Integrating with AQuESTT and incorporating and supporting activities throughout the Department of Education to best utilize resources and expertise, and
  - b. Using existing data and existing groups and efforts for stakeholder engagement, including use of technology to expand participation and involvement.
2. Explored existing or planned activities and initiatives within ESEA programs, early childhood, special education, career education, teacher preparation, assessment, and data systems.
3. Analyzed the profile data provided by U. S. Department of Education, the state's Nebraska Student and Staff Record System (NSSRS), and other reports, research, and analyses conducted by internal and external groups.
4. Worked with stakeholders and the public to identify the issues and the underlying reasons for gaps in educator effectiveness and define strategies to ensure equitable access for all students, particularly minority and children from families living in poverty, and to develop and strengthen the effectiveness for all educators.
5. Established strategies, statewide performance goals and measurable objectives for the required annual reporting.

## **Section 2. Stakeholder Engagement**

With Educator Effectiveness as a tenet of AQuESTT, this ESEA Educator Equity Plan becomes a part of every conversation about the new accountability model. One way Nebraska gathers input and feedback on proposed education initiatives is through a series of Policy Forums conducted across the state. A policy forum uses organized focus discussion groups of selected (invited) local community members, school board members, organizations, businesses, and district educators and administrators. While the early ones listed here did not focus specifically on the ESEA Educator Equity Plan, the topic was integrated into the conversations through the AQuESTT tenet on Educator Effectiveness and in the

later Waiver Policy Forums through the conversations about the 3<sup>rd</sup> Principle on teacher and principal evaluations. Stakeholder engagement on AQuESTT and Educator Effectiveness was gathered from many sources and audiences over many months and continues as the accountability model is being developed and refined.

<b>Stakeholder Engagement</b>			
<b>Meeting and Topic</b>	<b>Date(s):</b>	<b>Goal/Activity</b>	<b>Stakeholder Group Participants</b>
AQuESTT Policy Forums Public input forums held across the state	9/25, 10/20, 10/21, 10/23, 10/27, 10/29	Collect input into tenets of AQuESTT including Educator Effectiveness	Superintendents - 37 Principals - 34 Teachers -22 Directors (Curr/Sped/Student Services) - 22 Higher Ed -12 Community Members 21 ESU representatives - 39 NDE - 21 Other - 26 State Board - 6
AQuESTT Policy Forums Public input forums for students	11/17	Collect input into tenets of AQuESTT including Educator Effectiveness	High school age students from across the state
Statewide Data Cadre	12/1	Overview of AQuESTT including Educator Effectiveness	Representatives from NDE, Educational Service Units (ESU), Institutions of Higher Education (IHE)
AdvancED State Council	12/12	Overview of AQuESTT including Educator Effectiveness	Representatives from public and private K-12 schools and districts, IHEs and ESUs
Educational Service Unit #9	12/15	Overview of AQuESTT including Educator Effectiveness	Regional principals and superintendents
Educational Service Unit #1	1/13	Overview of AQuESTT including Educator Effectiveness	ESU administrators and staff
State Accreditation Committee	1/16	Overview of AQuESTT including Educator Effectiveness	Representatives from K-12 districts, IHEs, school boards, community members
Metropolitan Omaha Education Consortium	1/17	Overview of AQuESTT including Educator Effectiveness	Representatives from K-12 districts, IHEs, district assessment directors and administrators
ESU Professional	1/20	Overview of	Representatives of all Nebraska

Development Organization		AQuESTT including Educator Effectiveness	Educational Service Units
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Two groups of external stakeholders and two internal groups played particularly major roles in developing Nebraska’s Educator Equity Plan. The external groups were the Nebraska Council on Teacher Education (NCTE) and the ESEA/NCLB Committee of Practitioners (COP). NCTE is comprised of 60 members, representing the colleges and university teacher preparation programs in the state, community colleges, private and public school administrators and teachers, and State education association leaders who are appointed by the State Board of Education. On March 20, 2015, this group was tasked with analyzing the data and helping to identify the root cause or underlying issues as well as proposing strategies to meet those issues. Members of this group were also asked to review and provide feedback on the draft plan. This group was involved because having the individuals who make education preparation and certification recommendations to the State Board of Education was considered critical to assisting the state in developing this equity plan. The Adult Services team in NDE has the responsibility of developing rules and regulations and approving the educator preparation programs in all of the universities and colleges. (Agenda for March 20 meeting is found in Appendix A)

The ESEA/NCLB Committee of Practitioners members participated in the underlying issues analysis and proposed strategies at their regularly scheduled meeting on March 24, 2015. The Committee members represent the required groups as defined in NCLB including district staff and administrators, ESU representatives, pupil services personnel, parents and program representatives from across the state. Nebraska’s COP is an active and functioning group that has met three to four times a year since the requirement was created in No Child Left Behind in 2002. Members of the COP were also involved in reviewing and providing feedback on the draft plan and state performance goals. (Agenda for March 24 meeting is found in Appendix A)

Two additional regional Policy Forums in March 2015 were held in the state’s two largest urban areas of Omaha and Lincoln to gather stakeholder input on a proposed ESEA flexibility request (waiver). One of the focus group’s discussion topics specifically asked for input on the issue of equity in access to effective educators to assist us in the development of the Educator Equity Plan. The Policy Forums participants included district multicultural liaisons, community members, board members, district teachers and administrators and representatives of youth and community organizations such as the Urban League.

On April 27-28, 2015, the “AQuESTT EmPOWERED by DATA” conference had close to 800 teachers and administrators in attendance. In addition to presentations on AQuESTT’s Educator Effectiveness activities, a separate discussion focused specifically on this Educator Equity Plan with an opportunity for attendees to submit feedback and comments.

An educator equity work group within the Nebraska Department of Education was established to lead the development of this equity plan and oversee the subsequent measuring of progress and reporting. The Educator Equity Team brings together leaders from across the teams in the Department. The

equity work group also held Department-wide meetings to gather input on underlying issues and possible strategies to address them as well as review the draft plan and performance goals prior to submission.

A second internal group that included leaders and staff from ESEA Federal Programs, Early Childhood, Special Education, Curriculum and Instruction, Equity and Instructional Strategies, Career Education, Adult Services and Teacher Preparation, Assessment and Accountability, Accreditation and School Improvement, and the Data Research and Evaluation teams participated in the development of the equity plan and the review of the draft plan before submission. These meetings provided the opportunities for work across the NDE to be aligned with the equity plan and supported the integration of equity issues into existing efforts. Some of these are noted in Strategies section of the plan.

## **Section 3. Data Analysis**

### **Data Analysis**

The steps taken to complete this phase of the equity plan included:

- Identifying available public school K-12 data and possible sources, reports and research that included the statutory metrics of experience, qualifications and appropriately endorsed teacher and principals as well as other possibly relevant sources of information and data;
- Determining the best ways to compare data and settling on the upper and lower quartile of schools when ranked by the percentage of poverty and minority populations;
- Deciding to further define the data to comparisons at the elementary school and secondary school levels;
- Creating reports that disaggregated data according to these metrics and comparisons;
- Reviewing the initial reports, searching for other analysis possibilities such as rural versus non-rural schools;
- Creating charts to more succinctly differentiate and communicate the comparisons;
- Discussing data for analysis and data that is lacking based on input from the stakeholder engagement; and
- Determining the data to be used and concluding that addressing the lack of data should be a strategy in the final plan.

### **Educator Equity Profile Data**

The NDE Educator Equity Team first examined the Educator Equity Profile Data from the U. S. Department of Education. The Educator Equity Profile Data included teacher absenteeism rates. Nebraska is not using teacher absenteeism data in their analysis since it was data the district reported in the Civil Rights Data Collection with no state level checking or auditing. Also, data from an initial data collection is typically not used in Nebraska due to the possibility of reporting errors.

As the summary from the Educator Equity Profile Data below indicates, Nebraska does not have large differences using these metrics and data.

<b>Educator Equity Profile Data from the U. S. Department of Education</b>				
<b>Educator and Classroom Characteristics</b>				
	Percent 1 <sup>st</sup> Year Teachers	Percent of teachers without certification	Percent of classes taught by teachers who are not highly qualified	Adjusted average teacher salary
Highest Poverty Quartile	5.7%	0.3%	0.6%	\$51,857
Lowest Poverty Quartile	4.1%	0.1%	0.3%	\$47,868
<b>Difference between highest and lowest</b>	<b>1.6%</b>	<b>.2%</b>	<b>0.3%</b>	<b>\$3,989</b>
Highest Minority Quartile	5.5%	0.2%	0.5%	\$52,561
Lowest Minority Quartile	4.8%	0.2%	0.6%	\$51,010
<b>Difference between highest and lowest</b>	<b>0.7%</b>	<b>0.0%</b>	<b>-0.1%</b>	<b>\$1,551</b>
All	4.9%	0.3%	0.6%	\$51,193

### ESEA Highly Qualified Teacher Data

Next, the ESEA required “highly qualified teacher” data was examined. In the 2013-14 school year, 98.24% of the teachers of core academic subjects fully met the requirements as reported on Nebraska’s annual report card - the State of the Schools Report (SOSR). There were no gaps or differences to address at elementary or secondary level in any of minority, poverty or rural school comparisons.

### Nebraska’s Longitudinal Data System Data

The Nebraska Student and Staff Record System (NSSRS) is the state’s longitudinal student and staff data system for public school data. This data system includes all demographic, enrollment, and achievement data on each student in Nebraska since 2007. Staff data includes courses, demographic, employment, experience and assignments including courses taught. Using unique teacher identifier numbers, data from this system can be matched to certification information in the Teacher Certification System. Data from both systems was used to prepare reports and charts for analysis. After much discussion the following reports were created to provide data for analysis on the statutorily required metrics of experience, qualifications, and out-of-level or appropriately endorsed teachers plus those areas that might be relevant. These included:

1. Percent of Classes Taught by NCLB Highly Qualified
2. Percent of Classes with Endorsed Teachers

3. Percent of First Year Teachers (New to the Profession)
4. Teacher Education Attained Levels
5. Average First Year Teacher Salary
6. Average First Year Teacher Salary Adjusted using the Comparable Wage Index
7. Average Teacher Salary
8. Average Teacher Salary Adjusted using the Comparable Wage Index (CWI)
9. Teacher Salary per Year of Experience
10. Teacher Average Total Years of Experience
11. Teacher Turnover 3 – year Average
12. Average Teacher District Tenure (Tenure data not easily determined by school.)
13. Principal Average Total Years of Experience
14. Principal Turnover 3 – year Average
15. Average Principal District Tenure (Tenure data not easily determined by school.)
16. Statewide Assessments (NeSA) Performance
17. 4-Year Cohort Graduation Rates
18. College-Going Rate
19. Synchronous Distance Learning Courses

## Definitions

Nebraska has no statewide evaluation system that would yield an individual indicator of the effectiveness or performance for teachers or principals. Until such time as other data on effectiveness are available and for this Educator Equity Plan, Nebraska is defining excellent educators as teachers and principals who help every student be successful every day as evidenced by high achievement, high graduation rates and college and career readiness. As individuals, they are rated as proficient or higher on their local performance evaluations. Their school system provides support to strengthen and maintain their effectiveness and works to ensure that all students have access to effective educators.

The following definitions were used to analyze data from NSSRS and the Teacher Certification System and are also used presenting the data in Tables 1-5 below. Additional information on the definitions used is provided in Appendix B.

- **Inexperienced** – first year teacher or principal (new to the profession)
- **Unqualified** – not having current Nebraska teaching or administrative certificates and working on a “provisional commitment” (in process but not yet having completed a teacher or administrative preparation program)
- **Out-of-endorsed area** - teacher has a teaching certificate without an endorsement that matches the subject required of the course being taught
- **Out-of-level** - teacher has a teaching certificate with an endorsement that matches the subject but not the grade level required of the course being taught
- **Poverty** – includes students who are eligible to receive free or reduced price lunches
- **Minority** – includes students who indicated they are a race or ethnicity other than White

- **Rural Schools** - Any school within a Nebraska public school district designated as “rural” or “town” having NCES locality codes in the 30’s and 40’s.
- **Non-Rural School** - All other public schools not within a rural-designated school district
- **Elementary Schools** - A school who serves any students in the range from Kindergarten to 6<sup>th</sup> grade; this includes elementary schools that serve 6<sup>th</sup> through 8<sup>th</sup> graders.
- **Secondary Schools** - A school whose students are in any grade from 7<sup>th</sup> to 12<sup>th</sup> grade and does not serve 6<sup>th</sup> graders or younger
- **1<sup>st</sup> Year Teacher** - A Teacher that is reported to have 0 prior years of total experience
- **Turnover Rate** - The percentage of staff members in a given position at a school who were not present at the school in the previous school year, out of the total number of staff in that position at that school
- **3-Year Average Turnover** - The turnover rate in a given position for the current year at a school, averaged with the turnover rate from the previous two school years
- **Total Experience (District)** - The total number of years of experience of a staff member in any education position, including the current year
- **District Tenure** - The total number of years of experience of a staff member in any education position at any location in their current district, including the current year
- **NeSA Student Achievement, Below Expectations** - Students that scored 85 or less out of 200 possible points for the given test subject of the Nebraska Student Achievement (NeSA) statewide assessments. Below expectations means not-proficient.
- **NeSA Student Achievement, Exceeds Expectations** - Students that scored 135 or greater out of 200 possible points for the given test subject of the Nebraska Student Achievement (NeSA) statewide assessments. Exceeds is the highest level possible.
- **Cohort** - A group of students defined by the school year in which they first entered the 9<sup>th</sup> grade when used for determining graduation rates
- **4-Year Cohort Graduation Rate** - The percentage of students in a cohort who graduated in their 4<sup>th</sup> school year (or earlier) after first entering the 9<sup>th</sup> grade, out of all students that are currently in the cohort
- **18-Month College-Going Rate** - The percentage of High School graduates who were known to have enrolled at a postsecondary institution within 18 months of their graduation date, out of all students who graduated in a given school year (regardless of their cohort)
- **Synchronous distance learning** - multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately

After the initial analysis of these data, NDE selected the following reports to examine for equity issues:

#### Teacher Data

- Percent of Classes with Endorsed Teachers
- First-year Teachers
- Teacher Turnover 3 – year Average
- Teacher Average Total Years of Experience

- Average Teacher District Tenure (Tenure data not easily determined by school.)

#### Principal Data

- Principal Turnover 3 – year Average
- Principal Average Total Years of Experience
- Average Principal District Tenure (Tenure data not easily determined by school.)

These reports were selected to ensure the statutory analysis requirements of qualifications, experience and out-of-field (herein called endorsed or appropriately endorsed) were addressed. The NCLB Highly Qualified and Teacher Education Levels reports were not used because they did not identify equity issues. The analysis of the various salaries data did not yield sufficient differences either. Input gathered through the stakeholder groups supported the conclusion that salaries are not an equity issue, particularly when adjusted using the Comparable Wage Index (CWI). Other reports, research, and surveys were reviewed but did not yield information specific to defining equity issues, though information from them was used in identifying underlying issues and developing strategies and performance measures. One example is the NDE Teacher Vacancy Survey Report of March 2015 which was reviewed after stakeholder input. The data analysis of synchronous distance learning classes was added after the stakeholders' discussions.

In addition to examining and analyzing the data by the required measures of poverty and minority, Nebraska elected to also examine equity issues based on rural school status. For the comparisons, the NCES definition of rural was used. To better define differences, schools were further separated into elementary and secondary levels.

For the purposes of analyzing the effectiveness of equity measures, the state also examined the outcomes of student achievement on the statewide assessments, graduation and college going rates. The Nebraska Statewide Assessment (NeSA) is given annually in grades 3 through 8 and grade 11 for English/Language Arts and Mathematics; Grades 3, 5 and 11 for Science; and Grades 4 and 11 for Writing. The data used for this analysis were the percentage of students with results in the highest of the three performance levels (Exceeds Expectations, Meets Expectations, and Below Expectations) and the percentage in the lowest level in each of the quartiles for minority, poverty, and rural schools. The 4-year cohort graduation rate and the college going rates were also examined using the same comparisons. **Tables 1 - 5 on the following pages provide the results of these analyses. The analysis charts and data tables for Tables 1-5 are found in Appendix C.**

**Table 1. Statutory Analysis (2013-14 Data) – ELEMENTARY SCHOOLS**

School Type	Teacher Data					Principal Data		
	Classes by Endorsed Teachers	1 <sup>st</sup> Year Teachers	Turnover (3 Year Avg)	Total Years of Experience	District Tenure	Turnover (3 Year Avg)	Total Years of Experience	District Tenure
<b>Highest Quartile of Minority Students</b>	95.90% 1* = 82 2* = 1187 3* = 29700	7.47% N = 414 NT = 5539	20.0% N = 3595 NT = 17,971	13	10.5	19.8% N = 112 NP = 566	21.1	15.4
<b>Lowest Quartile of Minority Students</b>	95.74% 1* = 86 2* = 262 3* = 7814	5.23% N = 104 NT = 1990	16.9% N = 1081 NT = 6395	16.6	12.4	18.5% N = 80 NP = 432	20.2	9.6
<b>Difference</b>	<b>-0.16</b>	<b>2.24</b>	<b>3.1</b>	<b>3.6</b>	<b>1.9</b>	<b>1.3</b>	<b>-0.9</b>	<b>-5.8</b>
<b>Highest Quartile of Poverty Students</b>	95.96% 1* = 68 2* = 1022 3* = 25910	7.38% N = 377 NT = 5105	20.7% N = 3409 NT = 16498	13.3	10.6	20.4% N = 122 NP = 597	20.8	14.1
<b>Lowest Quartile of Poverty Students</b>	97.43% 1* = 51 2* = 486 3* = 20323	5.23% N = 203 NT = 3883	16.7% N = 1998 NT = 11989	14.4	11.1	18.0% N = 84 NP = 467	21.3	13
<b>Difference</b>	<b>1.47</b>	<b>2.15</b>	<b>4.0</b>	<b>1.1</b>	<b>0.5</b>	<b>2.4</b>	<b>0.5</b>	<b>-1.1</b>
<b>Rural Schools</b>	95.39% 1* = 43 2* = 953 3* = 34205	5.24% N = 410 NT = 7828	17.6% N = 4251 NT = 22132	15.7	11.7	18.4% N = 252 NP = 1369	21.1	10.5
<b>Non-Rural Schools</b>	97.17% 1* = 268 2* = 1795 3* = 42646	7.02% N = 476 NT = 6782	19.2% N = 4496 NT = 25498	13.1	10.8	19.0% N = 118 NP = 621	21.4	17.1
<b>Difference</b>	<b>1.78</b>	<b>1.78</b>	<b>1.6</b>	<b>-2.6</b>	<b>-0.9</b>	<b>.6</b>	<b>0.3</b>	<b>6.6</b>

**Table 2. Statutory Analysis (2013-14 Data) – SECONDARY SCHOOLS**

School Type	Teacher Data					Principal Data		
	Classes by Endorsed Teachers	1 <sup>st</sup> Year Teachers	Turnover (3 Year Avg)	Total Years of Experience	District Tenure	Turnover (3 Year Avg)	Total Years of Experience	District Tenure
<b>Highest Quartile of Minority Students</b>	88.47% 1* = 919 2* = 3330 3* = 32609	7.74% N = 202 NT = 2610	16.4% N =1348 NT = 8216	13.1	10.2	20.4% N = 31 NP = 152	22.8	15.3
<b>Lowest Quartile of Minority Students</b>	89.17% 1* = 711 2* = 1794 3* = 20623	4.66% N = 83 NT =1781	15.7% N = 909 NT = 5774	16.6	12	15.9% N = 46 NP = 289	20.8	9.3
<b>Difference</b>	<b>0.7</b>	<b>3.08</b>	<b>0.7</b>	<b>3.5</b>	<b>1.8</b>	<b>4.5</b>	<b>-2</b>	<b>-6</b>
<b>Highest Quartile of Poverty Students</b>	87.64% 1* = 648 2* = 2068 3* = 19267	7.88% N = 128 NT = 1624	18.0% N = 918 NT = 5102	12.8	10	21.3% N = 26 NT = 122	22.1	13.8
<b>Lowest Quartile of Poverty Students</b>	91.33% 1* = 691 2* = 2469 3* = 33300	4.57% N= 131 NT = 2868	13.5% N = 1201 NT = 8869	15.6	11.4	16.7% N =43 NP = 257	21.5	10.4
<b>Difference</b>	<b>3.69</b>	<b>3.31</b>	<b>4.5</b>	<b>2.8</b>	<b>1.4</b>	<b>4.6</b>	<b>-0.6</b>	<b>-3.4</b>
<b>Rural Schools</b>	88.36 1* = 2411 2* = 6612 3* = 68492	5.61% N = 317 NT = 5647	16.1% N = 2961 NT = 18417	16.2	11.5	17.5% N = 136 NT = 178	20.6	9.4
<b>Non-Rural Schools</b>	91.34% 1* = 811 2* = 3251 3* = 42867	6.46% N = 230 NT = 3562	15.0% N =1654 NT = 10993	13.2	10.5	18.2% N = 26 NP = 143	24.4	18.5
<b>Difference</b>	<b>2.98</b>	<b>.85</b>	<b>-1.1</b>	<b>-3.0</b>	<b>-1.0</b>	<b>.7</b>	<b>3.8</b>	<b>9.1</b>

**Table 3. NeSA Student Achievement 2013-14 School Year – ELEMENTARY**

School Type	English/Language Arts		Math		Science		Writing	
	% Below	% Exceeds	% Below	% Exceeds	% Below	% Exceeds	% Below	% Exceeds
Highest Quartile of Minority Students	30.2	25.5	35.8	17.8	41.9	13.9	36.1	14.5
Lowest Quartile of Minority Students	15.9	37.6	19.3	27.1	17.3	28.1	25.7	18.9
<b>GAP in percentages</b>	<b>14.3</b>	<b>12.1</b>	<b>16.5</b>	<b>9.3</b>	<b>24.6</b>	<b>14.2</b>	<b>10.4</b>	<b>4.4</b>
Highest Quartile of Poverty Students	32.5	22.2	38.2	15.6	45.0	11.7	38.1	12.7
Lowest Quartile of Poverty Students	10.6	49.7	14.7	36.4	14.3	34.2	16.3	32.4
<b>GAP in percentages</b>	<b>21.9</b>	<b>27.5</b>	<b>23.5</b>	<b>20.8</b>	<b>30.7</b>	<b>22.5</b>	<b>21.8</b>	<b>19.7</b>
Rural Schools	21.9	32.4	25.1	23.8	26.6	22.2	29.4	19.6
Non-Rural Schools	20.8	38.0	26.3	26.8	29.0	23.8	25.7	25.5
<b>GAP in percentages</b>	<b>-1.1</b>	<b>5.6</b>	<b>-1.2</b>	<b>-3</b>	<b>-2.4</b>	<b>1.6</b>	<b>-3.7</b>	<b>5.9</b>

Table 4. NeSA Student Achievement 2013-14 School Year – SECONDARY

School Type	English/Language Arts		Math		Science		Writing	
	% Below	% Exceeds	% Below	% Exceeds	% Below	% Exceeds	% Below	% Exceeds
Highest Quartile of Minority Students	40.3	22.2	56.1	12.4	46.2	8.2	41.5	25.4
Lowest Quartile of Minority Students	17.9	35.5	23.8	28.8	17.1	17.3	21.0	33.3
<b>GAP in percentages</b>	<b>22.4</b>	<b>13.3</b>	<b>32.3</b>	<b>16.4</b>	<b>29.1</b>	<b>9.1</b>	<b>20.5</b>	<b>7.9</b>
Highest Quartile of Poverty Students	45.7	18.4	63.1	8.5	54.9	6.0	48.9	19.9
Lowest Quartile of Poverty Students	15.6	41.1	23.2	32.4	15.2	19.7	16.9	41.2
<b>GAP in percentages</b>	<b>30.1</b>	<b>22.7</b>	<b>39.9</b>	<b>13.9</b>	<b>39.7</b>	<b>13.7</b>	<b>32.0</b>	<b>21.3</b>
Rural Schools	24.5	31.7	31.4	24.4	23.5	14.9	26.0	32.5
Non-Rural Schools	29.5	31.3	43.7	20.6	33.8	14.0	30.5	33.6
<b>GAP in percentages</b>	<b>5.0</b>	<b>-0.4</b>	<b>12.3</b>	<b>-3.8</b>	<b>10.3</b>	<b>-0.9</b>	<b>4.5</b>	<b>1.1</b>

**Table 5. Graduation and College Going Rates**

School Type	Four-year cohort Graduation Rates - 2013-14 Data	College Going Rates* (18 months after graduation) 2012-13 Data
Highest Quartile of Minority Students	80.6%	69.8%
Lowest Quartile of Minority Students	96.3%	83.9%
<b>GAP in percentages</b>	<b>15.7</b>	<b>14.1</b>
Highest Quartile of Poverty Students	76.5%	67.5%
Lowest Quartile of Poverty Students	95.2%	83.7%
<b>GAP in percentages</b>	<b>18.7</b>	<b>16.2</b>
Rural Schools	91.9%	77.8%
Non-Rural Schools	86.7%	76.7%
<b>GAP in percentages</b>	<b>-15.2</b>	<b>-1.1</b>

**Table Notes**

**Tables 1 and 2**

Classes taught by endorsed teachers: 1\* = out-of-level; 2\* = out of endorsed area; 3\* = appropriately endorsed  
 N = number; NT = total number of teachers; NP = total number of principals

**Tables 3 and 4**

Below = not proficient or below expectations; Exceeds = above expectations (not shown is the third level of Meets Expectations)

**Table 5**

\*Only 6 months of data available for College Going Rate for 2013-14. Data in Table 5 is from 2012-13.

**Data Analyzed in Tables 1 – 5 – See Appendix C**

## Data Analysis

There are several factors that impacted the analysis of these educator data to determine equity gaps or differences. There are a large number of small schools in the state where a few, like 1 or 2, individuals can significantly influence percentages and impact. The lowest quartile of the schools used for the minority comparison is composed primarily of small rural schools and the data reflects this. Minority populations in Nebraska tend to be found in the urban areas and larger communities of the state. Also, in many of the small rural districts, the superintendent of the district also serves as the elementary principal and the data are not available to identify these instances. This impacts all principal comparisons for turnover, experience and tenure.

**Qualified Teachers** – Nebraska has a process, called provisional commitment for an individual having a degree who is working on a plan to complete a teacher or administrative preparation program. The number of provisional commitments is so small that these data were not included in the data analysis.

**Endorsed Teachers** - Teacher data were analyzed by the number of classes taught by appropriately endorsed teachers in the poverty, minority and rural school quartiles. Further data were provided the number of courses taught by teachers assigned in out-of-level (1\*), out-of-endorsed (field) areas (2\*), and those who are appropriately endorsed (3\*) for the courses they are teaching. The counts for each of these three areas are provided in Tables 1 and 2. Secondary level poverty schools have the largest difference (3.69 percentage points) in comparing percentages but the number of courses being taught by out-of-level or out-of-endorsed area teachers in both of the minority and poverty comparisons were remarkably similar. What is notable is the count of courses being taught by out-of-level or out-of-endorsed area teachers in the rural schools comparison at the secondary level. Most of these rural schools have small student populations and must rely on a minimal number of staff to provide the courses required for accreditation.

Nebraska's Accreditation rule (Rule 10) establishes the requirements for the assignment of appropriately endorsed teachers, and NDE collects and reviews each district's data annually. At the elementary level, 95% of all teachers must be appropriately endorsed. At the middle school level, 90% of all teachers must hold the appropriate endorsement. At the high school level, at least 80% of the instructional units must be assigned to teachers with appropriate endorsements. The data analysis conducted for this plan (Tables 1 and 2) show that at the elementary level, all comparison schools were at or above 95% and, at the secondary level, all schools included in the comparison were at 87% or higher.

**Experience** – The educator experience data analyzed included 1<sup>st</sup> year teachers, a three year average of turnover, total years of experience, and district tenure for teachers and principals. Inexperienced (1<sup>st</sup> year) teachers data showed greater differences at the secondary level than at the elementary level. Both minority and poverty schools comparisons had a greater than 3 percentage point difference at the secondary level. The high-minority schools had a larger number of first year teachers (202) than the low-minority schools (83). The same holds true for the high-poverty (404) compared to the low-poverty schools (104). The rural schools comparison showed no notable differences.

The three-year average of teacher and principal turnover rates had the highest differences of any indicator that was analyzed. Teacher turnover for the poverty comparison was a difference of 4 percentage points at the elementary level and 4.5 percentage points at the secondary level. Principal turnover rate at the secondary level was a 4.5 percentage point difference for the minority comparison and 4.6 percentage point difference for the poverty comparison. However, this principal data results are impacted by the fact that in many small districts, the superintendent also serves as a building principal.

Input from the stakeholder groups on underlying issues was mixed regarding turnover rates, particularly for principals. Some noted that some models of school reform call for replacing the principal so turnover might be a positive. Others noted that changes in leadership were not always positive and may negatively impact ongoing initiatives by proposing changes. Turnover of teachers and principals may also be due to the fact that many have now reached retirement age. Stakeholder input recognized the leadership role of the building principal as crucial to improving instruction and student achievement.

Total years of experience for teachers at the elementary level in the minority comparison yielded a 3.6 percentage point difference while the difference at the poverty comparison was less at 1.1 percentage points and a 2.5 percentage point difference for the rural schools comparison. At the secondary level, the difference was greater (3.5 percentage points) in the minority comparison than for the poverty comparison (2.8 percentage points) or the rural schools comparison (3.0).

Tenure was also examined for teachers and principals but only at the district level. Tenure for teachers was remarkably similar for all comparisons at the elementary and secondary level. Tenure for principals was remarkably different. The high minority and high poverty schools at both elementary and secondary levels had higher average years of tenure than low minority and low poverty schools. The largest differences were in the rural school comparisons with principals at the elementary level moving less than non-rural (-6.6 percentage points) and the inverse at the secondary level with a 9.1 percentage point difference indicating more movement in rural schools. This is an area where additional data might identify if movement of educators within a district was significant.

**Student Outcomes** - Since Nebraska has no statewide evaluation system to yield educator performance ratings, the state elected to look at the educational outcomes of student performance on statewide tests, graduation and college going rates as possible indicators of effective schools and educators. These were examined using the same minority, poverty, and rural quartiles. A comparison of student outcomes for equity using minority, poverty and rural/non-rural quartiles of schools has not been done before. As Tables 3 and 4 indicate, there are some very large gaps in achievement when examining the percentage of students who “exceed” expectations and the percentage who fall “below expectations” on the Nebraska Statewide Assessment (NeSA) in both the minority and poverty comparisons. This is most obvious in the subject areas of Science and Math and more so at secondary than at the elementary level. Achievement gaps were small or non-existent in the rural schools comparison. While student achievement is influenced by many factors, the greatest impact by far is the effectiveness of the teacher. And, teachers need leadership and supportive systems in their schools to be effective. Table 5 includes two other outcomes of education – the four-year cohort graduation rate and the college-going rate. Large gaps appear in both the minority and poverty comparisons for these outcomes. It must be

noted that the graduation and college going rates were much higher in the rural schools than in the non-rural schools.

## Conclusions

Although the data analysis did not show large differences in the statutory metrics of qualifications, experience and appropriately endorsed educators, there are gaps in the comparisons of the minority, poverty and rural schools. While we have no data on the effectiveness of individual educators, we do have evidence of inequities in the gaps in the student outcomes. We believe that all Nebraska students must have access to quality educators and that we must strive toward all teachers and principals being effective educators. We further believe that improving both access to quality educators and the effectiveness of our educators, with an emphasis on achieving equity among schools with high populations of minority and poor students, will help reduce the student outcome gaps identified in this analysis.

## Section 4. Strategies, Performance Goals and Objectives

### Underlying Issues

Nebraska chose to use an alternative route to root cause analysis by exploring the underlying issues with the stakeholder groups to elicit their perceptions and understandings of the equity issues. Based on our data analysis and belief statements, the following questions were brought to the external and internal stakeholder groups for focused discussion on the underlying issues and what could be done, in terms of strategies, to address them. The stakeholder groups specifically were asked:

- How do we ensure equity in access to effective educators, particularly for minority and children from families living in poverty?
- How do we develop new teachers and strengthen the effectiveness of existing educators?
- What strategies will improve educator effectiveness and reduce the gaps in student outcomes?

Stakeholder responses were analyzed and organized into the following --

### *Ensuring Access to Quality Educators for All Students*

#### **I. Teacher Availability**

- a. RURAL SCHOOLS (majority of Nebraska schools are in small rural communities)
  - i. Difficulty attracting teachers
    1. Teachers not wanting to live in small isolated communities
      - a. Fewer employment opportunities for spouses
    2. Small school populations necessitate the use of field endorsed teachers
      - a. Field endorsed teachers may lack In-depth content knowledge in every one of the subjects they are assigned to teach
    3. Schools with small enrollments cannot offer as many options for courses unless they use technology or distance learning
  - ii. Salaries do not seem to be an issue
- b. HIGH POVERTY and MINORITY

- i. High poverty and high minority schools are sometimes also rural schools and that can make above listed issues even harder to overcome
    - ii. Larger cities and communities are refugee resettlement centers and have large numbers of English Language Learners (ELL)
      - 1. Not enough ELL endorsed teachers
    - iii. Schools that are high poverty may be the same schools as those included in high minority
  - c. OVERALL
    - i. Fewer people entering the field (20% fewer in last five years)
      - 1. Smaller pool of applicants
      - 2. Lack of diversity in applicants
    - ii. Lack predictive data on teacher supply and demand
      - 1. Annual survey of vacancies and endorsement areas is voluntary and does not include all districts
    - iii. Hiring policies and practices are totally under local control
      - 1. Lack data to determine issues
    - iv. Limited funds or programs to attract individuals to the teaching profession
- II. **Resources and Technology**
  - a. FUNDING
    - i. Need an equitable formula for state funds for districts
    - ii. High needs schools need additional resources
    - iii. Use of technology is local decision so not all schools have same technology
      - 1. An issue for distance learning for students and professional learning for educators

*Developing New and Strengthening the Effectiveness of Existing Teachers and Principals*

- I. **Teacher preparation programs**
  - i. More coordination needed between teacher preparation programs and K-12 initiatives/activities like statewide assessment, etc.
    - 1. Not all teacher preparation programs consistently and effectively use teacher advisory councils
  - ii. More follow-through needed between teacher preparation programs and recent graduates
    - 1. Lack data on graduate follow-up
- II. **1<sup>st</sup> Year Teachers**
  - i. Mentoring programs lack state funds, a mandate, or guidelines
    - 1. Inconsistency among districts that choose to provide
      - a. Some programs have district financial support for mentors but not all
      - b. Some programs have mentoring in only one year while others provide up to three years

- c. Lack data on what exists in every district (REL study was based on a sampling)
    - 2. The state provided funds at one time but not presently
      - a. Funding again proposed in the Legislature but not as a priority bill so funding is unlikely
      - b. State provides no direction or guidance for districts
- III. Professional Learning** (preferred term for professional development)
- i. Districts are required to have a professional learning plan. Though it is not submitted to NDE for review, it may be reviewed in accreditation visits.
    - 1. Lack data to analyze
  - ii. Intermediate Service Agencies (ESU) provide a significant portion of statewide professional learning
    - 1. All districts must be in an ESU but not all use their services
    - 2. Professional learning may or may not be tailored to a district's needs
    - 3. State funds, called Core Services, flow through NDE but NDE does not directly control their use
      - a. NDE and ESU work collaboratively on selected professional learning themes
  - iii. Professional learning is not individualized in all districts
    - 1. The new Teacher & Principal Evaluation models based on the Performance Framework requires individual professional development plans based on identified goals and needs
    - 2. Some other districts use individualized development plans
  - iv. Time or money is often the issue
    - 1. Professional learning options vary within districts and some, like professional learning communities (PLC), work but need district-wide involvement, support and leadership
  - v. Re-certification for teachers is not dependent on professional learning or continuing training in their field or related field
    - 1. Six hours of college credit in 6 years is required OR successful teaching experience
  - vi. Accreditation requirements for endorsed teachers are broad and maybe should be raised to a higher level. Currently, 95% of teachers must be appropriately endorsed at the elementary level; 90% must hold the appropriate endorsement at middle school level; and 80% of the instructional units at the secondary level are assigned to teachers with appropriate endorsements
  - vii. At the present time, there is no single person responsible for professional learning within NDE
    - 1. No state funding or guidance
    - 2. No uniformity in opportunities – all local decisions
  - viii. No data collected on professional learning of teachers or administrators

- ix. Many districts use their Title II-A federal funds, those available for professional development, for class-size reduction. Small allocations cause many districts to form cooperative agreements with other districts in their ESU.

#### IV. Defining and identifying effective educators

- i. Current status of educator evaluations
  - 1. State law only specifies the requirements for when probationary teachers must be evaluated
  - 2. State regulations require evaluations but leave specifics to local districts
    - a. NDE collects evaluation forms for principals and teachers but does not review or approve them
    - b. NDE does not provide guidance on format, process, or content
- ii. Teacher & Principal Performance Framework Pilot Project
  - 1. More than an instrument
    - a. Based on the *Nebraska Teacher and Principal Performance Framework* that established a set of effective practices for all teachers and principals. Model teacher and principal evaluation instruments were developed directly off of this Framework.
      - i. Currently being piloted for the past two years in 17 districts, representing all sizes of districts, and all regions of the state
      - ii. Successful implementation of the models requires a uniform, research based, instructional model delivered with fidelity in all grades K-12. Pilot sites utilized either Marzano or Danielson work
    - b. Extensive training and collaborative work for teachers and principals required before implementation
  - 2. Voluntary participation
    - a. At this time, there is no intention for the state to mandate participation
    - b. Available to any district in the 2015-16 school year
  - 3. At this time, there is no NDE staff person assigned to lead and support this initiative
  - 4. No evaluation data from pilot districts

The underlying issues and possible strategies offered by the stakeholder groups were incorporated into the performance goals and strategies in Section 4.

#### **Performance Goals, Strategies and Objectives**

The performance goals, strategies, and objectives were developed from the analysis of data, the identification of underlying issues for differences in equity and student outcomes, and the input from external and internal stakeholder groups. The work plan and timeline for implementing the strategies are found in Section 5.

Nebraska has elected to focus some of the following strategies specifically on the three Priority Schools the State has identified through AQuESTT and the schools receiving School Improvement Grants (SIG) through ESEA. In both accountability systems, these are the schools with the greatest need or the greatest need of assistance to improve. These are also the only schools required to submit improvement plans to NDE for approval.

### Performance Goals

Defining measurable performance goals was a challenge since the data analysis shows no major gaps on the statutory metrics of experience, qualifications and appropriately endorsed teachers but there are significant gaps in student achievement on statewide assessments which we consider as evidence of effective educators. Our desire to increase access to quality educators and improve the effectiveness of existing educators is made more challenging to measure without a statewide system to provide data of “effectiveness”. Therefore, Nebraska will annually monitor progress and publicly report on the following two performance goals with the expectation that implementation of the strategies listed below and the new AQuESTT accountability system will allow the State to increase equity in the statutory metrics of experience, qualifications and appropriate endorsements as well as improve the student outcomes on statewide assessments.

The performance goals that will be measured using the comparison of schools with the highest percentages of minority student populations and schools with lowest percentages and between schools with the highest percentages of student populations of children from families who live in poverty compared to schools with the lowest percentages of poverty at both the elementary and secondary levels, and that will have public reporting of progress annually are to:

- 1) **experience** – reduce the gaps in the distribution of first-year teachers in high poverty and minority schools, and
- 2) **appropriate endorsements** - increase the number of courses being taught by appropriately endorsed teachers.

Nebraska is intentionally setting an annual target of improvement rather than a numeric goal for the equity performance goals since, to be truly integrated, the strategies are collaborative efforts and not unique ESEA projects. (See Section 6 of this plan.)

### Impact of Lack of Data

The Nebraska Student and Staff Record System (NSSRS) and the Teacher Certification System provide the data for the performance goals. As noted previously, Nebraska has no standard teacher and principal performance evaluation system that might provide data on individual effectiveness. Student scores on the statewide assessments are linked through a unique student identifier number to the demographic data in NSSRS. Even examining the statutory metrics of experience, qualifications and appropriately endorsed for educator equity is impacted by the fact that the majority of districts in the state do not have multiple attendance areas at the same grade level. Thus, we are not able to take our

state level educator equity data analysis down to the district level or to establish district level performance goals for equity. Nebraska's accountability systems AQuESTT, and ESEA's Adequate Yearly Progress, measure progress on student performance at the school and district level.

A part of every key strategy will be efforts to improve the quantity and quality of data to enable greater specificity for analyzing and defining efforts to ensure equity in the future.

### **Key Strategies**

A primary purpose of Nebraska's new Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) is to integrate and focus the work of the Department of Education into a system of support for all students and schools. The key strategies identified for this ESEA Educator Equity Plan are integrated into AQuESTT and help provide a comprehensive statewide approach. The key strategies are:

- 1) Elevate the Awareness of Equity Issues
- 2) Support Equitable Access to Appropriately Endorsed Educators
- 3) Strengthen the Effectiveness of Existing Educators
- 4) Develop Effective Educators

#### **Strategy 1. Elevate the awareness of equity issues**

Objective: *Integrate state and federal programs' efforts supporting effective educators*

**1.1 Integrate the Educator Equity Plan and AQuESTT** –The areas of focus for the Educator Effectiveness tenet of AQuESTT are (1) Nebraska Teacher & Principal Performance Framework; (2) Professional Learning; (3) Building Leadership Supports; and (4) Effective Local Policy Makers & Superintendents. The State Board of Education and the NDE are in the process of identifying indicators and sources of data for these areas so that eventually at least some of them will be included in the overall accountability system along with student performance on statewide assessments for schools and districts. As NDE continues to develop the new accountability system, the ESEA equity issues will be integrated into the presentations, guidance, training and, hopefully, the accountability measures for AQuESTT.

The NDE is devoting fiscal resources for AQuESTT and has recently created a new senior administrator position and hired an individual who will have responsibility for leading the Teacher & Principal Performance Framework model evaluations (Strategy 3.1 below). The person in this position will also be working on the other areas of the Educator Effectiveness tenet of AQuESTT including professional learning. NDE will have a leader for development of the performance evaluation system and professional learning. She will be a key member of the external stakeholder group and the internal Educator Equity cross-team work group (also strategies addressed below) that will be overseeing the implementation of Nebraska's Educator Equity Plan. Having a single individual involved in all phases of equity and accountability for educator effectiveness greatly enhances the probability for progress in meeting the performance goals of this plan and integrating activities into a comprehensive approach.

The AQuESTT tenet on Assessment includes a new accountability classification system being implemented in the 2015-16 school year. This process will rate every school and district as either “Excellent, Great, Good or Needs Improvement” based on status, improvement and growth on the statewide assessments of English/Language Arts, Writing, Math and Science plus graduation rates. The ESEA Adequate Yearly Progress accountability system, including the reporting of disaggregated data for the required subgroups, will be continued as Nebraska does not have an approved flexibility waiver. The AQuESTT accountability model incorporates the performance of a super group of all non-proficient students. Both federal and state accountability systems keep the focus on improving student achievement which is one of the expectations of this Educator Equity Plan. Of the schools identified as “Needs Improvement”, three schools with the greatest need of assistance to improve will be targeted for intervention as “Priority Schools”. The State law that requires the designation of priority schools also requires NDE to establish an intervention team to assist with developing and implementing a progress plan that will be approved by the State Board of Education. As noted in other sub-strategies below, the Educator Equity Plan will focus efforts on these Priority Schools as well as the Title I Schools receiving Section 1003 school improvement grants (SIG).

As a new accountability system, AQuESTT is still being developed and this alignment ensures that equity issues are an integral part of that conversation and development. Aligning the performance goals and activities of this equity plan with AQuESTT is critical to its success because there are no additional federal funds available to create new equity initiatives. The new position described above will be state funded. The intervention teams for the three Priority Schools identified under AQuESTT would also be state funded.

**1.2 Strengthen local emphasis on equitable access** – Nebraska will initiate a campaign to raise awareness of the Educator Equity Plan and equity issues in access and student outcomes. The Educator Equity Plan will be posted on the ESEA homepage, presented at the AQuESTT emPOWERED by DATA Conference, the ESEA Federal Programs conference, the annual NDE Administrators Days, and every other possible opportunity. This strategy combines the efforts of several teams in NDE to highlight equity issues, particularly emphasizing this plan’s performance goals. Specific components for an integrated approach include --

**Federal Programs Team** – Since 2005, Nebraska has used a consolidated application for the formula grant programs under No Child Left Behind (NCLB) in an automated grants management system. During the 2015-16 school year, the Federal Programs Administrator and NCLB program directors will review the current consolidated application to add questions asking districts how they will be using the available ESEA funds to support equity in access as well effective educators.

Many districts in Nebraska, particularly districts with small allocations, use their Title II, Part A funds for the allowable expenditure of reducing class-size. Additional staff hired through class-size reduction efforts are placed in Title I schools that have high percentages of poverty. In their NCLB consolidated application, districts indicate the areas of professional development that will be supported through any of their NCLB allocations. The Title I schools receiving School

Improvement Grants (SIG) will be asked to describe how funds are being used especially to support mentoring programs for first-year teachers. Thus, Nebraska is already working with districts to support improving academic achievement and providing professional learning with their ESEA funds and will continue to do so.

Stakeholder input from all groups recognized the importance of continuous learning for all educators but also clearly observed that what currently exists for professional development is a multitude of opportunities and options with, in many instances, little consistency, cohesiveness or focus. The most favorable input on professional learning was from districts with clearly defined processes such as professional learning communities and individualized learning plans. To be accredited, a district must offer a specified amount of time for professional learning for each teacher but the decision on how to use that time is left to each district. This strategy aims to help districts focus their federal funds used for professional learning to encourage teachers to address the needs of minority and low-income students through a revision of the NCLB Consolidated application.

Using the Committee of Practitioners as the external advisory group for this plan (Strategy 1.3) increases the opportunities for focusing the professional learning opportunities within all competitive and formula federal programs on effective educators and equity in access. Aligning the Educator Equity Plan with AQuESTT's Educator Effectiveness tenet also increases the opportunities for a greater emphasis on these areas in professional learning opportunities as it raises awareness of equity issues in the statutory metrics of experience, qualifications and appropriately endorsed as well as student outcomes.

The ESEA/NCLB Consolidated Application's assurances, that all districts must sign agreement prior to approval, includes Section 1112(c)(1)(L) that "students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers". Before the 2015-16 school year, the NCLB Consolidated Monitoring process will be revised to include a review of this assurance and the components and performance goals of this Educator Equity Plan at each on-site district visit.

**Accreditation and School Improvement Team** – To remain accredited, districts must have an on-site visitation by a team of external representatives to review progress on the district's improvement plan and performance goals at least once every five years. Each year the Accreditation and School Improvement Team and NDE staff provide day-long workshops across the state on the Continuous Improvement Process (CIP) to assist districts in their improvement efforts and in preparing for this on-site visit. Starting in the 2015-16, the five workshops will include an Educator Effectiveness strand focusing on the Teacher & Principal Performance Framework and using data through Data Literacy (below). These workshops are attended by teams from districts, ESU staff who assist districts in their school improvement efforts and provide professional learning opportunities, and staff from the postsecondary teacher preparation programs. The Nebraska Educator Equity Plan and goals will be incorporated into these workshops as well as the Data Literacy training.

**Data, Research and Evaluation Team** – NDE’s Research team and the staff developers from the ESU’s have developed and provide training annually throughout the state in Data Literacy. This training provides methods, based on Victoria Bernhardt’s *Data Analysis for Continuous School Improvement*, for district staff on the use of quantitative and qualitative data. District profiles have been built for the Data Literacy training in NDE’s Data Reporting System (DRS). This system provides both public access to NDE’s data and reports as well as secure access for districts. It includes tools for data analysis on multiple levels of complexity using data from the Nebraska Student and Staff Record System (NSSRS).

**Early Childhood Team** - Although the preschool student population data was not included in the data analysis or the development of the Educator Equity Plan, NDE’s Early Childhood Team is committed to ensuring access to quality educators for all students and maintaining and strengthening the effectiveness of all educators. The team will be examining ways to integrate these equity expectations in their activities and initiatives including current ones such as (a) Professional Development Institute, (b) Ongoing GOLD assessment training; (c) Pyramid Model implementation team training and ongoing coaching, and (d) Step Up to Quality and Nebraska Quality Rating System. The focus discussion group on underlying issues also identified areas of concern primarily around the current exclusion of early childhood educators in training opportunities and performance evaluation work. Hopefully, integrating these areas under AQuESTT will help address these issues.

**1.3 Designate an Educator Equity Stakeholder Advisory Group** – For an external advisory group, Nebraska will use the ESEA Committee of Practitioners (COP) as the primary advisory group for the Educator Equity Plan. Representatives from teacher preparation programs in higher education, staff from the Adult Services Team, and the new Educator Effectiveness tenet administrator will be added as members. The COP’s involvement in collecting input from stakeholders and community groups was critical to the development of the strategies and performance measures of this plan. Having the COP serve as advisors during implementation of the Educator Equity Plan is essential to ensure that the feedback loop is continuous and that there is accountability for accomplishing tasks in a timely manner. In addition, it supports integration of efforts across all the ESEA programs involved. It can be anticipated that this plan, like any other proposed effort, will need ongoing revisiting and revision over time.

**1.4 Continue the NDE Educator Equity work group** - This cross-team group includes representatives of Curriculum and Instruction, Accreditation, Federal Programs, and the Data, Research and Evaluation teams, plus the Accountability Coordinator and the Student Achievement Coordinator, and is led by the staff of the Adult Services Program team. It will be expanded to include the new person to be hired under Strategy 1.1, representatives from the Assessment, Early Childhood, Special Education, and Educational Technology teams. The initial task of this group was the development of this Educator Equity plan. Through regularly scheduled meetings, the work group will oversee implementation of the plan through monitoring of progress on the objectives of the work plan; measuring and reporting annual progress on the performance goals; and assisting with the coordination of activities that support the plan.

## **Strategy 2. Support Equitable Access to Appropriately Endorsed Educators**

*Objective: Increase access to appropriately endorsed educators*

**2.1 Include requirements for addressing equitable access in the mandatory improvement plans of the AQuESTT Priority Schools** – The legislation creating the Priority Schools requires an NDE appointed Intervention Team that will, in conjunction with the district, diagnose issues that negatively affect student achievement and design strategies to address those issues. To assist the Intervention Team, NDE will provide the data on the statutory metrics of experience, qualifications, and endorsements as well as student outcomes by school for minority and poverty comparisons. This will ensure the Intervention Team incorporates addressing any equity issues in their Progress Plans.

**2.2 Increase the number of classes with appropriately endorsed teachers through the use of technology such as distance education** – Equitable access to effective, appropriately endorsed teachers may not always mean hiring new teachers or moving teachers. With Nebraska’s many small rural high schools, distance education is an excellent way to expand the number and variety of learning opportunities available for students without the cost of additional staff. Previous funding from the state legislature targeted building the system and acquiring the equipment. The State Legislature has continued to support distance learning courses through funding provided to districts. Distance learning includes synchronous or asynchronous courses. This plan addresses only synchronous courses which are defined in Rule 10 as “multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately”. A district may offer up one-fourth of its required instructional units as synchronous courses. For purposes of this plan, access to appropriately endorsed teachers through synchronous distance learning was analyzed using the same minority, poverty and rural comparisons used for the statutory metrics. While the synchronous distance learning courses constituted less than 1% of the courses provided in any of the comparisons, the highest minority and highest poverty offered fewer than the low minority and poverty schools. The lowest poverty schools had 3 times as many courses than the high poverty schools. As might be expected, the rural schools had the highest percentage of all courses offered through synchronous distance learning (.81%). (See Appendix C – Data Analyzed.)

This strategy was selected because it would not only provide access to appropriately endorsed teachers, it provides opportunities for students to take courses that many districts could not afford to offer. Distance learning, including synchronous courses, is one of the areas of focus (BlendEd Learning Opportunities) in the AQuESTT tenet on Educational Opportunities and Access. It is also one of the three areas of emphasis and collaboration between the NDE and the Educational Service Units.

## **Strategy 3. Strengthen the Effectiveness of Existing Educators**

*Objective: Increase the effectiveness of all educators as evidenced by improved student outcomes*

**3.1 Expand the use of the Teacher & Principal Performance Framework model evaluation systems to all districts** – As noted in the introduction to this plan, Nebraska developed the Teacher & Principal Performance Framework of effective practices and example indicators for teachers and principals that

was informed by the profession's national standards including the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Interstate School Leaders Licensure Consortium (ISLLC) 2008.

The purpose of this framework is to define effective practices in order to improve teaching and learning and was used as the basis for the teacher & principal evaluation system. Currently, it is being piloted in 17 districts and will be an option for all districts starting in the 2015-16 school year. The Nebraska model evaluations include options for research based instructional models of Charlotte Danielson's *Framework for Teaching* or Robert Marzano's *Causal Evaluation Model*. The model uses student learning objectives (SLOs) as a measurement of student progress and requires individualized professional learning plans for every educator. NDE and the ESUs have developed and provide the training for implementing this performance framework. NDE has hired a senior administrator (Strategy 1.1 above) to lead this initiative. This strategy addresses an aim of this plan to strengthen the effectiveness of educators and also supports the integration of the Educator Equity Plan with the efforts of AQuESTT. Since the framework incorporates a universal instructional model throughout a school system we believe it will improve academic achievement and help all general and special education students, including minority and children from families living in poverty, to be more successful in school. We believe that implementation of this evaluation model statewide will improve the quantity and quality of data available although there is no intention at this time of collecting any individual educator's performance rating.

**3.2 Encourage the use of AdvancED for continuous improvement requirements in all schools –** To be accredited in Nebraska, districts must develop and implement a Continuous Improvement Plan (CIP). NDE provides guidance and several options for them to accomplish this. At the present time, approximately 1/2 of all schools in Nebraska have elected to use AdvancED to meet their school improvement requirements for accreditation. The AdvancED Accreditation Process is a clear and comprehensive program of evaluation and external review, supported by research-based standards and dedicated to helping schools, districts and education providers improve continuously. The accreditation process is based on a five-year accreditation term that provides ongoing external review, support, and feedback. AdvancED is the world's largest education community, serving more than 30,000 public and private schools and districts across the United States and in more than 70 countries that educate over 16 million students.

Both equity and educator effectiveness would be supported by having the common language of effective school research and standards, as well as consistency and common tools that are found in the Adaptive System of School Improvement Support Tools (ASSIST). AdvancED provides a systems-oriented approach to continuous school improvement that would allow NDE, ESUs and each district to look at every school building and district through the lens of Effective School Standards, providing a more valid and reliable approach to reviewing the Continuous Improvement Plan (CIP) efforts of each building and district, as well as providing support for targeted needs. The eleot™ (Effective Learning Environments Observation Tool) can support the effectiveness of educators by providing quantifiable data that focuses on students and informs improvement efforts to create the most optimal and equitable environments for student learning.

This strategy was selected for multiple reasons. The primary purpose of AdvancED in improving schools is to advance academic achievement for all students and to do so through strong supportive school systems and effective educators. While AdvancED does not specifically target schools with high populations of minority or children in poverty, we feel increasing the achievement of all students will help reduce achievement gaps and increase graduation rates. Having a uniform language and process for school improvement throughout the state will provide common definitions for data that would lead to additional and more uniform data for analysis.

**3.3 Require Priority Schools to address professional learning in their Progress Plans** – As noted in Strategy 2.1 above, the Intervention Team will be provided data on the equity measures used in this plan. In addition, the Intervention Team will examine the district’s professional development plan to see if the opportunities provided to teachers and principals are focused on helping them be more effective in raising the academic achievement of all general and special education students but particularly of minority students and children in poverty. As an option, Priority Schools may consider adopting AdvancED as their continuous improvement process.

#### **Strategy 4. Develop Effective Educators**

*Objective: Increase the number and quality of new teachers and principals*

**4.1 Loan forgiveness programs** - Supporting individuals to complete teacher preparation programs, as well as to encourage teachers to access continuing professional learning through Master’s programs is important to the goal for enhancing the availability of effective educators for all Nebraska students. The state funded Excellence to Teaching forgivable loans for preservice and inservice teachers target high need content areas and accelerate forgiveness for work in high-poverty systems. In addition, a new component beginning September 1, 2016 extends the program to include adding endorsements (rather than the current requirement that inservice participants obtain an advanced degree) – meaning that more individuals will be able to access the program and use the funds to obtain endorsements in such areas as ESL, special education, reading/writing, world languages, etc. More information available at: <http://www.education.ne.gov/EducatorPrep/TopPages/EETP.html>

**4.2 Educator Preparation Accountability** - Determining the effectiveness of educator preparation is foundational to building an effective teaching force. Quality assessments, which provide consistent statewide data, disaggregated by institution, can inform statewide and institution continuous improvement decisions. Under development, and in support of educator effectiveness, are:

- Statewide Clinical Experience Evaluation – based on national standards for educator preparation (InTASC). This assessment includes indicators related to classroom management, adapting instruction to individual student needs, content knowledge, etc. This evaluation is the result of collaborative work between NDE and the state’s teacher preparation programs who have also

been involved in the development of the Teacher & Principal Performance Framework to ensure consistency in training and practice.

- First Year Teacher Employer Followup Survey – administered by NDE to all Nebraska systems employing Nebraska-prepared 1<sup>st</sup> year teachers. Data will be returned to institutions for program improvement considerations. Also based on national standards and includes the indicators discussed above.
- A State Educator Preparation Report Card to annually publicly report such indicators as results from the new content testing and other candidate proficiency factors, candidate retention/completion rates, graduate placement, and employment retention. The Report Card will use data from the teacher preparation programs including the above noted evaluation and survey and from Nebraska’s P-20 Initiative – a collaborative data sharing effort of K-12 NDE and all postsecondary institutions.
  - Content Testing –Beginning September 1, 2015, individuals seeking a first time endorsement, including those seeking endorsements in mathematics, science and English Language arts, will be required to pass a content test to verify their content knowledge. Information on candidate performance on these tests will be used by institutions to strengthen content preparation of candidates. . More information is available at <http://www.education.ne.gov/EducatorPrep/TopPages/SkillsTesting.html>.

**4.3 Work with higher education programs to encourage individuals to become teachers, especially minority** - Nebraska has a disparity in the number of minority students and their teachers. The percentage of students reported as White, Not Hispanic equals 69% of the total population but the percentage of White, Not Hispanic teachers is 96.28%. Hispanic students comprise 17% of the student population but only 1.79% of the teacher population. Native American students are 1% but Native American teachers are only 0.15%. A similar situation exists for African American or Black students having 7% of the population with only 0.91% of the teacher population. Although ethnicity is not an indicator of effectiveness, minority students may not be as eager to become teachers without role models that reflect their race/ethnicity.

Several efforts are underway to encourage greater diversity in the teacher workforce. NDE is partnering with the University of Nebraska – Lincoln to increase the number of Native American teachers. NDE also hosts summits for Native American educators and an annual statewide conference for Hispanic students. The Educator Equity Plan will continue to provide assistance and support for these endeavors.

**4.4 State level support for mentoring programs** – The State legislature has another proposal that would provide funds to districts for mentoring programs. If funding is approved, NDE would be responsible for distributing these funds and would establish the parameters for their use. This would enable NDE to develop guidance, including best practices, and oversight of the mentoring programs.

The Regional Educational Laboratory (REL) at Marzano Research is in the process of studying mentoring practices in five of the REL Central States. Nebraska’s data from that research shows that the amount of time and resources dedicated to mentoring programs varies greatly by district. Each district establishes

policies and practices that include the length of time new teachers receive support, whether the mentors receive pay either as stipends or additional time, whether mentoring is available to teachers new to the profession only or also includes teachers new to the district, and guidance as to how mentors and mentees work together.

In the past, the state legislature provided funds for mentoring programs and many districts have continued to support those programs. This strategy will be included in the equity plan when (and if) funding is restored and resources are made available at the state level to support programs in all of the districts.

## Section 5. Implementation plan

Educator Equity Work Plan				
<i>Strategy 1. Elevate the awareness of equity issues</i>				
<b>Objective: Integrate state and federal programs' efforts supporting effective educators</b>				
<b>Sub-Strategies</b>	<b>Activity/Task</b>	<b>Who</b>	<b>When</b>	<b>Progress Measure</b>
<b>1.1 Integrate the Educator Equity Plan and AQuESTT</b>	<ul style="list-style-type: none"> <li>NDE will continue to develop all four Areas of Focus under the Educator Effectiveness tenet including equity issues when providing statewide presentations, guidance, and training</li> <li>The State Board of Education is creating a study group to focus on implementation of Educator Effectiveness including identifying measures and data for accountability including equity issues</li> </ul>	NDE	June 2015 and onward	Equity issues will be specifically addressed in further development of AQuESTT
	<ul style="list-style-type: none"> <li>NDE has hired a senior administrator to lead the Teacher &amp; Principal Performance Framework and coordinate activities and efforts under the Educator Effectiveness tenet</li> </ul>	NDE	June 2015	Position is filled with qualified individual
<b>1.2 Strengthen local emphasis on equitable access</b>	<ul style="list-style-type: none"> <li>Awareness campaign for equity plan and goals including website, conferences, training</li> </ul>	Federal Programs Administrator	Beginning when this plan is approved	Equity plan posted and used; equity issues emphasized in
	<ul style="list-style-type: none"> <li>Federal Programs Team - review and revise the ESEA/NCLB Consolidated application to add using federal funds to support professional learning to increase educator effectiveness</li> </ul>	Federal Programs Administrator	Revise during the 2015-16 school year	Revised application and guidance by Spring 2016

	<ul style="list-style-type: none"> <li>Federal Programs Team - ESEA/NCLB Consolidated Monitoring checklist revised to include on-site review of Section 1112(c)(1)(L)</li> </ul>	Federal Programs Administrator	Revise for the 2015-16 school year	Revised monitoring in 2015-16 school year
	<ul style="list-style-type: none"> <li>Accreditation and School Improvement Team – Incorporate equity plan and issues in the annual CIP workshops</li> </ul>	Accreditation and School Improvement Team Administrator	Sept. – Oct. 2015	Increased awareness of equity issues
	<ul style="list-style-type: none"> <li>Data, Research and Evaluation – Data Literacy training will be revised to incorporate educator equity; educator equity data will be included in the Data Reporting System</li> </ul>	Data, Research and Evaluation team Administrator	2015-16	Data Literacy training will include educator equity
<b>1.3 Designate an Educator Equity Stakeholder Advisory</b>	<ul style="list-style-type: none"> <li>Use ESEA/NCLB Committee of Practitioners</li> <li>Add representatives of higher education teacher preparation programs and staff from Adult Services Team</li> </ul>	Federal Programs Administrator	Add members now with ongoing meetings	Progress reports provided at every COP meeting
<b>1.4 Continue the NDE Educator Equity work group</b>	<ul style="list-style-type: none"> <li>Continue to lead implementation and coordinate supporting activities</li> </ul>	NDE - Adult Services Team staff	Ongoing	Regular meetings

## Strategy 2. Support Equitable Access to Effective Educators

**Objective:** *Increase emphasis on equitable access at the local level*

Sub-Strategies	Activity/Task	Who	When	Progress Measure
<b>2.1 Include requirements for addressing equitable access in the mandatory improvement plans of the AQuESTT Priority Schools</b>	<ul style="list-style-type: none"> <li>Incorporate equitable access in the process and format for the Priority Schools Progress Plans</li> <li>Provide the Intervention Team with equity data to assist with diagnosing issues and areas of need</li> </ul>	Accountability Coordinator	Progress Plan guidance available by Sept. 2015	Progress Plans are developed in the 2015-16 school year with State Board approval in Fall of 2016
<b>2.4 Increase the number of classes with appropriately endorsed teachers through the use of technology such as distance education</b>	<ul style="list-style-type: none"> <li>Emphasize use of synchronous distance learning in further development of AQuESTT</li> <li>Support the NDE/ESU partnership in developing and training for BlendEd</li> </ul>	NDE Technology Team	Starting with 2014-15 baseline data	Number of synchronous distance learning courses in high poverty and high minority schools will increase

### Strategy 3. Strengthen the Effectiveness of Existing Educators

**Objective:** *Increase the effectiveness of all educators as evidenced by improved student outcomes*

Sub-strategies	Activity/Task	Who	When	Progress Measure
<b>3.1 Expand the use of the Teacher &amp; Principal Performance Framework model evaluation system to all districts</b>	<p>The newly hired administrator will lead the expansion of the Framework and model evaluation system to all interested districts through</p> <ul style="list-style-type: none"> <li>Dissemination of materials already in use in the pilot districts</li> <li>Providing and coordinating training and support in conjunction with the ESU staff developers</li> </ul>	New Educator Effectiveness Senior Administrator	2015-2016 school year and ongoing	Number of districts adopting the evaluation model of the Teacher & Principal Performance Framework increases
<b>3.2 Encourage the use of AdvancED for continuous improvement requirements in all schools</b>	<ul style="list-style-type: none"> <li>Provide awareness sessions Administrator Days, CIP Workshops, Alignment of the AdvancED Standards for Effective Schools &amp; the AQuESTT tenets which will be shared at the AQuESTT conference.</li> <li>External Review Training for AdvancED Team members (2-day sessions, one in June and one in August) –targets school personnel from both AdvancED and Frameworks schools who can gain experience about AdvancED</li> <li>AdvancED training in using ASSIST (Adaptive System of School Improvement Support Tools) – day long in-depth training done the second day at five difference sites across the state each Fall</li> <li>Training of our ESU professional developers who do follow-up training and support within their ESU regions.</li> </ul>	NDE – Accreditation Team	Present and throughout the 2015-16 school year	Number of districts and schools using AdvancED increases annually
<b>3.2 Require priority schools address professional learning in their Progress Plans</b>	<ul style="list-style-type: none"> <li>Incorporate professional learning in the process and format for the Priority Schools Progress Plans</li> </ul>	Accountability Coordinator	Progress Plan guidance available	Progress Plans are developed in the 2015-16 school year with State Board approval in Fall of 2016

			by Sept. 2015	
<b>Strategy 4. Develop Effective Educators</b>				
<b>Objective: Increase the number and quality of new teachers and principals</b>				
<b>Sub-strategies</b>	<b>Activity/Task</b>	<b>Who</b>	<b>When</b>	<b>Progress Measure</b>
<b>4.1 Loan forgiveness programs</b>	<ul style="list-style-type: none"> <li>Continue to support the loan forgiveness program</li> <li>Extend the program to include an option for loans for endorsements</li> </ul>	Adult Services Team	Ongoing	Data will be available for further analysis
<b>4.2 Educator Preparation Accountability</b>	<ul style="list-style-type: none"> <li>Statewide Clinical Experience Evaluation</li> </ul>	Higher Education Teacher Preparation Programs	Pilot in 2015-16; implement in 2016-17	Data will be available for further analysis
	<ul style="list-style-type: none"> <li>First Year Teacher Employer Followup Survey</li> </ul>	Adult Services Team	Annually	Data will be available for further analysis
	<ul style="list-style-type: none"> <li>A State Educator Preparation Report Card will be developed collaboratively with higher education, NDE and P-20</li> </ul>	Higher Education Teacher Preparation Programs, P-20 Initiative including NDE	Develop in 2015-16, public report in Sept. 2016	Data will be available for further analysis
	<ul style="list-style-type: none"> <li>Content Testing for first time endorsement</li> </ul>	Higher Education Teacher Preparation Programs	September 1, 2015	Data will be available for further analysis
<b>4.3 Work with higher education to support programs that encourage individuals to become teachers, especially minority</b>	<ul style="list-style-type: none"> <li>Annual and ongoing collaborative efforts between NDE and institutions of higher education</li> </ul>	Adult Services Team	Annual events	Increase number and diversity of new teachers
<b>4.4 State level support for mentoring programs</b>	The State budget will be approved by June 2015 and if it includes funding for it, state support for mentoring programs will be added			

## Section 6. Evaluate and Report Progress

This Educator Equity Plan will be evaluated through annual public reporting of progress toward meeting the performance goals and through monitoring the progress on implementing the strategies in the plan.

Nebraska will meet the requirement for public reporting of progress toward eliminating equity gaps as defined in the performance goals by using the state's report card and making annual reports to the State Board of Education. In the State of the Schools Report (SOSR) for the 2015-16 school year, the State will report:

**The comparison of schools with the highest percentages of minority student populations and schools with lowest percentages and between schools with the highest percentages of student populations of children from families who live in poverty compared to schools with the lowest percentages of poverty at both the elementary and secondary levels, for:**

- 1) experience – reduce the gaps in the distribution of first-year teachers in high poverty and minority schools, and**
- 2) appropriate endorsements - increase the number of courses being taught by appropriately endorsed teachers.**

Progress will be indicated as improvement (+) or no improvement (-). There will be no indicator if there is no change in status.

Electing to use the ESEA/NCLB Committee of Practitioners as an external advisory group ensures that progress on implementing the strategies and objectives of this plan will be evaluated and monitored on a regular basis as the Educator Equity Plan will be an agenda topic for each of the three committee meetings a year. This arrangement integrates equity into the ESEA programs and provides the required periodic review of the plan.

## **Nebraska Council on Teacher Education**

Educator Preparation Advisory Committee to the Nebraska State Board of Education

### **Full Council Agenda**

Friday, March 20, 2015

9:00 A.M.      **Registration Open – Country Inn and Suites – Lincoln Room (Lower Level)**  
5353 N. 27<sup>th</sup> Street, Lincoln, NE 68521

9:30 A.M.      **First General Session – President Doreen Jankovich**

- Declaration of legal meeting
- Announcement of placement of Open Meetings Act information
- Call for Public Comments  
    Dr. Susan Sarver, Buffett Early Childhood Institute
- Approval of October 3, 2014 General Session Meeting Minutes
- Report of January 23, 2014 Executive Committee Meeting – Jankovich

#### **1. Rule Status Reports – Sharon Katt, NDE**

- ➔ Rule 21 – Summary of proposed Teacher Certification revisions
- ➔ Rule 24 – Endorsements  
    Public Hearing held January 15, 2015.  
    Final State Board of Education approval February 6, 2015.  
    Expected implementation August 1, 2014 (pending all approvals.)
- ➔ **Rule 24 First and Second Hearings** – Pat Madsen, NDE  
    Debbie DeFrain, *NDE Fine Arts Curriculum Specialist and Chair of Art and Music Ad Hoc Committees:*
  - Art (Field)  
    *Proposal includes eliminating General Art Endorsement*
  - Music (Field)
  - Vocal Music (Subject)  
    *Proposal includes eliminating Instrumental Music Endorsement*    Pat Madsen, NDE:
  - Middle Level (Field) and
  - Middle Level (Supplemental)  
    *(10 minutes allowed for discussion of each proposed endorsement.)*    Health Sciences – *Ad Hoc* meeting March 4, 2015

#### **2. NDE Updates –NDE Staff**

New HEA Title II Regulations  
NCTE Membership Timeline

Capstone Assessment Discussion  
1<sup>st</sup> Year Teacher Employer Follow Up Survey  
Revised State Approval Process

**3. Statewide Equity Plan (USDE) - NDE Staff**

**4. Legislative Update - Jay Sears**

**5. Nomination of President-Elect - Nominating Committee**  
*(Election to be held at the June 12 NCTE meeting.)*

**6. Standing Committee Agenda Review - Jankovich**

**7. Announcements**

- On-site visits – Grace University, February 8 & 9, 2015  
Midland University, February 23 & 24, 2015  
Peru State College – September 27-29, 2015  
University of Nebraska Omaha – November 1-3, 2015
- Other announcements –  
*Presentations by higher education programs will be held at the June 12 Full Council meeting, time permitting.*

11:45 P.M. Working Lunch / Please pick up your lunch and move to Standing Committee meetings

12:15 P.M. **Standing Committee Session**  
Committee 'A' – Board Room (Upper Level)  
Committee 'B' – Lincoln Room  
Committee 'C' – Capitol Room (Lower Level)

1:45 P.M. Break

2:00 P.M. **Second General Session**  
Standing Committee Reports:  
Committee 'A' – Diana Casey, Vice Chair  
Committee 'B' – Sue Alford  
Committee 'C' – Donna Moss

**Full Council Discussion and/or Action related to Standing Committee Reports:**

- ➔ NCTE recommendations regarding Rule 21
- ➔ Statewide Equity Plan
- ➔ Art, Music, Vocal Music, Middle Level field, and Middle Level supplemental endorsements

**Adjournment**

**UPCOMING MEETINGS - 2015**

*NCTE Executive Committee - Friday, May 1, 2015 - NSEA Building, 605 S. 14<sup>th</sup> Street, Lincoln*

**NCTE Full Council Meeting – Friday, June 12, 2015 – Country Inn & Suites, Lincoln**

***NCTE Executive Committee – Friday, August 21, 2015 – TBA***

**NCTE Full Council Meeting – Friday, October 9, 2015 – The Cornhusker, 333 S. 13<sup>th</sup> Street, Lincoln (second Friday)**

## **Committee of Practitioners Agenda**

**Tuesday, March 24, 2015**

### **Country Inn & Suites (Lighthouse Room), Lincoln, NE**

- Welcome/Introductions
- Nebraska Open Meetings Act Reminder
- Public Comment
- Approval of Minutes from October 10, 2015 meeting [Handout]
- A QuESTT – Accountability for a Quality Education System, Today and Tomorrow (Sue Anderson)
  - AQuESTT empowered BY DATA Conference: April 27-28
- NCLB Waiver Request Status (Aprille Phillips & Matt Heusman)
- Update on Math Standards (Deb Romanek)
- C.O.P. Membership Needs
  - Parents
  - Members of local school boards
  - Pupil services personnel
- Community Eligibility Provision (CEP) Update
- ESEA/NCLB Program Updates
  - Onsite Monitoring 3-year schedule continues
  - Nonpublic Consultation Forms (Updated Process)
  - Consortia/Multi-District Agreement
    - Title II-A
      - Districts may no longer assign a portion to ESU (must be 0% or 100%)
  - Nebraska Allocations Estimates [Handout]
  - Title I-A
    - Schoolwide Peer Reviews
      - New schedule beginning spring 2015
    - Needs Improvement
      - Accountability application
    - SES Application
      - Timeline
      - Proposed changes
    - Title I Distinguished Schools recognized at National Title I Conference in Salt Lake City, UT, February 5-8, 2015
      - DC West Elementary
      - Hitchcock County Elementary

- Future Title I Conferences
  - January 28-31, 2016 in Houston
  - February 22-25, 2017 in Long Beach
  - February 8-11, 2018 in Philadelphia
  - January 30-February 2, 2019 in Kansas City

**WORKING LUNCH WILL BE SERVED AT 11:30 a.m.**

- Continued discussion of membership needs and prospective committee members**
  - School Improvement Grant (SIG)
    - New application
    - SEA application due to USDE April 15th
    - LEA Applications
- ESEA/NCLB Program Updates Continued**
  - Title I, Part C: Migrant
  - Title I, Part D: Delinquent
  - Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)
  - Title VI: REAP – Rural Education Achievement Program
    - SRSA – Small Rural School Achievement Program
    - RLIS – Rural Low-Income School Program
  - Title X, Part C: Education of Homeless Children and Youth
    - Awareness of Dispute Resolution issues
  - Title III: Language Acquisition
    - ELPA21 - Language assessment update
  - Title II-A: Improving Teacher Quality
    - Process for calculating Equitable Services for Nonpublic Schools
    - Mike Kissler retired end of January
- Equity Plan (Sharon Katt and Marilyn Peterson @ 1:30 p.m.)**
- Other**
  - Committee of Practitioners (COP) information included on NDE Federal Programs webpage
  - Was it helpful receiving Outlook meeting notifications? Is this something you want to continue?
- Next Meetings**
  - June 23, 2015 – Country Inn and Suites, Lincoln
  - October 20, 2015, Fairfield Inn, Kearney

## Appendix B

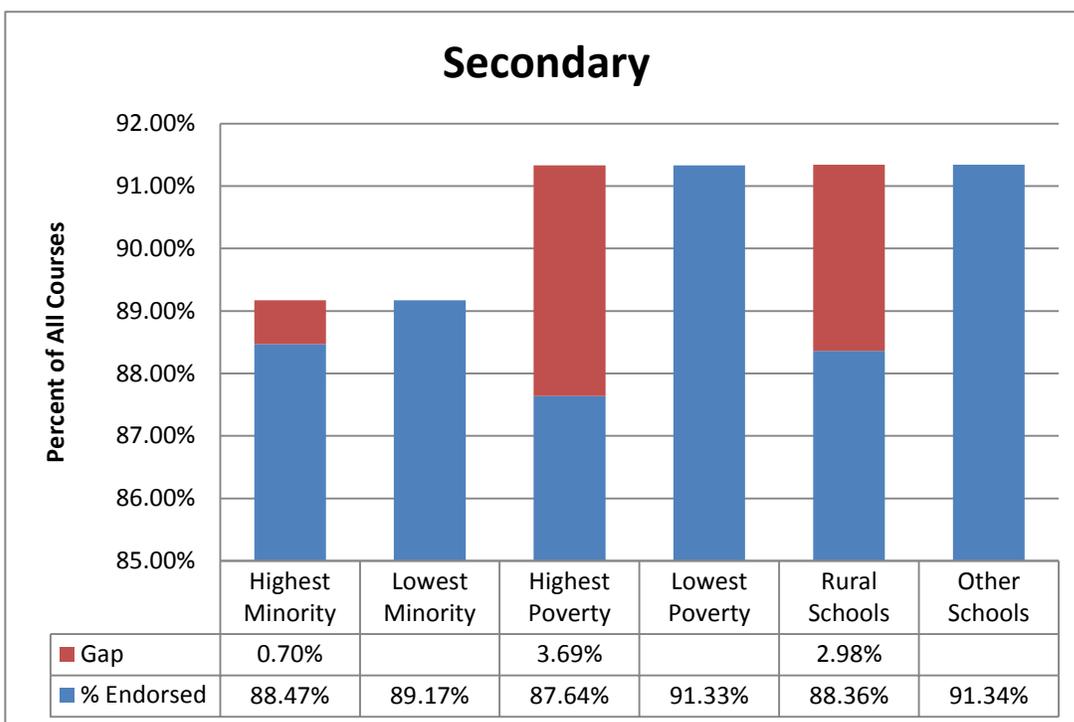
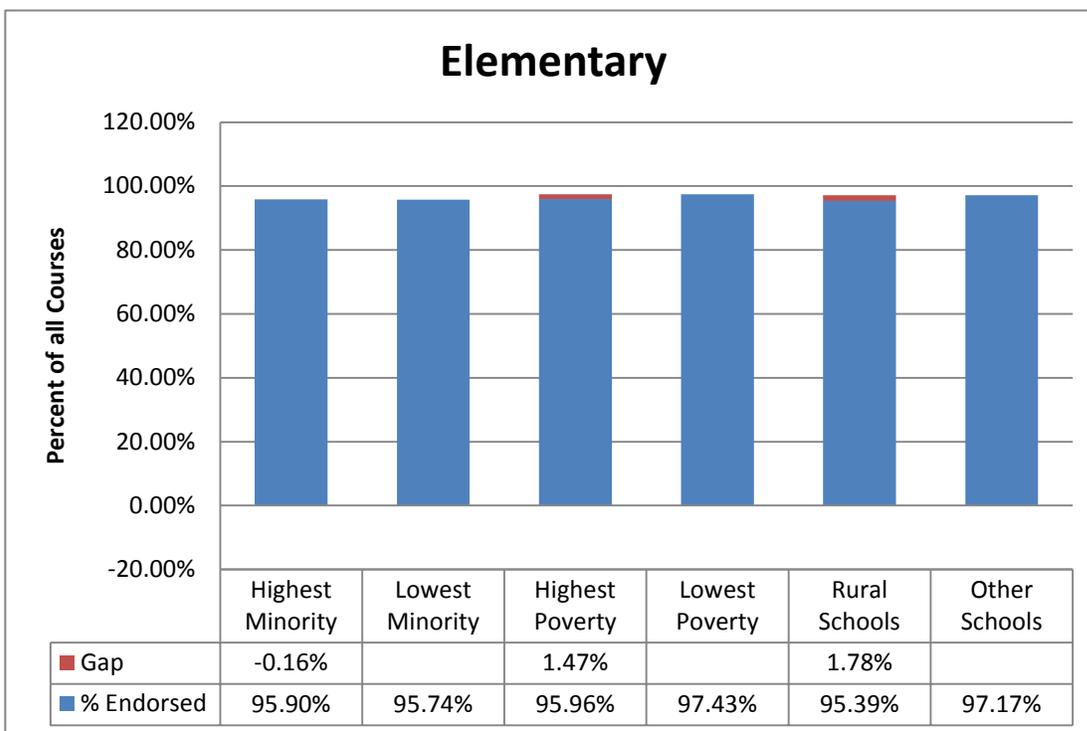
### Data Definitions used in Tables

Term	Definition
<b>School Data</b>	
Elementary School	A school who serves any students in the range from Kindergarten to 6 <sup>th</sup> grade, this includes schools that serve 6 <sup>th</sup> through 8 <sup>th</sup> graders
Secondary School	A school whose students are in any grade from 7 <sup>th</sup> to 12 <sup>th</sup> grade and does not serve 6 <sup>th</sup> graders or younger
Student Poverty	A student that is eligible to receive free or reduced price lunch in a given school year
School Poverty Rate	The percentage of K-12 students in a school that that are eligible to receive free or reduced lunch, out of the total K-12 membership at the school in a given school year
Highest Poverty Quartile, Elementary	The top 25% of elementary schools, out of all public elementary schools, with the highest poverty rates in a given school year
Lowest Poverty Quartile, Elementary	The top 25% of elementary schools, out of all public elementary schools, with the lowest poverty rates in a given school year
Highest Poverty Quartile, Secondary	The top 25% of secondary schools, out of all public secondary schools, with the highest poverty rates in a given school year
Lowest Poverty Quartile, Secondary	The top 25% of secondary schools, out of all public secondary schools, with the lowest poverty rates in a given school year
Minority Student	A student that indicated they are a race or ethnicity other than White
School Minority Rate	The percentage of PK-12 minority students in a school out of the total PK-12 membership in a given year
Highest Minority Quartile, Elementary	The top 25% of elementary schools, out of all public elementary schools, with the highest minority rates in a given school year
Lowest Minority Quartile, Elementary	The top 25% of elementary schools, out of all public elementary schools, with the lowest minority rates in a given school year
Highest Minority Quartile, Secondary	The top 25% of secondary schools, out of all public secondary schools, with the highest minority rates in a given school year

Lowest Minority Quartile, Secondary	The top 25% of secondary schools, out of all public secondary schools, with the lowest minority rates in a given school year
Rural School	Any school within a Nebraska public school district designated as “rural” or “town” having NCES locality codes in the 30’s and 40’s.
Non-Rural School	All other public schools not within a rural-designated school district
<b>Teacher Data</b>	
Teacher	A staff member that is reported as working at least part-time in one of these positions: <ul style="list-style-type: none"> <li>• Head Teacher</li> <li>• Teacher</li> <li>• Teacher-Facilitator</li> <li>• Teacher-Collaborator</li> <li>• SPED Teacher – Core Academic Subjects</li> <li>• SPED Teacher – Core Academic Subjects – Alternate Standards</li> <li>• SPED Teacher-Facilitator</li> <li>• SPED Teacher-Collaborator</li> </ul>
1 <sup>st</sup> Year Teacher	A Teacher that is reported to have 0 prior years of total experience
Turnover Rate	The percentage of staff members in a given position at a school who were not present at the school in the previous school year, out of the total number of staff in that position at that school
3-Year Average Turnover	The turnover rate in a given position for the current year at a school, averaged with the turnover rate from the previous two school years
Total Experience	The total number of years of experience of a staff member in any education position, including the current year
District Tenure	The total number of years of experience of a staff member in any education position at any location in their current district, including the current year
Class Taught by an Appropriately Endorsed Teacher	A class whose teacher has a teaching certificate with an endorsement that matches the subject and grade level required of the course being taught, as per the <a href="#">Course Codes and Clearing Endorsements manual</a> for that school year
Class Taught by a Teacher Out of Endorsed Area	A class whose teacher has a teaching certificate without an endorsement that matches the subject required of the course being taught, as per the <a href="#">Course Codes and Clearing Endorsements manual</a> for that school year
Class Taught by a Teacher with an Out-of-Level Endorsement	A class whose teacher has a teaching certificate with an endorsement that matches the subject but not the grade level required of the course being taught, as per the <a href="#">Course Codes and Clearing Endorsements manual</a> for that school year

<b>Student Outcome Data</b>	
NeSA Student Achievement, Below Expectations	Students that scored 85 or less out of 200 possible points for the given test subject of the Nebraska Student Achievement (NeSA) statewide assessments; Below expectations means not-proficient
NeSA Student Achievement, Exceeds Expectations	Students that scored 135 or greater out of 200 possible points for the given test subject of the Nebraska Student Achievement (NeSA) statewide assessments; Exceeds is the highest level possible
Cohort	A group of students defined by the school year in which they first entered the 9 <sup>th</sup> grade
4-Year Cohort Graduation Rate	The percentage of students in a cohort who graduated in their 4 <sup>th</sup> school year (or earlier) after first entering the 9 <sup>th</sup> grade, out of all students that are currently in the cohort
18-Month College-Going Rate	The percentage of High School graduates who were known to have enrolled at a postsecondary institution within 18 months of their graduation date, out of all students who graduated in a given school year (regardless of their cohort)

## Percentage of Courses Taught by Endorsed Teachers

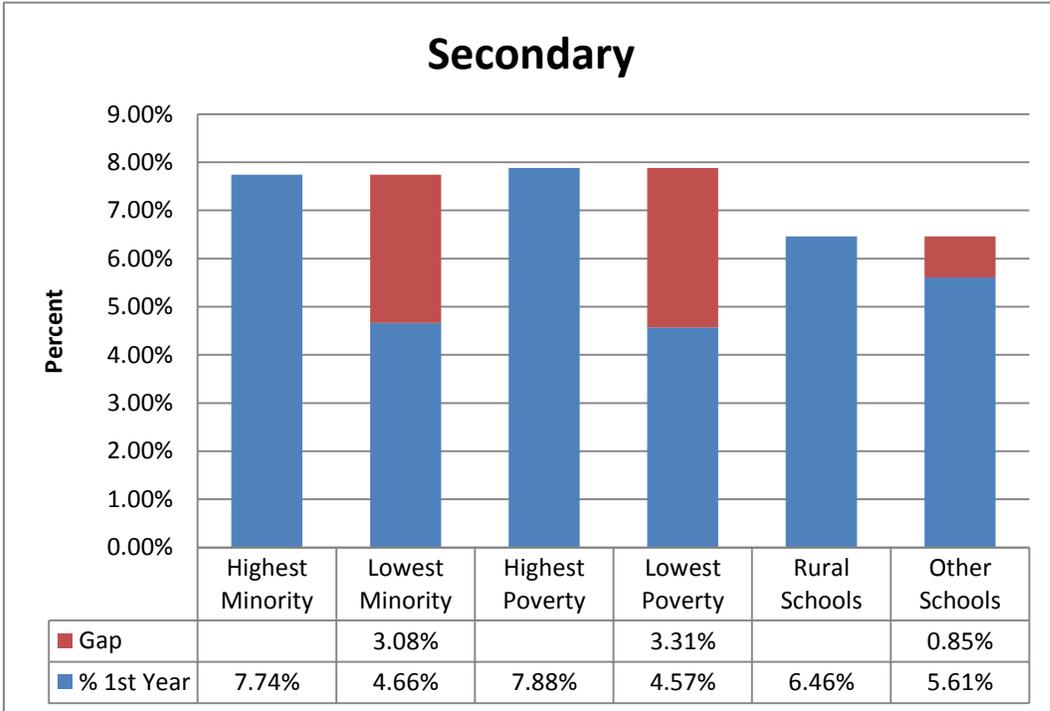
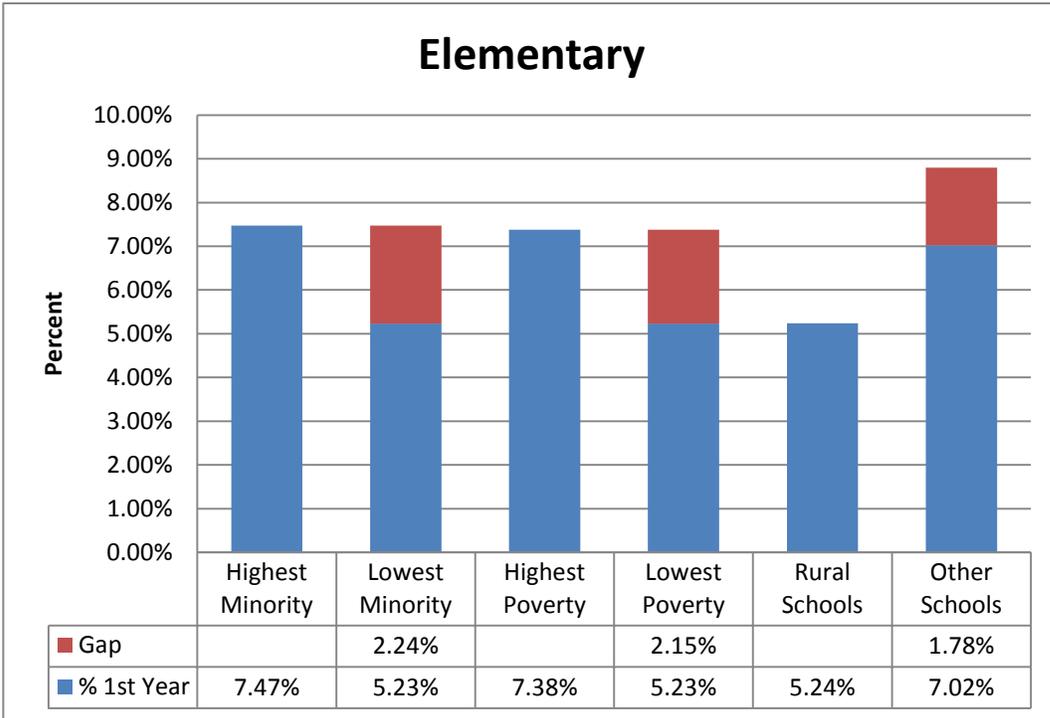


## Percentage of Courses Taught by Endorsed Teachers

### Data Analyzed

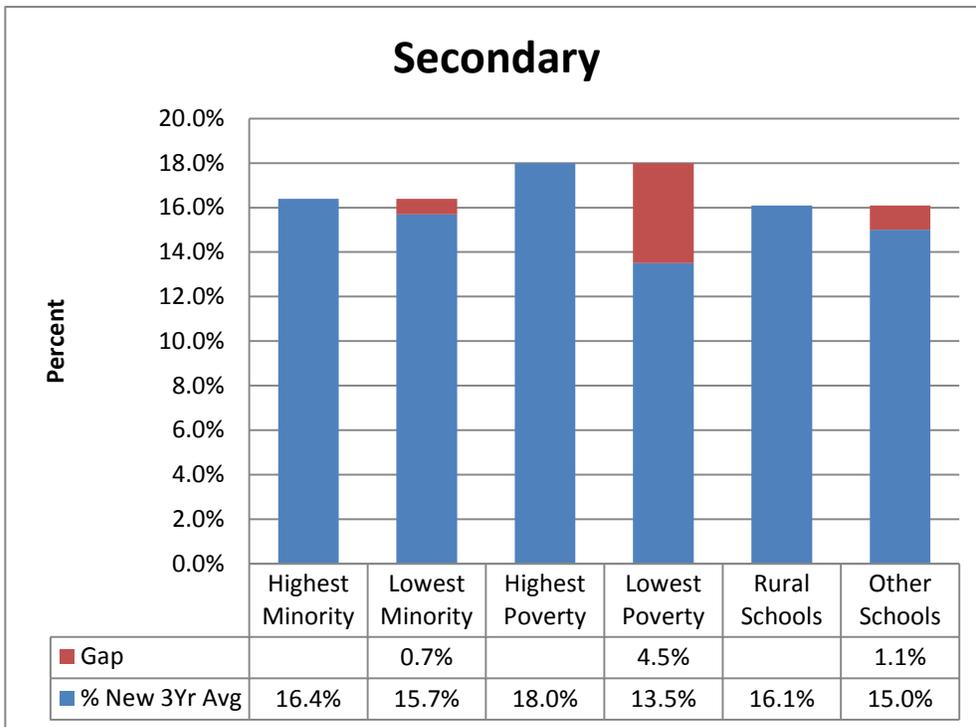
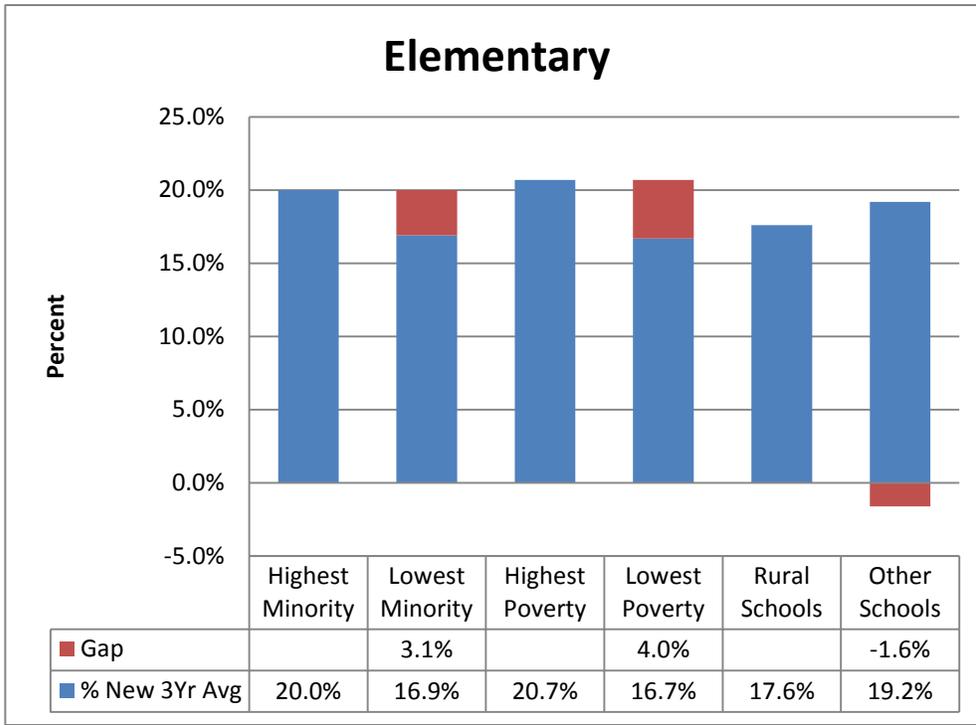
Elem	Year	Minority	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Highest Minority	95.90%	-0.16	29700	82	1187
	2014	Lowest Minority	95.74%		7814	86	262
	2013	Highest Minority	96.05%	-0.27	25941	81	985
	2013	Lowest Minority	95.78%		6574	69	221
	2012	Highest Minority	91.62%	-2.21	25208	61	2215
	2012	Lowest Minority	89.41%		6785	52	752
Sec	Year	Minority	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Highest Minority	88.47%	0.70%	32609	919	3330
	2014	Lowest Minority	89.17%		20623	711	1794
	2013	Highest Minority	86.58%	2.17%	28580	1203	3226
	2013	Lowest Minority	88.75%		23099	884	2044
	2012	Highest Minority	85.51%	1.00%	31111	918	4323
	2012	Lowest Minority	86.51%		18169	621	2183
Elem	Year	Poverty	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Highest Poverty	95.96%	1.47%	25910	68	1022
	2014	Lowest Poverty	97.43%		20323	51	486
	2013	Highest Poverty	96.56%	0.63%	23218	73	755
	2013	Lowest Poverty	97.19%		17806	77	438
	2012	Highest Poverty	92.03%		22184	56	1833
	2012	Lowest Poverty	91.57%		16645	80	1452
Sec	Year	Poverty	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Highest Poverty	87.64%	3.69%	19267	648	2068
	2014	Lowest Poverty	91.33%		33300	691	2469
	2013	Highest Poverty	86.94%	3.05%	19877	627	2358
	2013	Lowest Poverty	89.99%		30865	733	2701
	2012	Highest Poverty	82.80%	4.24%	12030	398	2070
	2012	Lowest Poverty	87.04%		31242	645	3991
Elem	Year	Type	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Other Schools	97.17%		34205	43	953
	2014	Rural Schools	95.39%	1.78%	42646	268	1795
	2013	Other Schools	97.75%		28883	43	622
	2013	Rural Schools	95.03%	2.72%	39891	291	1797
	2012	Other Schools	90.21%		23779	103	2477
	2012	Rural Schools	92.44%		40467	249	3029
Sec	Year	Type	% Endorsed	Gap	Endorsed	Out of level	Not Endorsed
	2014	Other Schools	91.34%		42867	811	3251
	2014	Rural Schools	88.36%	2.98%	68492	2411	6612
	2013	Other Schools	91.06%		38296	736	3026
	2013	Rural Schools	86.52%	4.54%	65696	2968	7268
	2012	Other Schools	86.37%		35359	638	4932
	2012	Rural Schools	85.79%	0.58%	66039	2341	8414

## Percentage of 1st Year Teachers



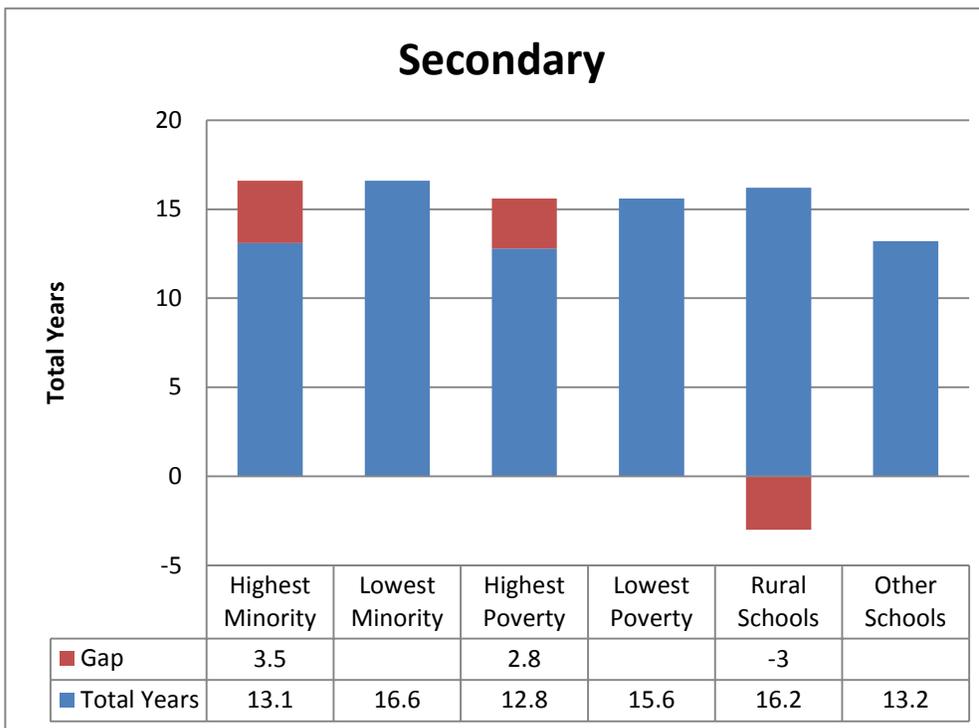
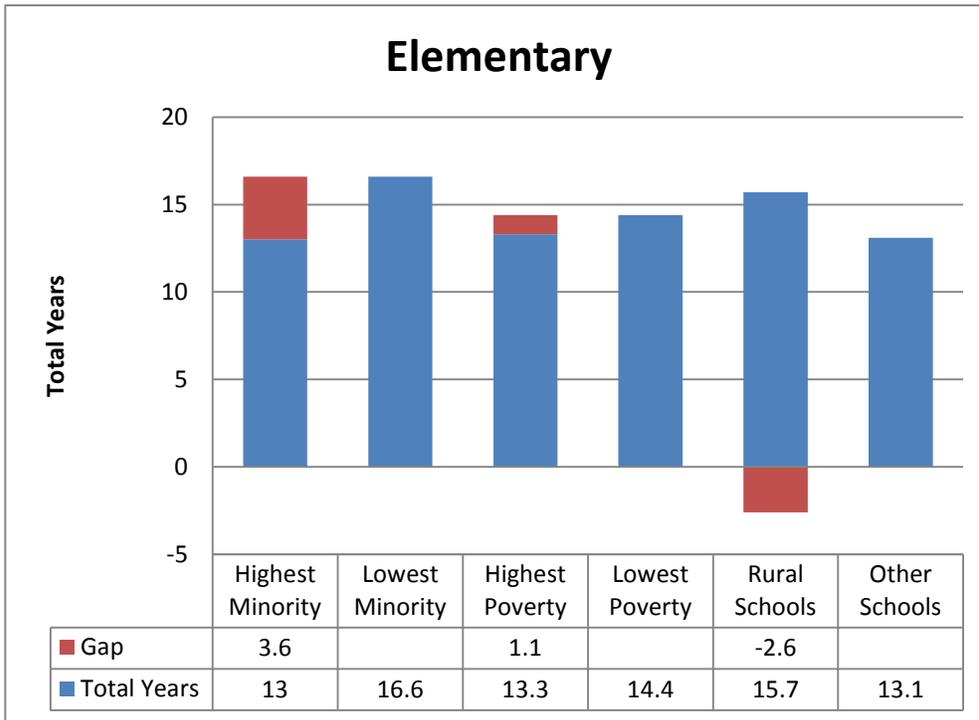
Percentage of 1st Year Teachers						
Data Analyzed						
Elem	Year	Minority	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Highest Minority	7.47%		414	5539
	2014	Lowest Minority	5.23%	2.24%	104	1990
	2013	Highest Minority	7.27%		401	5513
	2013	Lowest Minority	5.41%	1.86%	94	1739
	2012	Highest Minority	5.12%		280	5467
	2012	Lowest Minority	3.91%	1.21%	72	1840
Sec	Year	Minority	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Highest Minority	7.74%		202	2610
	2014	Lowest Minority	4.66%	3.08%	83	1781
	2013	Highest Minority	7.06%		180	2551
	2013	Lowest Minority	6.27%	0.79%	128	2041
	2012	Highest Minority	5.35%		143	2673
	2012	Lowest Minority	5.62%	-0.27%	104	1851
Sec	Year	Poverty	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Highest Poverty	7.38%		377	5105
	2014	Lowest Poverty	5.23%	2.15%	203	3883
	2013	Highest Poverty	7.77%		396	5099
	2013	Lowest Poverty	4.85%	2.92%	185	3812
	2012	Highest Poverty	5.39%		274	5086
	2012	Lowest Poverty	3.96%	1.43%	145	3663
Elem	Year	Poverty	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Highest Poverty	7.88%		128	1624
	2014	Lowest Poverty	4.57%	3.31%	131	2868
	2013	Highest Poverty	7.21%		134	1859
	2013	Lowest Poverty	5.80%	1.41%	167	2880
	2012	Highest Poverty	5.13%		74	1443
	2012	Lowest Poverty	4.44%	0.69%	135	3041
Elem	Year	Type	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Other Schools	7.02%	-1.78%	476	6782
	2014	Rural Schools	5.24%		410	7828
	2013	Other Schools	6.41%	-0.78%	430	6712
	2013	Rural Schools	5.63%		440	7821
	2012	Other Schools	4.43%	0.27%	292	6595
	2012	Rural Schools	4.70%		368	7824
Sec	Year	Type	% 1st Year	Gap	1st Year C	Teacher Count
	2014	Rural Schools	6.46%	-0.85%	230	3562
	2014	Other Schools	5.61%		317	5647
	2013	Rural Schools	6.55%	-0.31%	233	3559
	2013	Other Schools	6.24%		358	5733
	2012	Rural Schools	4.22%	1.36%	150	3555
	2012	Other Schools	5.58%		314	5631

## Teacher Turnover 3 Year Average



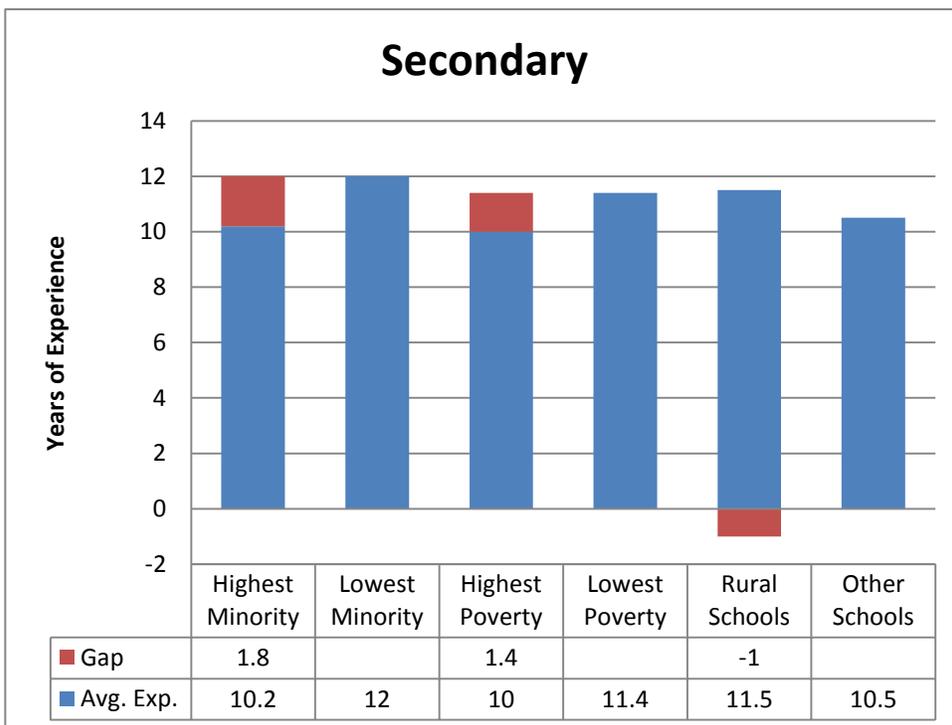
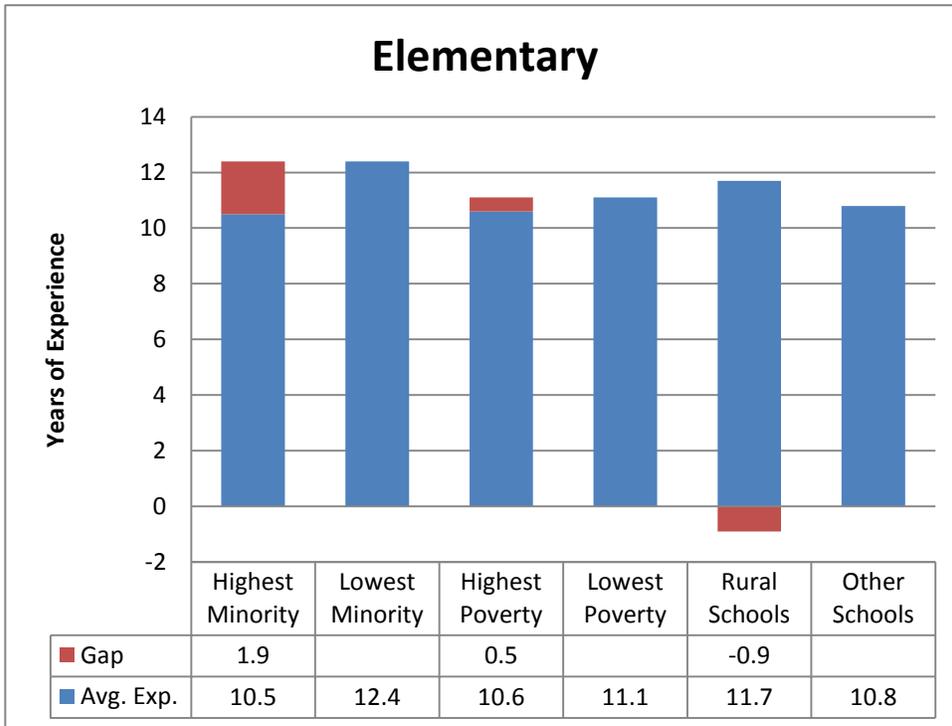
Teacher Turnover 3 Year Average						
Data Analyzed						
Elem	Year	Minority	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Highest Minority	20.0%		3595	17971
	2014	Lowest Minority	16.9%	3.1%	1081	6395
	2013	Highest Minority	18.4%		3246	17664
	2013	Lowest Minority	16.5%	1.9%	922	5600
	2012	Highest Minority	17.9%		3172	17736
	2012	Lowest Minority	16.8%	1.1%	977	5808
Sec	Year	Minority	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Highest Minority	16.4%		1348	8216
	2014	Lowest Minority	15.7%	0.7%	909	5774
	2013	Highest Minority	17.1%		1410	8246
	2013	Lowest Minority	17.9%		1161	6483
	2012	Highest Minority	15.8%		1367	8662
	2012	Lowest Minority	16.6%		945	5700
Elem	Year	Poverty	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Highest Poverty	20.7%		3409	16498
	2014	Lowest Poverty	16.7%	4.0%	1998	11989
	2013	Highest Poverty	19.0%		3065	16158
	2013	Lowest Poverty	16.3%	2.7%	1939	11876
	2012	Highest Poverty	18.5%		3067	16563
	2012	Lowest Poverty	16.1%	2.4%	1828	11383
Sec	Year	Poverty	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Highest Poverty	18.0%		918	5102
	2014	Lowest Poverty	13.5%	4.5%	1201	8869
	2013	Highest Poverty	17.4%		1057	6075
	2013	Lowest Poverty	14.2%	3.2%	1233	8681
	2012	Highest Poverty	16.9%		802	4738
	2012	Lowest Poverty	12.7%	4.2%	1159	9106
Elem	Year	Rural	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Other Schools	19.2%		4251	22132
	2014	Rural Schools	17.6%		4496	25498
	2013	Other Schools	17.9%		3905	21769
	2013	Rural Schools	17.0%		4325	25476
	2012	Other Schools	17.4%		3753	21514
	2012	Rural Schools	17.4%		4488	25833
Sec	Year	Rural	% New Te	Gap	New Teac	Teacher Count 3Yr
	2014	Other Schools	15.0%	1.1%	1654	10993
	2014	Rural Schools	16.1%		2961	18417
	2013	Other Schools	15.2%	1.8%	1706	11190
	2013	Rural Schools	17.0%		3143	18488
	2012	Other Schools	13.4%	2.6%	1510	11301
	2012	Rural Schools	16.0%		2856	17874

## Total Years of Experience - Teachers



Total Years of Experience - Teachers				
Data Analyzed				
Elem	Year	Minority	Total Year	Gap
	2014	Highest Minority	13	3.6
	2014	Lowest Minority	16.6	
	2013	Highest Minority	13.2	3.6
	2013	Lowest Minority	16.8	
	2012	Highest Minority	13.3	3.6
	2012	Lowest Minority	16.9	
Sec	Year	Minority	Total Year	Gap
	2014	Highest Minority	13.1	3.5
	2014	Lowest Minority	16.6	
	2013	Highest Minority	13.3	3.7
	2013	Lowest Minority	17	
	2012	Highest Minority	13.4	3.8
	2012	Lowest Minority	17.2	
Elem	Year	Poverty	Total Year	Gap
	2014	Highest Poverty	13.3	1.1
	2014	Lowest Poverty	14.4	
	2013	Highest Poverty	13.3	1.4
	2013	Lowest Poverty	14.7	
	2012	Highest Poverty	13.7	0.8
	2012	Lowest Poverty	14.5	
Sec	Year	Poverty	Total Year	Gap
	2014	Highest Poverty	12.8	2.8
	2014	Lowest Poverty	15.6	
	2013	Highest Poverty	13	2.8
	2013	Lowest Poverty	15.8	
	2012	Highest Poverty	12.5	3.6
	2012	Lowest Poverty	16.1	
Elem	Year	Type	Total Year	Gap
	2014	Other Schools	13.1	2.6
	2014	Rural Schools	15.7	
	2013	Other Schools	13.3	2.7
	2013	Rural Schools	16	
	2012	Other Schools	13.2	3.1
	2012	Rural Schools	16.3	
Sec	Year	Type	Total Year	Gap
	2014	Other Schools	13.2	3
	2014	Rural Schools	16.2	
	2013	Other Schools	13.4	3.2
	2013	Rural Schools	16.6	
	2012	Other Schools	13.5	3.3
	2012	Rural Schools	16.8	

## Average Teacher Tenure in the District

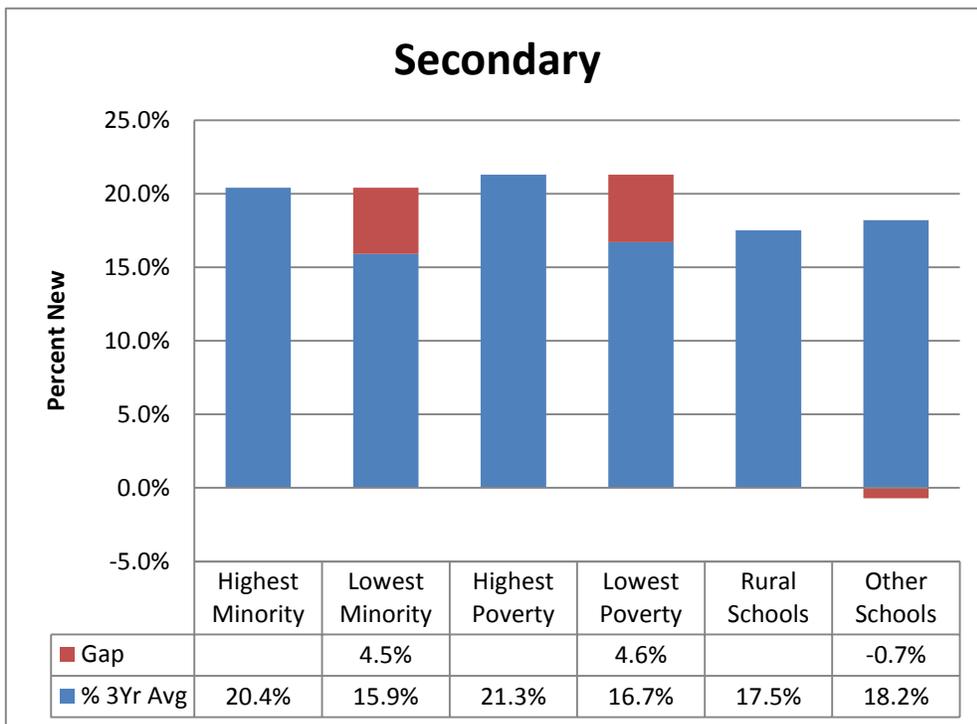
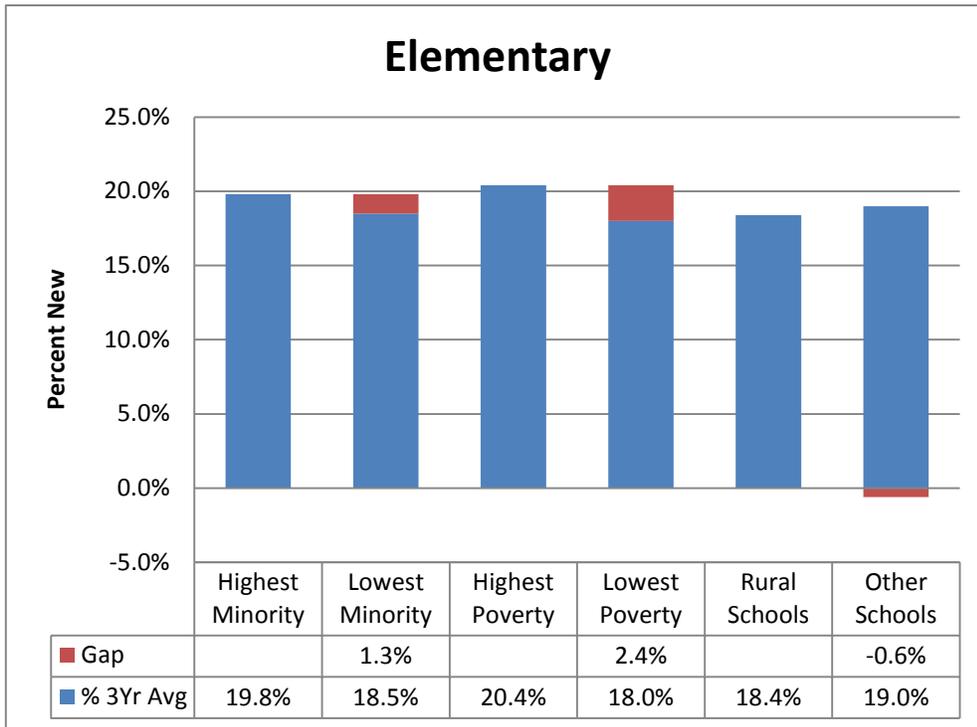


## Average Teacher Tenure in the District

### Data Analyzed

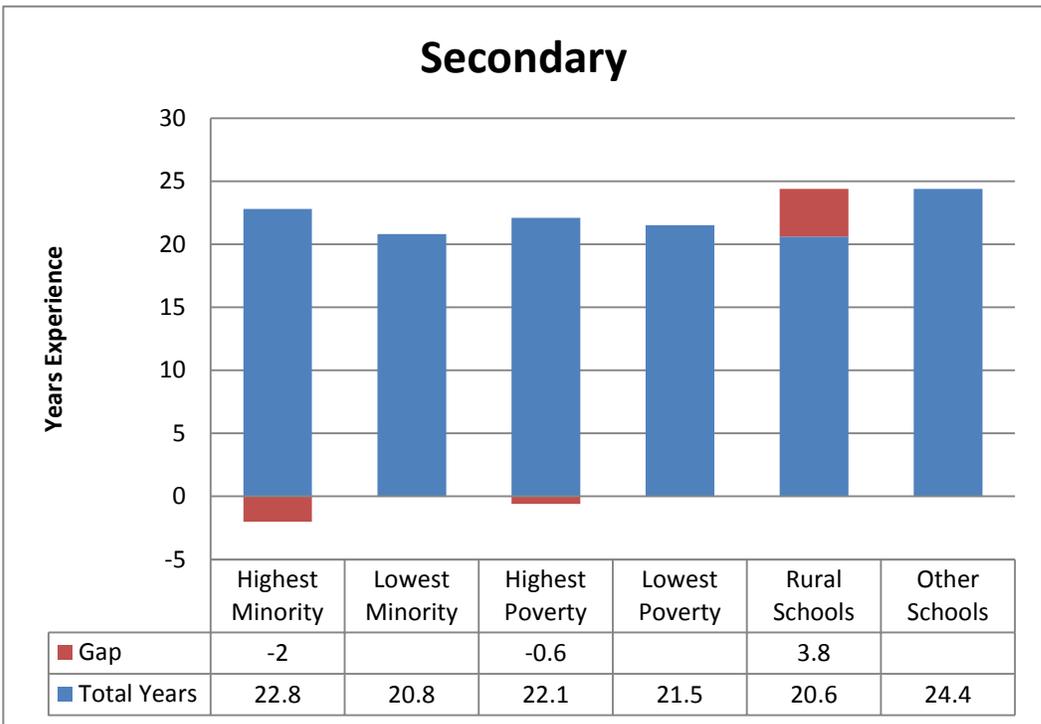
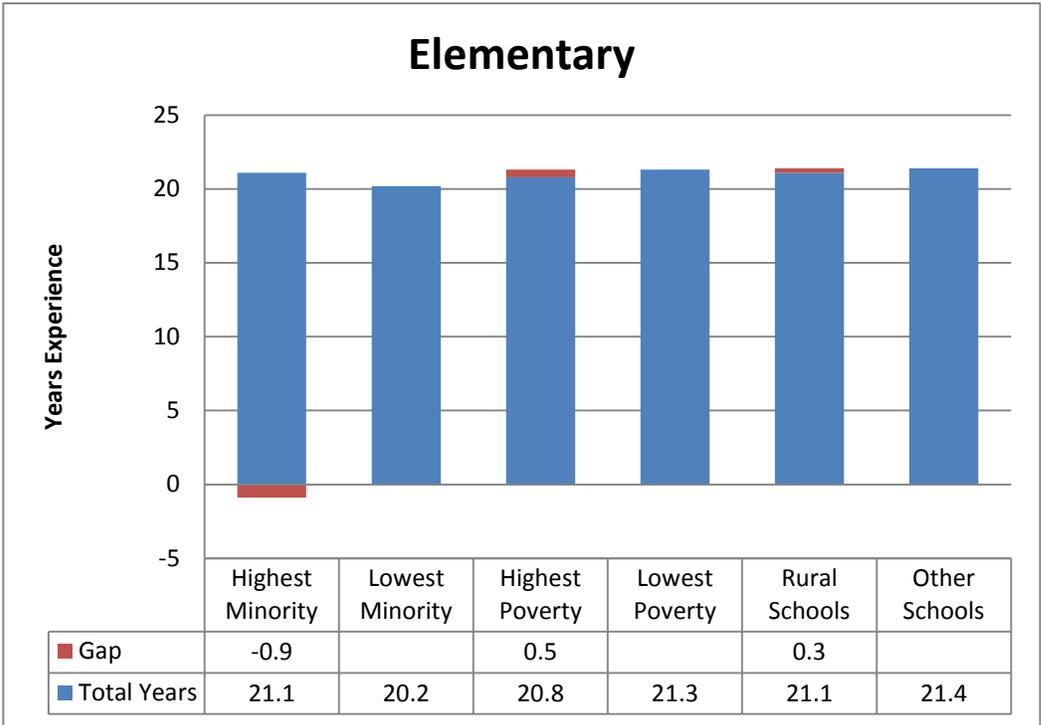
Elem	Year	Minority	Avg. Exp.	Gap
	2014	Highest Minority	10.5	1.9
	2014	Lowest Minority	12.4	
	2013	Highest Minority	10.7	1.7
	2013	Lowest Minority	12.4	
	2012	Highest Minority	10.7	1.8
	2012	Lowest Minority	12.5	
Sec	Year	Minority	Avg. Exp.	Gap
	2014	Highest Minority	10.2	1.8
	2014	Lowest Minority	12	
	2013	Highest Minority	10.4	1.6
	2013	Lowest Minority	12	
	2012	Highest Minority	10.4	1.9
	2012	Lowest Minority	12.3	
Elem	Year	Poverty	Avg. Exp.	Gap
	2014	Highest Poverty	10.6	0.5
	2014	Lowest Poverty	11.1	
	2013	Highest Poverty	10.6	0.7
	2013	Lowest Poverty	11.3	
	2012	Highest Poverty	10.9	0.3
	2012	Lowest Poverty	11.2	
Sec	Year	Poverty	Avg. Exp.	Gap
	2014	Highest Poverty	10	1.4
	2014	Lowest Poverty	11.4	
	2013	Highest Poverty	10.2	1.3
	2013	Lowest Poverty	11.5	
	2012	Highest Poverty	9.9	1.9
	2012	Lowest Poverty	11.8	
Elem	Year	Type	Avg. Exp.	Gap
	2014	Other Schools	10.8	0.9
	2014	Rural Schools	11.7	
	2013	Other Schools	11	0.8
	2013	Rural Schools	11.8	
	2012	Other Schools	10.9	1.1
	2012	Rural Schools	12	
Sec	Year	Type	Avg. Exp.	Gap
	2014	Other Schools	10.5	1
	2014	Rural Schools	11.5	
	2013	Other Schools	10.6	1
	2013	Rural Schools	11.6	
	2012	Other Schools	10.7	1.1
	2012	Rural Schools	11.8	

## Principal Turnover 3 Year Average



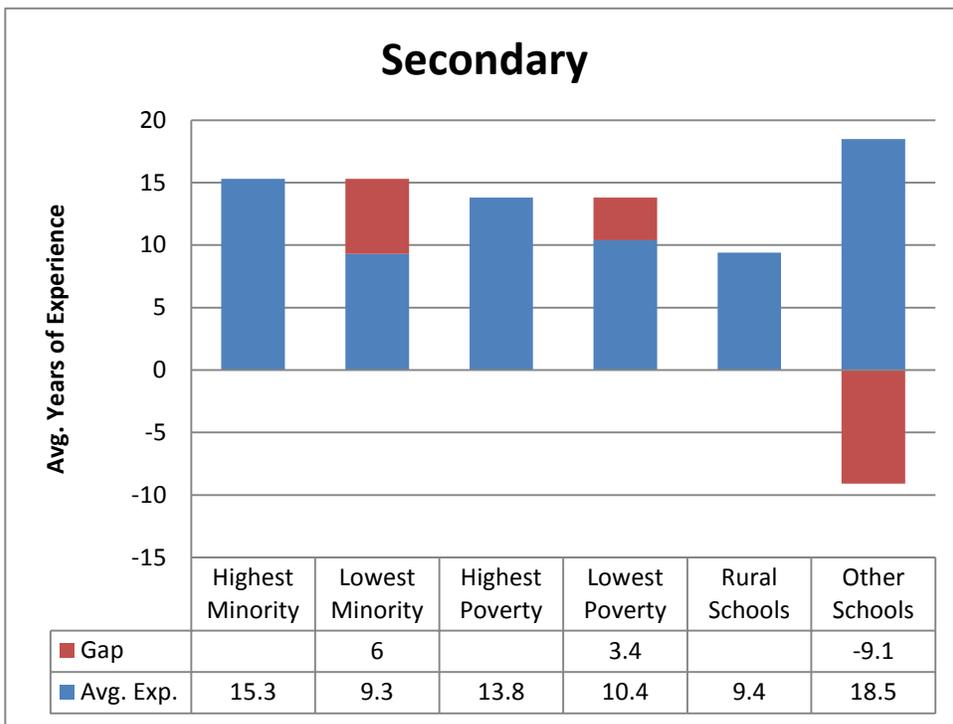
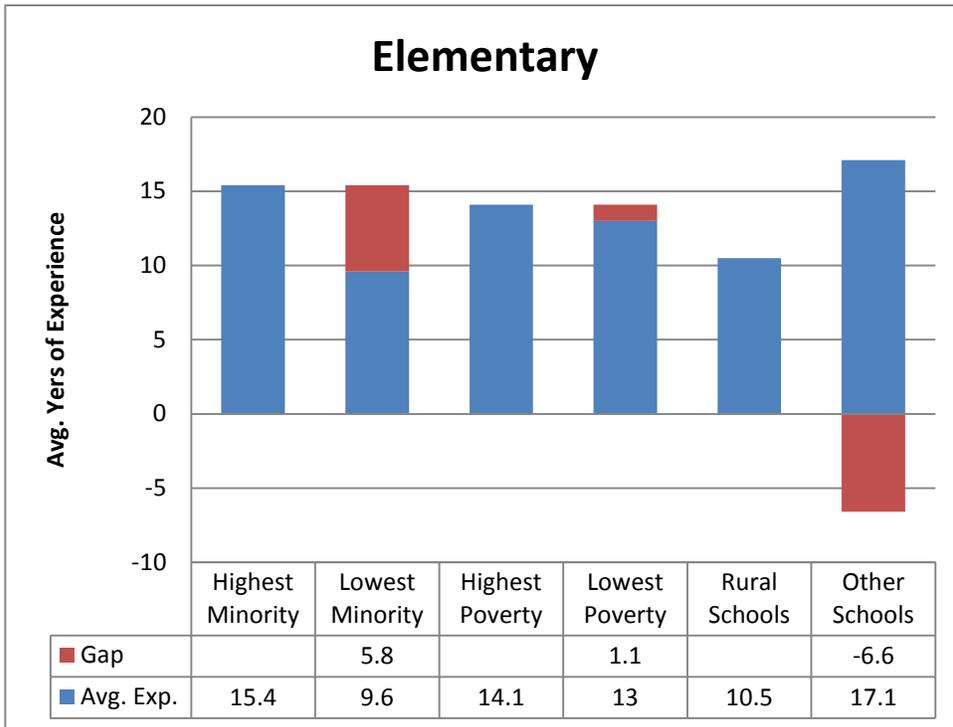
Principal Turnover 3 Year Average						
Data Analyzed						
Elem	Year	Minority	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Highest Minority	19.8%		112	566
	2014	Lowest Minority	18.5%	1.3%	80	432
	2013	Highest Minority	19.3%		107	554
	2013	Lowest Minority	20.5%		83	404
	2012	Highest Minority	17.7%		97	547
	2012	Lowest Minority	15.0%	2.7%	54	360
Sec	Year	Minority	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Highest Minority	20.4%		31	152
	2014	Lowest Minority	15.9%	4.5%	46	289
	2013	Highest Minority	24.8%		37	149
	2013	Lowest Minority	16.4%	8.4%	52	318
	2012	Highest Minority	23.1%		36	156
	2012	Lowest Minority	17.2%	5.9%	50	290
Elem	Year	Poverty	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Highest Poverty	20.4%		122	597
	2014	Lowest Poverty	18.0%	2.4%	84	467
	2013	Highest Poverty	21.6%		126	583
	2013	Lowest Poverty	19.6%	2.0%	95	484
	2012	Highest Poverty	18.8%		111	592
	2012	Lowest Poverty	17.7%	1.1%	77	434
Sec	Year	Poverty	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Highest Poverty	21.3%		26	122
	2014	Lowest Poverty	16.7%	4.6%	43	257
	2013	Highest Poverty	25.8%		33	128
	2013	Lowest Poverty	15.9%	9.9%	39	246
	2012	Highest Poverty	21.6%		22	102
	2012	Lowest Poverty	17.4%	4.2%	46	265
Elem	Year	Rural	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Other Schools	19.0%		118	621
	2014	Rural Schools	18.4%		252	1369
	2013	Other Schools	17.3%	2.9%	106	613
	2013	Rural Schools	20.2%		277	1373
	2012	Other Schools	16.1%	2.8%	97	602
	2012	Rural Schools	18.9%		240	1271
Sec	Year	Rural	% New 3Yr Avg	Gap	New Principals	Principal Count 3Yr
	2014	Other Schools	18.2%		26	143
	2014	Rural Schools	17.5%		136	778
	2013	Other Schools	14.2%	4.4%	20	141
	2013	Rural Schools	18.6%		143	769
	2012	Other Schools	17.0%	0.5%	25	147
	2012	Rural Schools	17.5%		131	747

# Principal Total Years of Experience



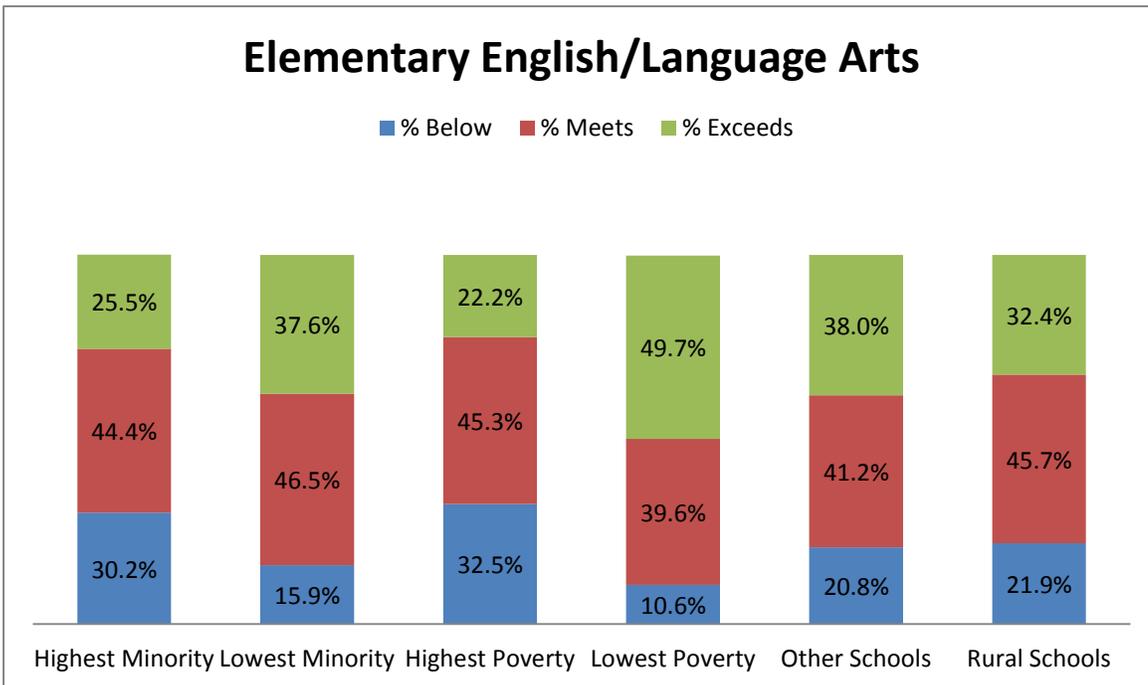
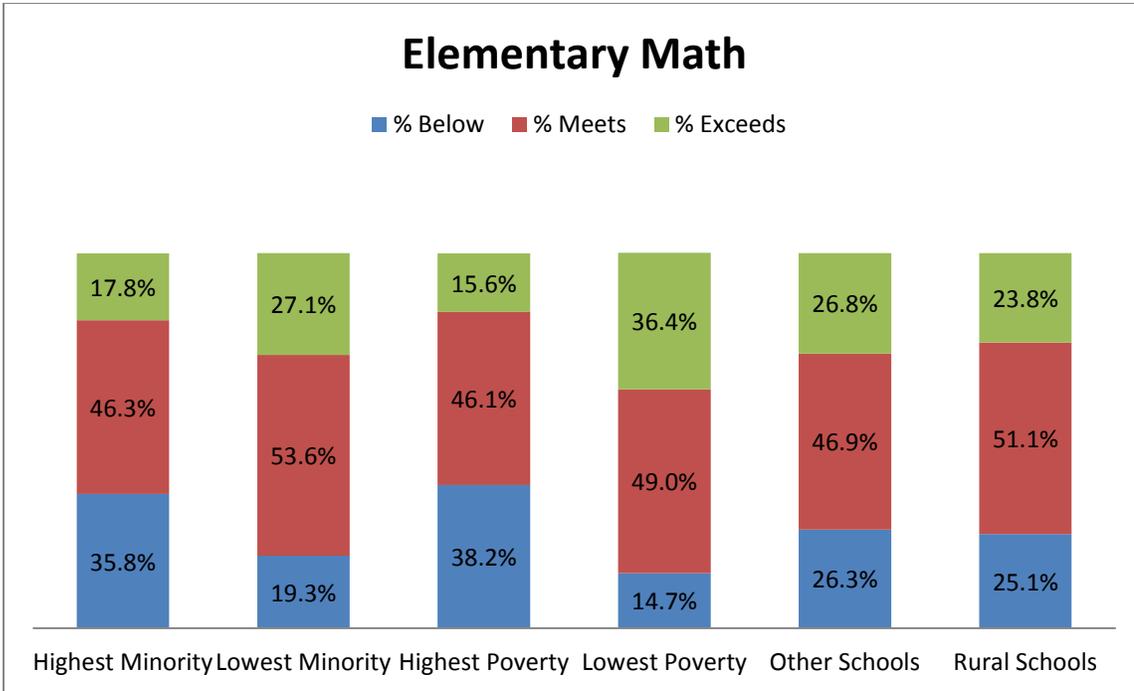
Principal Total Years of Experience					
Data Analyzed					
Elem	Year	Minority	Total Year	Gap	Principal Count
	2014	Highest Minority	21.1		193
	2014	Lowest Minority	20.2		122
	2013	Highest Minority	21	0.9	191
	2013	Lowest Minority	21.9		115
	2012	Highest Minority	21.4	1.5	187
	2012	Lowest Minority	22.9		120
Sec	Year	Minority	Total Year	Gap	Principal Count
	2014	Highest Minority	22.8		51
	2014	Lowest Minority	20.8		96
	2013	Highest Minority	21.8		50
	2013	Lowest Minority	21.1		104
	2012	Highest Minority	22.5		52
	2012	Lowest Minority	20.3		103
Elem	Year	Poverty	Total Year	Gap	Principal Count
	2014	Highest Poverty	20.8	0.5	199
	2014	Lowest Poverty	21.3		149
	2013	Highest Poverty	21.1	1.3	195
	2013	Lowest Poverty	22.4		151
	2012	Highest Poverty	22.4	0.1	204
	2012	Lowest Poverty	22.5		145
Sec	Year	Poverty	Total Year	Gap	Principal Count
	2014	Highest Poverty	22.1		41
	2014	Lowest Poverty	21.5		84
	2013	Highest Poverty	21.9		43
	2013	Lowest Poverty	21.8		82
	2012	Highest Poverty	22.5		35
	2012	Lowest Poverty	21.2		88
Elem	Year	Type	Total Year	Gap	Principal Count
	2014	Other Schools	21.4		214
	2014	Rural Schools	21.1	0.3	404
	2013	Other Schools	21.5		210
	2013	Rural Schools	22		397
	2012	Other Schools	21.9		207
	2012	Rural Schools	22.5		395
Sec	Year	Type	Total Year	Gap	Principal Count
	2014	Other Schools	24.4		47
	2014	Rural Schools	20.6	3.8	254
	2013	Other Schools	24.1		46
	2013	Rural Schools	20.1	4	255
	2012	Other Schools	22.4		48
	2012	Rural Schools	20.7	1.7	253

## District Tenure - Principals



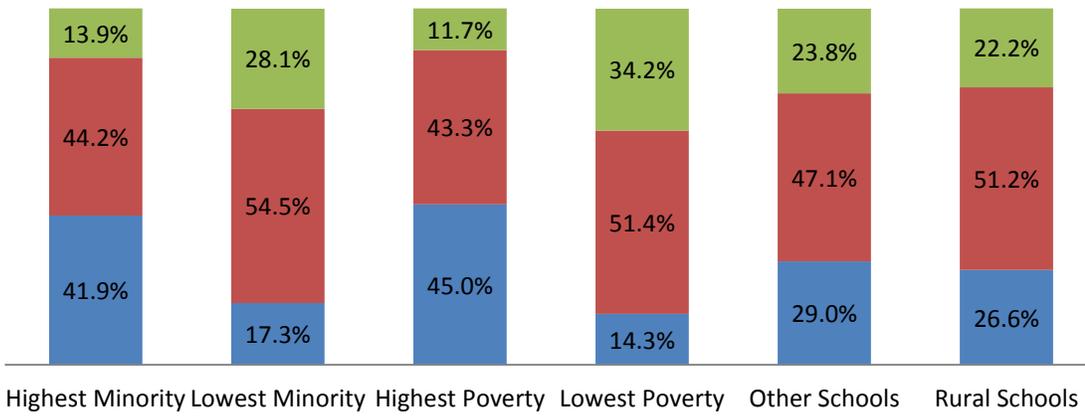
District Tenure - Principals				
Data Analyzed				
Elem	Year	Minority	Avg. Exp.	Gap
	2014	Highest Minority	15.4	
	2014	Lowest Minority	9.6	5.8
	2013	Highest Minority	15.2	
	2013	Lowest Minority	9.6	5.6
	2012	Highest Minority	15.8	
	2012	Lowest Minority	9.7	6.1
Sec	Year	Minority	Avg. Exp.	Gap
	2014	Highest Minority	15.3	
	2014	Lowest Minority	9.3	6
	2013	Highest Minority	15.5	
	2013	Lowest Minority	9	6.5
	2012	Highest Minority	15.9	
	2012	Lowest Minority	8	7.9
Elem	Year	Poverty	Avg. Exp.	Gap
	2014	Highest Poverty	14.1	
	2014	Lowest Poverty	13	1.1
	2013	Highest Poverty	13.8	
	2013	Lowest Poverty	13.9	-0.1
	2012	Highest Poverty	13.8	
	2012	Lowest Poverty	13.3	0.5
Sec	Year	Poverty	Avg. Exp.	Gap
	2014	Highest Poverty	13.8	
	2014	Lowest Poverty	10.4	3.4
	2013	Highest Poverty	14.4	
	2013	Lowest Poverty	10.7	3.7
	2012	Highest Poverty	16.8	
	2012	Lowest Poverty	10.4	6.4
Elem	Year	Type	Avg. Exp.	Gap
	2014	Other Schools	17.1	
	2014	Rural Schools	10.5	6.6
	2013	Other Schools	17.3	
	2013	Rural Schools	10.6	6.7
	2012	Other Schools	17.8	
	2012	Rural Schools	10.4	7.4
Sec	Year	Type	Avg. Exp.	Gap
	2014	Other Schools	18.5	
	2014	Rural Schools	9.4	9.1
	2013	Other Schools	17.9	
	2013	Rural Schools	9.3	8.6
	2012	Other Schools	16.6	
	2012	Rural Schools	9.4	7.2

# NeSA Performance (All Grades) 2013-14 School Year



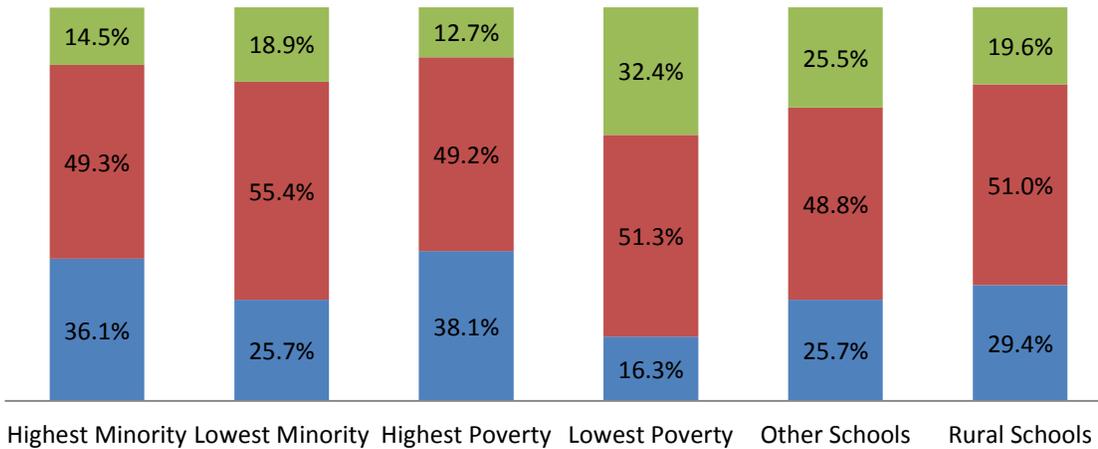
## Elementary Science

■ % Below ■ % Meets ■ % Exceeds



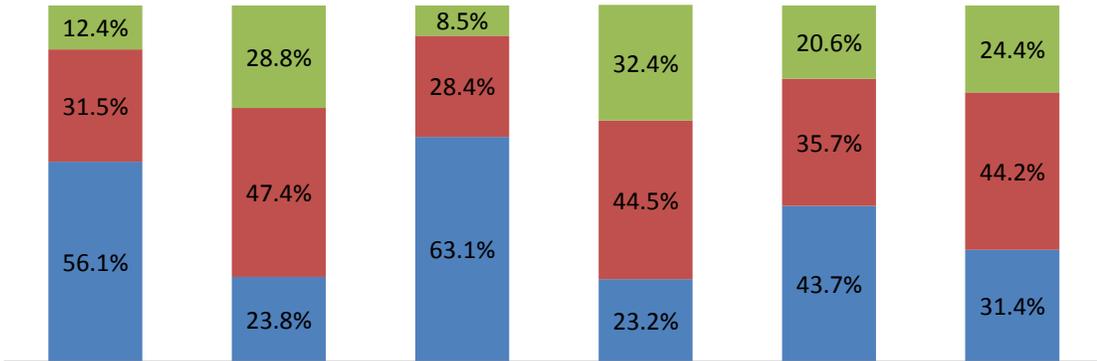
## Elementary Writing

■ % Below ■ % Meets ■ % Exceeds



## Secondary Math

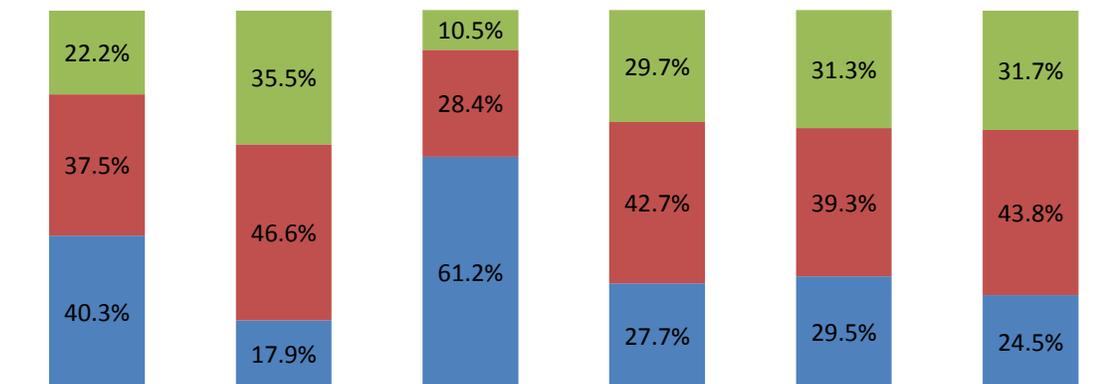
■ % Below ■ % Meets ■ % Exceeds



Highest Minority Lowest Minority Highest Poverty Lowest Poverty Other Schools Rural Schools

## Secondary English/Language Arts

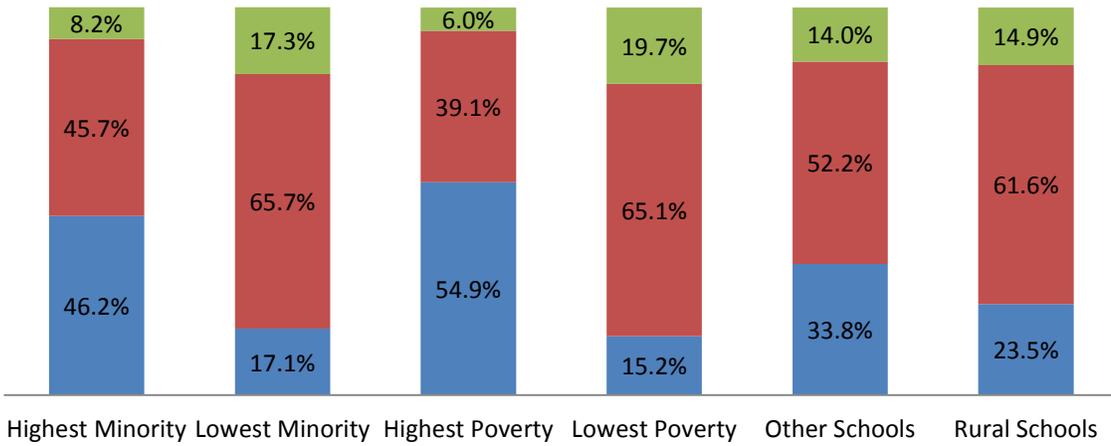
■ % Below ■ % Meets ■ % Exceeds



Highest Minority Lowest Minority Highest Poverty Lowest Poverty Other Schools Rural Schools

## Secondary Science

■ % Below ■ % Meets ■ % Exceeds



## Secondary Writing

■ % Below ■ % Meets ■ % Exceeds



Elem	Year	Subject	Minority	%	%	%	Below	Meets	Exceeds
				Below	Meets	Exceeds			
	2014	Math	Highest Minority	35.8%	46.3%	17.8%	15688	20301	7811
	2014	Math	Lowest Minority	19.3%	53.6%	27.1%	2243	6234	3151
	2013	Math	Highest Minority	40.1%	44.5%	15.4%	16892	18717	6498
	2013	Math	Lowest Minority	19.9%	54.4%	25.7%	2026	5542	2622
	2012	Math	Highest Minority	40.2%	45.5%	14.3%	16582	18752	5872
	2012	Math	Lowest Minority	23.8%	54.8%	21.5%	2516	5798	2274
	2014	ELA	Highest Minority	30.2%	44.4%	25.5%	13092	19253	11055
	2014	ELA	Lowest Minority	15.9%	46.5%	37.6%	1844	5406	4377
	2013	ELA	Highest Minority	31.4%	47.7%	20.9%	13157	19973	8754
	2013	ELA	Lowest Minority	16.0%	51.2%	32.7%	1631	5222	3337
	2012	ELA	Highest Minority	33.3%	46.2%	20.5%	13640	18945	8393
	2012	ELA	Lowest Minority	18.5%	50.7%	30.8%	1961	5368	3260
	2014	Sci	Highest Minority	41.9%	44.2%	13.9%	5390	5691	1785
	2014	Sci	Lowest Minority	17.3%	54.5%	28.1%	577	1815	936
	2013	Sci	Highest Minority	47.9%	40.1%	12.0%	5827	4883	1455
	2013	Sci	Lowest Minority	18.8%	54.2%	26.9%	550	1582	786
	2012	Sci	Highest Minority	47.6%	43.7%	8.7%	5662	5204	1034
	2012	Sci	Lowest Minority	19.6%	59.5%	20.9%	598	1812	635
	2014	Wri	Highest Minority	36.1%	49.3%	14.5%	4567	6231	1836
	2014	Wri	Lowest Minority	25.7%	55.4%	18.9%	865	1869	638
	2013	Wri	Highest Minority	40.1%	47.4%	12.5%	4847	5735	1509
	2013	Wri	Lowest Minority	25.0%	55.0%	20.1%	749	1650	603
	2012	Wri	Highest Minority	18.5%	77.1%	4.4%	2141	8938	508
	2012	Wri	Lowest Minority	11.2%	82.4%	6.4%	347	2543	197

Sec	Year	Subject	Minority	% Below	% Meets	% Exceeds	Below	Meets	Exceeds
	2014	Math	Highest Minority	56.1%	31.5%	12.4%	8528	4788	1878
	2014	Math	Lowest Minority	23.8%	47.4%	28.8%	1325	2636	1604
	2013	Math	Highest Minority	56.9%	31.0%	12.2%	8560	4659	1832
	2013	Math	Lowest Minority	26.4%	47.3%	26.4%	1667	2989	1669
	2012	Math	Highest Minority	59.0%	30.4%	10.7%	9339	4809	1692
	2012	Math	Lowest Minority	30.1%	46.0%	24.0%	1768	2703	1410
	2014	ELA	Highest Minority	40.3%	37.5%	22.2%	6099	5673	3364
	2014	ELA	Lowest Minority	17.9%	46.6%	35.5%	999	2598	1978
	2013	ELA	Highest Minority	41.2%	38.4%	20.4%	6171	5758	3061
	2013	ELA	Lowest Minority	21.5%	46.8%	31.7%	1361	2961	2004
	2012	ELA	Highest Minority	45.5%	36.7%	17.8%	7195	5811	2807
	2012	ELA	Lowest Minority	23.9%	48.9%	27.2%	1408	2880	1600
	2014	Sci	Highest Minority	46.2%	45.7%	8.2%	5128	5072	910
	2014	Sci	Lowest Minority	17.1%	65.7%	17.3%	695	2677	703
	2013	Sci	Highest Minority	46.3%	44.2%	9.5%	5007	4783	1027
	2013	Sci	Lowest Minority	19.6%	61.9%	18.5%	916	2894	863
	2012	Sci	Highest Minority	53.1%	40.4%	6.5%	5958	4534	724
	2012	Sci	Lowest Minority	22.7%	61.1%	16.2%	953	2561	677
	2014	Wri	Highest Minority	41.5%	33.1%	25.4%	4536	3614	2778
	2014	Wri	Lowest Minority	21.0%	45.7%	33.3%	848	1845	1346
	2013	Wri	Highest Minority	46.7%	35.0%	18.2%	4975	3730	1937
	2013	Wri	Lowest Minority	26.6%	48.2%	25.2%	1232	2231	1164
	2012	Wri	Highest Minority	50.9%	29.9%	19.1%	5645	3316	2120
	2012	Wri	Lowest Minority	32.9%	42.5%	24.5%	1370	1769	1020

Elem	Year	Subject	Poverty	%	%	%	Below	Meets	Exceeds
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			Below	Meets	Exceeds			
2014	Math	Highest Poverty	38.2%	46.1%	15.6%	14172	17110	5799
2014	Math	Lowest Poverty	14.7%	49.0%	36.4%	5134	17142	12723
2013	Math	Highest Poverty	42.5%	44.1%	13.4%	14922	15477	4707
2013	Math	Lowest Poverty	16.2%	49.5%	34.3%	5480	16808	11640
2012	Math	Highest Poverty	42.5%	45.1%	12.3%	14365	15243	4163
2012	Math	Lowest Poverty	17.5%	51.2%	31.4%	5703	16695	10232
2014	ELA	Highest Poverty	32.5%	45.3%	22.2%	11942	16619	8155
2014	ELA	Lowest Poverty	10.6%	39.6%	49.7%	3724	13862	17407
2013	ELA	Highest Poverty	34.1%	48.2%	17.7%	11915	16815	6177
2013	ELA	Lowest Poverty	10.5%	45.2%	44.3%	3552	15342	15031
2012	ELA	Highest Poverty	36.0%	46.7%	17.4%	12068	15659	5839
2012	ELA	Lowest Poverty	12.1%	45.6%	42.3%	3944	14886	13796
2014	Sci	Highest Poverty	45.0%	43.3%	11.7%	4848	4667	1266
2014	Sci	Lowest Poverty	14.3%	51.4%	34.2%	1529	5487	3654
2013	Sci	Highest Poverty	51.7%	38.5%	9.7%	5125	3817	966
2013	Sci	Lowest Poverty	16.1%	52.1%	31.8%	1685	5445	3327
2012	Sci	Highest Poverty	51.6%	41.4%	7.0%	4852	3894	663
2012	Sci	Lowest Poverty	17.9%	58.6%	23.5%	1805	5905	2375
2014	Wri	Highest Poverty	38.1%	49.2%	12.7%	4176	5383	1393
2014	Wri	Lowest Poverty	16.3%	51.3%	32.4%	1800	5675	3581
2013	Wri	Highest Poverty	43.2%	46.3%	10.5%	4355	4667	1057
2013	Wri	Lowest Poverty	18.7%	54.0%	27.3%	1932	5588	2830
2012	Wri	Highest Poverty	19.2%	77.5%	3.3%	1856	7487	318
2012	Wri	Lowest Poverty	10.4%	77.8%	11.8%	1046	7809	1182

Sec	Year	Subject	Poverty	% Below	% Meets	% Exceeds	Below	Meets	Exceeds
	2014	Math	Highest Poverty	63.1%	28.4%	8.5%	6023	2712	812
	2014	Math	Lowest Poverty	23.2%	44.5%	32.4%	2853	5476	3989
	2013	Math	Highest Poverty	61.2%	28.4%	10.5%	6844	3173	1172
	2013	Math	Lowest Poverty	27.7%	42.7%	29.7%	3393	5228	3634
	2012	Math	Highest Poverty	67.7%	25.5%	6.7%	6532	2465	651
	2012	Math	Lowest Poverty	32.1%	44.1%	23.8%	4180	5751	3108
	2014	ELA	Highest Poverty	45.7%	35.9%	18.4%	4340	3405	1751
	2014	ELA	Lowest Poverty	15.6%	43.3%	41.1%	1916	5339	5062
	2013	ELA	Highest Poverty	44.9%	37.0%	18.1%	5001	4121	2017
	2013	ELA	Lowest Poverty	20.1%	43.5%	36.4%	2466	5334	4464
	2012	ELA	Highest Poverty	52.5%	34.6%	12.9%	5053	3335	1243
	2012	ELA	Lowest Poverty	21.9%	44.5%	33.6%	2860	5803	4390
	2014	Sci	Highest Poverty	54.9%	39.1%	6.0%	3613	2570	395
	2014	Sci	Lowest Poverty	15.2%	65.1%	19.7%	1519	6511	1975
	2013	Sci	Highest Poverty	51.7%	40.5%	7.8%	4056	3182	614
	2013	Sci	Lowest Poverty	18.6%	60.4%	21.0%	1811	5897	2052
	2012	Sci	Highest Poverty	63.5%	32.0%	4.5%	3980	2006	282
	2012	Sci	Lowest Poverty	23.1%	59.0%	17.9%	2370	6052	1832
	2014	Wri	Highest Poverty	48.9%	31.2%	19.9%	3167	2019	1285
	2014	Wri	Lowest Poverty	16.9%	42.0%	41.2%	1673	4160	4080
	2013	Wri	Highest Poverty	53.2%	32.1%	14.6%	4097	2475	1128
	2013	Wri	Lowest Poverty	20.8%	46.6%	32.6%	2011	4504	3152
	2012	Wri	Highest Poverty	59.0%	27.2%	13.7%	3631	1675	845
	2012	Wri	Lowest Poverty	26.1%	41.3%	32.6%	2642	4183	3304

Elem	Year	Subject	Type	% Below	% Meets	% Exceeds	Below	Meets	Exceeds
	2014	Math	Other Schools	26.3%	46.9%	26.8%	15813	28157	16067
	2014	Math	Rural Schools	25.1%	51.1%	23.8%	13769	27975	13049
	2013	Math	Other Schools	29.2%	46.1%	24.7%	17063	26962	14407
	2013	Math	Rural Schools	27.1%	50.8%	22.0%	14696	27532	11935
	2012	Math	Other Schools	29.2%	47.8%	23.1%	16223	26566	12841
	2012	Math	Rural Schools	29.4%	51.2%	19.4%	16098	28042	10640
	2014	ELA	Other Schools	20.8%	41.2%	38.0%	12405	24642	22708
	2014	ELA	Rural Schools	21.9%	45.7%	32.4%	11961	24955	17733
	2013	ELA	Other Schools	21.0%	45.8%	33.2%	12241	26684	19353
	2013	ELA	Rural Schools	22.0%	50.1%	27.8%	11920	27114	15036
	2012	ELA	Other Schools	22.2%	45.5%	32.3%	12313	25226	17924
	2012	ELA	Rural Schools	24.7%	48.9%	26.5%	13502	26730	14477
	2014	Sci	Other Schools	29.0%	47.1%	23.8%	5108	8291	4186
	2014	Sci	Rural Schools	26.6%	51.2%	22.2%	4420	8495	3675
	2013	Sci	Other Schools	33.2%	44.9%	21.9%	5684	7670	3746
	2013	Sci	Rural Schools	28.2%	50.8%	21.0%	4610	8285	3424
	2012	Sci	Other Schools	34.4%	49.5%	16.1%	5553	7985	2601
	2012	Sci	Rural Schools	29.3%	55.0%	15.7%	4907	9189	2626
	2014	Wri	Other Schools	25.7%	48.8%	25.5%	4562	8654	4535
	2014	Wri	Rural Schools	29.4%	51.0%	19.6%	4798	8314	3193
	2013	Wri	Other Schools	28.9%	50.0%	21.1%	4933	8524	3600
	2013	Wri	Rural Schools	32.7%	51.1%	16.2%	5270	8223	2600
	2012	Wri	Other Schools	13.9%	77.0%	9.1%	2249	12464	1466
	2012	Wri	Rural Schools	18.4%	74.4%	7.2%	3049	12323	1192

Sec	Year	Subject	Type	%	%	%	Below	Meets	Exceeds
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			Below	Meets	Exceeds			
2014	Math	Other Schools	43.7%	35.7%	20.6%	9354	7643	4413
2014	Math	Rural Schools	31.4%	44.2%	24.4%	6555	9230	5085
2013	Math	Other Schools	45.4%	34.7%	19.9%	9691	7406	4253
2013	Math	Rural Schools	33.7%	42.7%	23.6%	7052	8926	4928
2012	Math	Other Schools	49.5%	34.2%	16.3%	10750	7416	3536
2012	Math	Rural Schools	37.1%	42.7%	20.2%	7460	8571	4062
2014	ELA	Other Schools	29.5%	39.3%	31.3%	6290	8381	6678
2014	ELA	Rural Schools	24.5%	43.8%	31.7%	5112	9139	6626
2013	ELA	Other Schools	31.7%	39.6%	28.7%	6746	8435	6112
2013	ELA	Rural Schools	26.6%	44.7%	28.7%	5567	9349	5995
2012	ELA	Other Schools	36.5%	38.7%	24.8%	7914	8394	5377
2012	ELA	Rural Schools	29.7%	45.3%	25.0%	5969	9106	5026
2014	Sci	Other Schools	33.8%	52.2%	14.0%	5424	8391	2247
2014	Sci	Rural Schools	23.5%	61.6%	14.9%	3711	9728	2352
2013	Sci	Other Schools	35.0%	49.5%	15.5%	5507	7785	2433
2013	Sci	Rural Schools	24.8%	59.0%	16.1%	3927	9344	2555
2012	Sci	Other Schools	41.7%	45.9%	12.4%	6630	7309	1975
2012	Sci	Rural Schools	29.1%	57.6%	13.3%	4486	8895	2056
2014	Wri	Other Schools	30.5%	35.9%	33.6%	4823	5674	5314
2014	Wri	Rural Schools	26.0%	41.5%	32.5%	4050	6481	5072
2013	Wri	Other Schools	34.6%	39.5%	25.8%	5364	6120	4001
2013	Wri	Rural Schools	32.6%	44.2%	23.2%	5111	6924	3627
2012	Wri	Other Schools	39.4%	34.4%	26.2%	6184	5393	4112
2012	Wri	Rural Schools	37.4%	38.8%	23.9%	5734	5945	3658

## four-year cohort Graduation Rates

Year	Minority	4 Year Graduation Rate	Gap	4 Year Graduates	Students
2014	Highest Minority	80.6%	15.7%	5916	7337
2014	Lowest Minority	96.3%		2600	2700
2013	Highest Minority	79.5%	16.2%	5564	6995
2013	Lowest Minority	95.7%		3015	3151
2012	Highest Minority	77.6%	16.9%	5549	7150
2012	Lowest Minority	94.5%		2694	2850

Year	Poverty	4 Year Graduation Rate	Gap	4 Year Graduates	Students
2014	Highest Poverty	76.5%	18.7%	3004	3928
2014	Lowest Poverty	95.2%		7161	7521
2013	Highest Poverty	77.5%	17.0%	3757	4850
2013	Lowest Poverty	94.5%		6773	7164
2012	Highest Poverty	70.3%	23.7%	2246	3195
2012	Lowest Poverty	94.0%		7348	7813

Year	Rural	4 Year Graduation Rate	Gap	4 Year Graduates	Students
2014	Other Schools	86.7%	5.2%	9179	10582
2014	Rural Schools	91.9%		10336	11251
2013	Other Schools	85.7%	5.2%	9046	10560
2013	Rural Schools	90.9%		10351	11387
2012	Other Schools	84.4%	5.1%	8802	10429
2012	Rural Schools	89.5%		10534	11768

## 18 Month College Going Rates

Year	Minority	College-Going Rate	Gap	College-Goers	Graduates
2014*	Highest Minority*	61.9%	18.4%	3991	6448
2014*	Lowest Minority*	80.3%		2120	2641
2013	Highest Minority	69.8%	14.1%	4284	6137
2013	Lowest Minority	83.9%		2573	3066
2012	Highest Minority	69.4%	12.9%	4288	6177
2012	Lowest Minority	82.3%		2254	2740
Year	Poverty	College-Going Rate	Gap	College-Goers	Graduates
2014*	Highest Poverty*	57.1%	21.1%	1905	3337
2014*	Lowest Poverty*	78.2%		5735	7331

2013	Highest Poverty	67.5%	16.2%	2822	4181
2013	Lowest Poverty	83.7%		5840	6981
2012	Highest Poverty	64.1%	19.7%	1673	2609
2012	Lowest Poverty	83.8%		6327	7550
Year	Type	College-Going Rate	Gap	College-Goers	Graduates
2014*	Other Schools*	69.1%	-3.8%	6736	9755
2014*	Rural Schools*	72.9%		7790	10688
2013	Other Schools	76.7%	-1.1%	7464	9727
2013	Rural Schools	77.8%		8347	10725
2012	Other Schools	76.7%	-1.4%	7287	9496
2012	Rural Schools	78.1%		8552	10949

## Distance Learning (DL) Classes

Year	Minority Highest	% DLClasses	Gap	Number DL Classes	All Classes
2014	Minority Highest	0.00%	0.02%	0	45435
2014	Lowest Minority Highest	0.02%		2	9474
2013	Minority Highest	0.00%	0.01%	0	41090
2013	Lowest Minority Highest	0.01%		1	8110

Year	Minority Highest	% DLClasses	Gap	Number DL Classes	All Classes
2014	Minority Highest	0.48%	0.36%	177	36892
2014	Lowest Minority Highest	0.84%		194	23130
2013	Minority Highest	0.10%	0.87%	32	33057
2013	Lowest Minority Highest	0.97%		251	25783

Year	Poverty Highest	% DLClasses	Gap	Number DL Classes	All Classes
2014	Highest Poverty	0.01%		5	40895
2014	Lowest Poverty	0.00%		0	26488
2013	Highest Poverty	0.00%		0	37153
2013	Lowest Poverty	0.00%		0	24267

Year	Poverty Highest	% DLClasses	Gap	Number DL Classes	All Classes
2014	Highest Poverty	0.11%	0.09%	24	22004
2014	Lowest Poverty	0.20%		72	36468
2013	Highest Poverty	0.09%	0.15%	20	22861
2013	Lowest Poverty	0.24%		81	34314

Year	Rural	% DLClasses	Gap	Number DL Classes	All Classes
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Year	Rural	% DLClasses	Gap	Number DL Classes	All Classes
2014	Other Schools	0.00%		0	53317
2014	Rural Schools	0.01%		7	52832
2013	Other Schools	0.00%		0	47858
2013	Rural Schools	0.18%		89	49483
2014	Other Schools	0.00%		2	46933
2014	Rural Schools	0.81%		628	77576
2013	Other Schools	0.00%		0	42072
2013	Rural Schools	0.90%		678	75748