Nebraska Educator Equity Plan
Elementary and Secondary Education Act (ESEA)
Sections 1111(b)(8)(C) and Section 1111(e)(2)
August 25, 2015

Section 1. Introduction

"A culture of school success for every student, every day!" is the aim of Nebraska's new initiative – Accountability for a Quality Education System, Today and Tomorrow (AQuESTT), specifically in the Educator Effectiveness tenet. 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 (including minority and poor 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 (including minority and poor students), and to strengthening and maintaining teacher and principal effectiveness throughout the state.

AQuESTT was collaboratively developed and approved by the Nebraska 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:

Student Success and Access Domain

Tenets:

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

Teaching and Learning Domain

Tenets:

- College and Career Readiness
- Assessment
- Educator Effectiveness

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*. (http://www.education.ne.gov/documents/TeacherPrincipalPerformanceFramework11-11.pdf) The Framework document 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, parents, and community members. In addition, hundreds of school teachers and administrators were engaged in stakeholder feedback opportunities. In February 2012, the Nebraska 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 geographic 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 system framework has also 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 annually 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 the six AQuESTT tenets will be targeted for intervention as "Priority Schools." This Equity Plan will focus on these Priority Schools, as they are considered to be of highest need.

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 16th in number of square miles and 37th in total population, there are many necessarily small schools in small communities that are very challenged to even attract educators, much less to ensure these educators 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 (ESUs) 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 stakeholder 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 Nebraska 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 (i.e. root causes) and the underlying reasons for gaps in educator effectiveness, with specific attention given to minority and poor students, and define strategies to ensure equitable access for all students, particularly minority students and students from families living in poverty, and to develop and strengthen the effectiveness of 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 at various locations 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 Policy Forums listed here did not focus specifically on the ESEA Educator Equity Plan, the topic of equal access to effective educators, especially for minority students and students living in poverty, was integrated into the conversations through the AQuESTT tenet on Educator Effectiveness and in the later Waiver Policy Forums through the conversations about the 3rd

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 new AQuESTT accountability system is being developed and refined.

Summary Chart of Stakeholder Engagement – 2014-2015			
Meeting and Topic	**Date(s):**	**Goal/Activity**	**Stakeholder Group Participants**
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 the Educator Effectiveness tenet and equal access to effective educators	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 the Educator Effectiveness tenet and equal access to effective educators	High school age students from across the state
Statewide Data Cadre	12/1	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	Representatives from NDE, Educational Service Units (ESU), Institutions of Higher Education (IHE)
AdvancED State Council	12/12	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	Representatives from public and private K-12 schools and districts, IHEs and ESUs
Educational Service Unit #9	12/15	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	Regional principals and superintendents
Educational Service Unit #1	1/13	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	ESU administrators and staff
State Accreditation	1/16	Overview of	Representatives from K-12

Committee		AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	districts, IHEs, school boards, community members
Metropolitan Omaha Education Consortium	1/17	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	Representatives from K-12 districts, IHEs, district assessment directors and administrators
ESU Professional Development Organization	1/20	Overview of AQuESTT, including the Educator Effectiveness tenet and equal access to effective educators	Representatives of all Nebraska Educational Service Units
Policy Forums	3/16 and 3/23	Overview of Proposed Waiver, including Equity Plan	Representatives of various community stakeholder groups
Nebraska Council on Teacher Education (NCTE)	3/20	Analyze data, identify root causes, propose strategies	NCTE Members (see description below chart)
ESEA/NCLB Committee of Practitioners (COP)	3/24	Analyze data, identify root causes, propose strategies	COP Members (see description below chart)
AQuESTT EmPOWERED by DATA conference	4/27 and 4/28	Review proposed Educator Equity Plan with opportunity to submit feedback and comments	Over 800 school administrators and teachers attended the statewide annual conference

Two groups of external stakeholders and two internal groups played particularly major roles in developing Nebraska's Educator Equity Plan. The external stakeholder groups were the Nebraska Council on Teacher Education (NCTE) and the ESEA/NCLB Committee of Practitioners (COP). NCTE is comprised of approximately 60 members, representing three main constituency groups: school administrators, teachers, and the 16 approved college and university teacher preparation programs in the state. Also represented on the NCTE full council are community colleges, private and public school administrators and teachers, and state education association leaders. NCTE Members 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 causes 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. NCTE is a unique advisory group to the State Board of Education, and is the only group of its kind in the United States, having been in existence for over 60 years. The Adult

Services team in NDE, along with the NCTE Council, has the responsibility of developing rules and regulations and making recommendations to the State Board for approving the educator preparation programs in all of the universities and colleges. (Agenda for March 20 meeting is found in Appendix A).

Stakeholder group input at the March 20 NCTE meeting from those currently working in school districts (teachers, administrators, and higher education field experience representatives) across the state identified the major impact poverty has on student learning and achievement, and that it is becoming increasingly difficult to overcome many poverty issues at the local school level due to declining federal and state resources. With the huge recent increase in Early Childhood programs in Nebraska's public schools, this stakeholder group predicts the 'gaps' in NeSA achievement should show improvement in upcoming years IF poverty issues are addressed. Partnerships across the state are currently being developed with the new Buffett Early Childhood Institute through the University of Nebraska system, specifically through their 'Achievement Gap Challenge'. (http://buffettinstitute.nebraska.edu/) This stakeholder group also noted that 6-year cohort data (as compared to 4-year cohort) would most likely show graduation rates are improving, as more high school students are staying in school longer until they meet all requirements for obtaining their high school diploma. This group also noted the strengths of Nebraska's high standards for teacher certification and certification renewal, and that those high standards need to continue, especially for teachers who work with minority and poor student populations. While new-to-the-profession teachers make up approximately only 5% of the total teacher population annually, mentoring and professional growth opportunities must be provided by districts as those teachers begin their professional careers working with students and their families, and especially with minority and poor students.

The ESEA/NCLB Committee of Practitioners members participated in the underlying issues or root cause 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 and PowerPoint presentation is found in Appendix A.)

Two additional regional Policy Forums focus groups were held in March 2015 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: **'How can we** (Nebraska) ensure that all students, including minority and poor students, have equity and access to high quality instruction across the state?' Various responses from these stakeholder groups were gathered that included making sure teachers are appropriately endorsed and appropriately assigned and that first-year 'new-to-the-profession' teachers are supported through mentoring, professional learning, and additional support. The use of distance learning and other technologies were also suggested as ways to ensure all students across the state, including minority and poor students, have equal access to appropriately endorsed teachers. The use of technology also allows for mentoring and professional learning to take place, many times right in a teacher's own classroom.

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 over 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. (Copy of AQuESTT conference PowerPoint presentation slides are included in Appendix A.) Again, participants mentioned the need for additional resources, especially for students and families challenged by poverty in rural areas, as many funding sources that have been used previously to assist schools outside of the urban areas of the state are either no longer available, or have seen substantial decline.

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 or root causes, 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, specifically the new AQuESTT accountability system.

(NOTE: Input from the various Stakeholder Groups was compiled and included in the Section 4 Strategies section of this plan, beginning with 'Underlying Issues/Root Causes' on page 26.)

Dr. Matthew Blomstedt, chosen by the State Board of Education to lead the Nebraska Department of Education as Commissioner as of January 1, 2014, from his very first day in the position has emphasized 'every student, every day', and is leading the implementation of the new AQuESTT (Accountability for a Quality Education System, Today and Tomorrow) system, which has now been approved by the State Board of Education. This innovative approach views each student holistically, classifies all schools into four performance levels, and provides many opportunities for every Nebraskan to get involved. (See http://aquestt.com and You are Part of Something Broader, Bolder, Better: Key Message Packet which was just rolled out on July 29, 2015 at the annual NDE Administrator's Days conference.) AQuESTT is consistent with the statewide vision that all students must reach the NeSA assessments 'proficiency' level. Currently, three out of four Nebraska students do meet state standards for reading, writing, mathematics, and science, and a steady increase is showing more students reaching the 'proficient' level each year. This takes hard work on the part of students and Nebraska teachers. Not only has there been an increase in the percentage of students proficient on standards, but also an increase in the percentage of students exceeding the standards. **While the percentage of Nebraska**

students meeting state standards has improved, overall, all Nebraska teachers know Nebraska can still do better. Going forward, the focus will continue to be on equity of educational opportunity and closing the educational achievement gap among groups of students. As more data becomes available, it can be disaggregated within the 'below proficiency' group based on ethnicity and poverty for each school building. Focusing on every student every day is key to student success and continuous school improvement.

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 teachers and principals as well as other possibly relevant sources of information and data including 'Out of Field' teachers, 'Unqualified' teachers, and 'Inexperienced' teachers at both elementary and secondary levels;
- Determining the best ways to compare data and determining comparisons of the upper and lower quartile of school buildings when ranked by the percentage of poverty and minority populations (i.e. the top 25% of public school buildings in the state with the highest percentages of students in poverty as determined by those eligible to receive free and reduced lunches compared to the 25% of public school buildings in the state with the lowest percentages of students in poverty as determined by those eligible to receive free and reduced lunches, and the top 25% of public school buildings in the state with the highest percentages of minority students compared to the 25% of public school buildings in the state with the lowest percentages of minority students);
- 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 all stakeholder engagement forums and meetings discussions; 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 this was data districts self-reported in the Civil Rights Data Collection. It also appeared there was great misunderstanding among districts regarding reporting. There was no state level checking or auditing of the self-reported data. In

addition, data from an initial data collection is typically not used in Nebraska due to the possibility of reporting errors. In addition, the Nebraska Department of Education had more current data available than what was presented in the Civil Rights Data Collection. As the summary from the Educator Equity Profile Data below indicates, Nebraska does not show large differences or 'gaps' using these metrics and data (notice that in most cases, the 'gaps' are less than 1%), so for these reasons, it was determined that the USDE Educator Equity Profile Data NOT be used:

Educator Equity Profile Data Summary from the U. S. Department of Education				
Educator and Classroom Characteristics				
	Percent 1st 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
Difference between highest and lowest poverty quartiles; i.e. 'Gap'	**1.6%**	**0.2%**	**0.3%**	**$3,989**
Highest Minority Quartile	5.5%	0.2%	0.5%	$52,561
Lowest Minority Quartile	4.8%	0.2%	0.6%	$51,010
Difference between highest and lowest minority quartiles, i.e. 'Gap'	**0.7%**	**0.0%**	**-0.1%**	**$1,551**
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). With only 1.76% of courses in the NCLB Core Academic areas being taught by NCLB Non-Qualified teachers, there were no notable 'gaps' or differences to address at elementary or secondary level in any of the minority, poverty or rural school comparisons. (http://reportcard.education.ne.gov/Default_State.aspx) There have been recent changes at NDE as to how NCLB Qualified teacher data is collected, which might account for most of the 'gap', as many of the reporting 'errors' did not get corrected by districts. The NCLB Qualified Teacher data is now taken from the Student Grades reports, and while the number of reporting errors has gone down significantly in year two of this change, there are still some misunderstandings by data stewards at the district level as to the student grades reporting.

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, demographics, 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 for this Educator Equity Plan. After much discussion, the following reports were created to provide data for analysis on the statutorily required metrics of inexperience, unqualified, and 'out-of- field' (out-of-level and/or out-of-endorsed area teachers) plus additional data that might be relevant. These included:

1. Percent of Courses Taught by NCLB Highly Qualified Teachers
2. Percent of Courses with Appropriately Endorsed Teachers
3. Percent of Courses with 'Out-of-Field' Teachers (either out-of-level or out-of-endorsed area)
4. Percent of Unqualified Teachers
5. Percent of Inexperienced First Year Teachers (New to the Profession)
6. Teacher Education Attained Levels
7. Average First Year Teacher Salary
8. Average First Year Teacher Salary Adjusted using the Comparable Wage Index
9. Average Teacher Salary
10. Average Teacher Salary Adjusted using the Comparable Wage Index (CWI)
11. Teacher Salary per Year of Experience
12. Teacher Average Total Years of Experience
13. Teacher Turnover 3 – year Average
14. Average Teacher District Tenure (Tenure data not easily determined by school.)
15. Principal Average Total Years of Experience
16. Principal Turnover 3 – year Average
17. Average Principal District Tenure (Tenure data not easily determined by school.)
18. Statewide Assessments (NeSA) Performance
19. 4-Year Cohort Graduation Rates
20. College-Going Rate
21. 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 teacher effectiveness are available and for this Educator Equity Plan, Nebraska defines 'excellent educators' as 'teachers and principals who help <u>every</u> student be successful <u>every</u> day as evidenced by high achievement, high graduation rates and college and career readiness.' As individuals, the teachers and principals 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 <u>all</u> students, including minority and poor students, have equal 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 1-10 which follow. Additional information on the definitions used is provided in Appendix B.

- **Inexperienced** – first year teacher or principal (new-to-the-profession); reported as having less than one year of total teaching or administrative experience
- **Unqualified** – not having a current regular Nebraska teaching or administrative certificate, but teaching on a "provisional commitment" certificate which indicates 'in process, but not yet having totally completed a teacher or administrative preparation program'. (Provisional commitment certificates will soon become permits when NDE Rule 21 Teacher Certification changes are approved.)
- **Out-of-field** – teacher has a current Nebraska teaching certificate, but is either out-of-endorsed area or out-of-level (see below)
    - **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 at the grade level required of the course being taught
- **Poverty (Poor)** – includes students who are eligible to receive free or reduced price school lunches (FRL)
- **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 6th grade; this also includes elementary schools that serve 6th through 8th graders.
- **Secondary Schools** - A school whose students are in any grade from 7th to 12th grade and does not serve 6th graders or younger
- **1st Year Teacher** - A teacher reported to have less than one year of total teaching experience; a new-to-the-profession teacher; also defined as 'inexperienced' teacher
- **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 9th grade when used for determining graduation rates
- **4-Year Cohort Graduation Rate** - The percentage of students in a cohort who graduated in their 4th school year (or earlier) after first entering the 9th 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 for minority and poor (poverty) students at elementary and secondary levels:

Teacher Data (See Tables 1-6, beginning on page 13)

- Percent of Courses with Appropriately Endorsed Teachers
- Percent of Courses with 'Out-of-Field' Teachers (includes 'out of field' and 'out of grade level')
- Percent of Courses with Unqualified Teachers
- Percent of Inexperienced (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 (See Table 7, page 19)

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

Stakeholder groups and NDE internal groups examined the compiled data, assisted in the identification of root causes for existing 'gaps', and also suggested various strategies that could be implemented over time to eliminate 'gaps' and assure that all minority and poor students across the state have equal access to effective educators. These reports were selected to ensure the statutory analysis requirements of 'unqualified', 'inexperienced' and 'out-of-field' teachers (herein also referred to as 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/root causes 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/poor 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 stakeholder groups 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 NeSA results in three of the performance levels (Exceeds Expectations, Meets Expectations, and Below Expectations) and the percentage in the lowest level in each of the quartiles for minority, poverty/poor, and rural schools. This 2013-2014 baseline data was used, as this was the first year with a meaningful set of data to analyze. In subsequent years, data will continue to be analyzed, as will additional data that becomes available. The 4-year cohort graduation rate and the college going rates were also examined using the same comparisons. Tables 1 - 10 on the following pages provide the results of the teacher and principal data analyses. (The analysis charts and data tables for Tables 1-10 are found in Appendix C.)

TABLE 1. Statutory Analysis (2013-2014 Data) – ELEMENTARY / MINORITY STUDENTS

School Type	Teacher Data					
ELEMENTARY/ MINORITY	**Courses Taught by Fully Endorsed/Certified Teachers and 'Out of Field' Teachers (NE definition of 'Out of Field' includes 1*-Out of Level and 2*-Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Highest Quartile of Minority Students—Elem (25% of all NE public elementary buildings with highest %s of minority students)	95.90% courses taught by Fully Endorsed/Certified Teachers 1* Out of Level = 82 courses 2* Out of Endorsed Area = 1187 3* Appropriately Endorsed = 29700 4.10% of courses taught in highest quartile minority public elementary buildings taught by 'Out of Field' teachers.	.04%, <.1% (N = 13 courses TC = 30,969 courses) .04% of courses in highest quartile minority public elementary buildings taught by 'unqualified' teachers.	7.47% of courses (N = 414 courses TC = 5539 courses) 7.4% of courses in highest quartile minority public elementary buildings taught by 'inexperienced' teachers.	20.0% (N = 3595 NT = 17,971) 3-yr. average teacher turnover in highest quartile minority public elementary buildings was 20%.	13 years Teachers in highest quartile minority public elementary buildings had 13 years average total experience.	10.5 years Teachers in highest quartile minority public elementary buildings had 10.5 years average total district tenure.
Lowest Quartile of Minority Students—Elem (25% of all NE public elementary buildings with lowest %s of minority students)	95.74% courses taught by Fully Endorsed/Certified Teachers 1* Out of Level = = 86 courses 2* Out of Endorsed Area = 262 3* Appropriately Endorsed = 7814 4.26% of courses taught in lowest quartile minority public elementary buildings taught by 'Out of Field' teachers.	0 courses=0% No courses in lowest quartile minority public elementary buildings taught by 'unqualified' teachers.	5.23% of courses (N = 104 courses TC = 1990 courses) 5.23% of courses in lowest quartile minority public elementary buildings taught by 'inexperienced' teachers.	16.9% (N = 1081 NT = 6395) 3-yr. average teacher turnover in lowest quartile minority public elementary buildings was 16.9%.	16.6 years Teachers in lowest quartile minority public elementary buildings had 16.6 years average total experience.	12.4 years Teachers in lowest quartile minority public elementary buildings had 12.4 years average total district tenure.
Difference/'Gap'	**-.16% of courses** **Highest quartile minority public elementary students had .16% fewer courses taught by 'out of field' teachers than lowest quartile minority public elementary students. (negative 'gap')**	**.04%, <.1%** **i.e. 'insignificant gap'; very few courses taught by 'unqualified' teachers. (<.1%)**	**2.24% more courses in highest quartile minority public elementary buildings taught by 'inexperienced' teachers.**	**3.1% higher teacher turnover in highest quartile minority public elementary buildings. (3-yr av)**	**3.6 years** **Teachers in lowest quartile minority public elementary buildings had an average of 3.6 years more total teaching experience.**	**1.9 years** **Teachers in lowest quartile minority elementary buildings had an average of 1.9 years more total district tenure.**

TABLE 2. Statutory Analysis (2013-2014 Data) – ELEMENTARY / POOR STUDENTS (i.e. 'Poverty' Students: those eligible for FRL)

School Type	Teacher Data					
ELEMENTARY/ POOR (i.e. POVERTY)	**Courses Taught by Fully Endorsed/Certified Teachers And 'Out of Field' Teachers (NE definition of 'Out of Field' includes 1*-Out of Level and 2*- Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Highest Quartile of Poverty Students—Elem (25% of all NE public elementary buildings with highest %s of students eligible for FRL)	95.96% of courses 1* Out of Level = 68 courses 2* Out of Endorsed Area = 1022 3* Appropriately Endorsed = 25910 4.04% of courses taught in highest quartile poverty public elementary buildings taught by 'Out of Field' teachers.	.02%, <.1% (N = 8 courses TC = 27,000) .02% of courses in highest quartile poverty public elementary buildings taught by 'unqualified' teachers.	7.38% of courses (N = 377 courses TC = 5105) 7.38% of courses in highest quartile poverty public elementary buildings taught by 'inexperienced' teachers.	20.7% (N = 3409 NT = 16498) 3-yr. average teacher turnover in highest quartile poverty public elementary buildings was 20.7%.	13.3 years Teachers in highest quartile poverty public elementary buildings had 13.3 years average total experience.	10.6 years Teachers in highest quartile poverty public elementary buildings had 10.6 years average total district tenure.
Lowest Quartile of Poverty Students—Elem (25% of all NE public elementary buildings with lowest %s of students eligible for FRL)	97.43% of courses 1* Out of Level = 51 courses 2* Out of Endorsed Area = 486 3* Appropriately Endorsed = 20,323 2.57% of courses taught in lowest quartile poverty public elementary buildings taught by 'Out of Field' teachers.	0 courses=0% No courses taught in lowest quartile poverty public elementary buildings by 'unqualified' teachers.	5.23% of courses (N= 203 courses TC = 3883) 5.23% of courses in lowest quartile poverty public elementary buildings taught by 'inexperienced' teachers.	16.7% N = 1998 NT = 11989 3-yr. average teacher turnover in lowest quartile poverty public elementary buildings was 16.7%.	14.4 years Teachers in lowest quartile poverty public elementary buildings had 14.4 years average total experience.	11.1 years Teachers in lowest quartile poverty public elementary buildings had 11.1 years average total district tenure.
Difference/'Gap'	**1.47% of courses** **Highest quartile poverty public elementary students had 1.47% more courses taught by 'Out of Field' teachers than did lowest quartile poverty public elementary students.**	**.02%, <.1%** **i.e. 'insignificant gap'; very few courses taught by 'unqualified' teachers (<.1%.)**	**2.15% more courses in highest quartile poverty public elementary buildings taught by 'inexperienced' teachers.**	**4.0% higher teacher turnover in highest quartile poverty public elementary buildings. (3-yr av)**	**1.1 years** **Teachers in lowest quartile poverty elementary buildings had an average of 1.1 years more total teaching experience.**	**0.5 years** **Teachers in lowest quartile poverty elementary buildings had an average of 0.5 years more total district tenure.**

TABLE 3. Statutory Analysis (2013-14 Data) – ELEMENTARY SCHOOLS / RURAL AND NON-RURAL STUDENTS

School Type	Teacher Data					
	Courses Taught by Fully Endorsed/Certified Teachers and 'Out of Field' Teachers **(Definition of 'Out of Field' includes 1*-Out of Level and 2*- Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Rural Schools—Elem (Any school within a Nebraska public school district designated as 'rural' or 'town' having NCES locality codes in the 30's and 40's.)	95.39% of courses taught by fully endorsed/certified teachers 1* Out of Level = 43 courses 2* Out of Endorsed Area = 953 3* Appropriately Endorsed = 34205 4.61% of courses taught in rural public elementary buildings were taught by 'Out of Field' teachers.	0 courses No courses taught in rural public elementary buildings by 'unqualified' teachers.	5.24% of courses (N = 410 courses TC = 7828 courses) 5.24% of courses in rural public elementary buildings taught by 'inexperienced' teachers.	17.6% (N = 4251 NT = 22132) 3-yr. average teacher turnover in rural public elementary level buildings was 17.6%.	15.7 Teachers in rural public elementary buildings had 15.7 years total experience.	11.7 Teachers in all rural public elementary buildings had an average total district tenure of 11.7 years.
Non-Rural Schools—Elem (All other public schools not within a rural-designated school district.)	97.17% of courses taught by fully endorsed/certified teachers 1* Out of Level = 268 courses 2* Out of Endorsed Area = 1795 3* Appropriately Endorsed = 42646 2.83% of courses taught in non-rural public elementary buildings were taught by 'Out of Field' teachers.	.04%, <.1% (N = 21 courses TC = 44,709 courses) .04% of courses in non-rural public elementary buildings taught by 'unqualified' teachers.	7.02% of courses (N = 476 courses TC = 6782 courses) 7.02% of courses in non-rural public elementary buildings taught by 'inexperienced' teachers.	19.2% (N = 4496 NT = 25498) 3-yr. average teacher turnover in non-rural public elementary buildings was 19.2%.	13.1 Teachers in non-rural public elementary buildings had 13.1 years total experience.	10.8 Teachers in non-rural public elementary buildings had an average total district tenure of 10.8 years.
Difference/Gap	**1.78% of courses** **Rural public elementary students had 1.78% more courses taught by 'Out of Field' teachers than did non-rural public elementary students.**	**-.04%, <.1%** **i.e. 'insignificant gap'; very few courses taught by 'unqualified' teachers (<.1%.)**	**-1.78% courses** **1.78% fewer courses taught by 'inexperienced' teachers in rural public elementary buildings.** **(i.e. negative 'gap')**	**-1.6%** **Teacher turnover was 1.6% higher in non-rural public elementary buildings.** **(3-yr av)** **(i.e. negative 'gap')**	**-2.6 years** **Teachers in rural public elementary buildings had 2.6 years more average total experience.** **(i.e. negative 'gap')**	**-0.9 years** **Teachers in rural public elementary buildings had 0.9 years more average total district tenure.** **(i.e. negative 'gap')**

Table 4. Statutory Analysis (2013-14 Data) – SECONDARY SCHOOLS / MINORITY STUDENTS

School Type	Teacher Data					
SECONDARY/ MINORITY	**Courses Taught by Fully Endorsed/Certified Teachers and 'Out of Field' Teachers (Definition of 'Out of Field' includes 1*-Out of Level and 2*-Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Highest Quartile of Minority Students—SEC (25% of all NE public secondary buildings with highest %s of minority students)	88.47% of courses were taught by Fully Endorsed/Certified Teachers 1* Out of Level = 919 courses 2* Out of Endorsed Area = 3330 3* Appropriately Endorsed = 32609 11.53% of courses in highest quartile minority public secondary buildings were taught by 'Out of Field' teachers.	.03%, <.1% (N = 13 courses TC = 36,858 courses) .03% of courses taught by 'unqualified' teachers.	7.74% of courses (N = 202 courses TC = 2610 courses) 7.74% of courses in highest quartile minority public secondary buildings taught by 'inexperienced' teachers.	16.4% (N =1348 NT = 8216) 3-yr. average teacher turnover in highest quartile minority public secondary buildings was 16.4%.	22.8 years Teachers in highest quartile minority public secondary buildings had 22.8 years average total experience.	13.1 years Teachers in highest quartile minority public secondary buildings had 13.1 years average district tenure.
Lowest Quartile of Minority Students—SEC (25% of all NE public secondary buildings with lowest %s of minority students)	89.17% of courses were taught by Fully Endorsed/Certified Teachers 1* Out of Level = 711 courses 2* Out of Endorsed Area = 1794 3*Appropriately Endorsed = 20623 10.83% of courses in lowest quartile minority public secondary buildings were taught by 'Out of Field' teachers.	.04%, < .1% (N = 10 courses TC = 23,128) .04% of courses taught by 'unqualified' teachers.	4.66% (N = 83 courses TC =1781 courses) 4.66% of courses in lowest quartile minority public secondary buildings taught by 'inexperienced' teachers.	15.7% (N = 909 NT = 5774) 3-yr. average teacher turnover In lowest quartile minority public secondary buildings was 15.7%.	20.8 years Teachers in lowest quartile minority public secondary buildings had 20.8 years average total experience.	16.6 years Teachers in lowest quartile minority public secondary buildings had 16.6 years average district tenure.
Difference/ 'Gap'	**0.7 % of courses (<1.0%)** **Highest quartile minority public secondary students had 0.7% more courses taught by 'out of field' teachers than did lowest quartile minority public secondary students.**	**-.01% (<.1%)** **i.e. 'insignificant gap'; very few courses taught by 'unqualified' teachers (<.1%.)**	**3.08% more courses in highest quartile minority secondary buildings taught by 'inexperienced' teachers.**	**0.7% (<1.0%) higher teacher turnover in highest quartile minority public secondary buildings (3-yr av) i.e. 'insignificant 'gap'; <1.0%**	**-2.0 years** **Teachers in highest quartile minority public secondary buildings had an average of 2.0 more years total experience. (i.e. negative 'gap')**	**3.5 years** **Teachers in the lowest quartile minority public secondary buildings had 3.5 more years average total district tenure.**

Table 5. Statutory Analysis (2013-14 Data) – SECONDARY SCHOOLS / POOR STUDENTS (i.e. 'Poverty' Students: those eligible for FRL)						
School Type	**Teacher Data**					
SECONDARY/ POOR (i.e. POVERTY)	**Courses Taught by Fully Endorsed/Certified Teachers and 'Out of Field' Teachers (NE definition of 'Out of Field' includes 1*-Out of Level and 2*-Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Highest Quartile Of Poor/Poverty Students—SEC (25% of all NE public secondary buildings with highest %s of poor/ poverty students)	87.64% of courses were taught by Fully Endorsed/Certified Teachers 1* Out of Level = 648 courses 2* Out of Endorsed Area = 2068 3* Appropriately Endorsed = 19267 12.36% of courses in highest quartile poverty public secondary buildings were taught by 'Out of Field' teachers.	.01%, <.1% (N = 22 courses TC = 21,983 courses) .001% of courses taught by 'unqualified' teachers in highest quartile poverty public secondary buildings.	7.88% of courses (N = 128 TC =1624) 7.88% of courses taught by 'inexperienced' teachers in highest quartile poverty public secondary buildings.	18.0% (N = 918 NT = 5102) 3-yr. average teacher turnover in highest quartile poverty public secondary buildings is 18%.	12.8 years Teachers in highest quartile poverty public secondary buildings had 12.8 years average total experience.	10 years Teachers in highest quartile poverty public secondary buildings had 10 years district tenure.
Lowest Quartile of Poor/Poverty Students—SEC (25% of all NE public secondary buildings with lowest %s of poor/ poverty students)	91.33% of courses were taught by Fully Endorsed/Certified Teachers 1* Out of Level = 691 courses 2* Out of Endorsed Area = 2469 3* Appropriately Endorsed = 33300 8.67% of courses in lowest quartile poverty public secondary buildings were taught by 'Out of Field' teachers.	.02%, < .1% (N = 9 courses; TC = 36,460 courses) .002% of courses taught by 'unqualified' teachers in lowest quartile poverty public secondary buildings.	4.57% of courses (N = 131; TC = 2868) 4.57% of courses taught by 'inexperienced' teachers in lowest quartile poverty public secondary buildings.	13.5% (N = 1201 NT = 8869) 3-yr. average teacher turnover in lowest quartile poverty public secondary buildings is 13.5%.	15.6 years Teachers in lowest quartile poverty public secondary buildings had 15.6 years average total experience.	11.4 years Teachers in lowest quartile poverty public secondary buildings had 11.4 years district tenure.
Difference/ 'Gap'	**3.69% of courses** **Highest quartile poverty public secondary students had 3.69% more courses taught by 'out of field' teachers.**	**-.01% (<.1%)** **fewer courses in highest quartile poverty secondary buildings taught by 'unqualified' teachers.** **(i.e. negative and insignificant 'gap')**	**3.31% more courses** **in highest quartile poverty secondary buildings taught by 'inexperienced' teachers.**	**4.5% higher teacher turnover in highest quartile poverty public secondary buildings.** **(3-yr av)**	**2.8 years** **Teachers in lowest quartile poverty public secondary buildings had an average of 2.8 years more total teaching experience.**	**1.4 years** **Teachers in lowest quartile poverty public secondary buildings had an average of 1.4 years more total district tenure.**

TABLE 6. Statutory Analysis (2013-14 Data) – SECONDARY SCHOOLS / RURAL AND NON-RURAL STUDENTS

School Type	Teacher Data					
SECONDARY/ RURAL and NON-RURAL	**Courses Taught by Fully Endorsed/Certified Teachers and 'Out of Field' Teachers (NE definition of 'Out of Field' includes 1*-Out of Level and 2*-Out of Endorsed Area)**	**Courses Taught by Unqualified Teachers (those teaching on Provisional Commitment Certificates)**	**Courses Taught by Inexperienced (1st Year) Teachers**	**Teacher Turnover (3-Year Average)**	**Teacher Average Total Years Teaching Experience**	**Teacher Average Total Years District Tenure**
Rural Schools—SEC (Any school within a NE public school district designated as 'rural' or 'town' having NCES locality codes in the 30's and 40's.)	88.36% of courses were taught by Fully Endorsed/Certified Teachers 1* Out of Level = 2411 courses 2* Out of Endorsed Area = 6612 3* Appropriately Endorsed = 68492 11.64% of courses in all rural public secondary buildings were taught by 'Out of Field' teachers.	.09%, <.1% (N=76 courses TC=77515) .09% of courses were taught by 'unqualified' teachers in all rural public secondary buildings.	5.61% (N = 317 courses TC = 5647 courses) 5.61% of courses taught in all rural public secondary buildings were taught by 'inexperienced' teachers.	16.1% (N = 2961 NT = 18417) 3-yr. average Teacher Turnover in all rural public secondary buildings is 16.1%.	16.2 years Teachers in all rural public secondary buildings had an average of 16.2 years total experience.	11.5 years Teachers in all rural public secondary buildings had an average of 11.5 years district tenure.
Non-Rural Schools—SEC (All other public schools not within a rural-designated school district.)	91.34% 1* Out of Level = 811 courses 2* * Out of Endorsed Area = 3251 3* Appropriately Endorsed = 42867 8.66% of courses in all Non-Rural public secondary buildings were taught by 'Out of Field' teachers.	.02%, <.1% (N = 13 courses TC = 46,929) .02% of courses were taught by 'unqualified' teachers in all non-rural public secondary buildings.	6.46% (N = 230 courses TC = 3562 courses) 6.46% of courses taught in all non-rural public secondary buildings were taught by 'inexperienced' teachers.	15.0% (N =1654; NT = 10993) 3-yr. average Teacher Turnover in all non-Rural public secondary buildings is 15.0%.	13.2 years Teachers in all non-rural public secondary buildings had an average of 13.2 years total experience.	10.5 years Teachers in all non-rural public secondary buildings had an average of 10.5 years district tenure.
Difference/ 'Gap'	**2.98%** **Rural students had 2.98% more courses taught by 'Out of Field' teachers than did Non-Rural students.**	**.07%, <1.0%** **(i.e. insignificant 'gap'; < 1.0%)**	**-.85%, <1.0%** **Non-rural students had .85% more courses taught by 'inexperienced' teachers than did rural students. (i.e. negative/ insignificant 'gap'; < 1.0%)**	**1.1% higher teacher turnover in all rural public secondary buildings than all non-rural public secondary buildings. (3-yr av)**	**-3.0 years** **Teachers in all rural secondary buildings had an average of 3.0 years more total experience than teachers in non-rural public secondary buildings.**	**-1.0 year(s)** **Teachers in all rural secondary buildings had 1.0 year more district tenure than teachers in all non-rural public secondary buildings.**

TABLE 7. Statutory Analysis (2013-14 Data) – ELEMENTARY AND SECONDARY PRINCIPAL DATA							
School Type	**Principal Data**			**School Type**	**Principal Data**		
ELEMENTARY	**Turnover (3 Year Avg)**	**Total Years of Experience**	**District Tenure**	**SECONDARY**	**Turnover (3 Year Avg)**	**Total Years of Experience**	**District Tenure**
Highest Quartile of Minority Students	19.8% N = 112 NP = 566	21.1	15.4	**Highest Quartile of Minority Students**	20.4% N = 31 NP = 152	22.8	15.3
Lowest Quartile of Minority Students	18.5% N = 80 NP = 432	20.2	9.6	**Lowest Quartile of Minority Students**	15.9% N = 46 NP = 289	20.8	9.3
Difference	**1.3%** **(3 yr av)**	**-0.9 years**	**-5.8 years**	**Difference**	**4.5%** **(3 yr av)**	**- 2 years**	**- 6 years**
Highest Quartile of Poverty Students	20.4% N = 122 NP = 597	20.8	14.1	**Highest Quartile of Poverty Students**	21.3% N = 26 NT = 122	22.1	13.8
Lowest Quartile of Poverty Students	18.0% N = 84 NP = 467	21.3	13	**Lowest Quartile of Poverty Students**	16.7% N =43 NP = 257	21.5	10.4
Difference	**2.4%** **(3 yr av)**	**0.5 years**	**-1.1 years**	**Difference**	**4.6%** **(3 yr av)**	**-0.6 years**	**-3.4 years**
Rural Schools	18.4% N = 252 NP = 1369	21.1	10.5	**Rural Schools**	17.5% N = 136 NT = 178	20.6	9.4
Non-Rural Schools	19.0% N = 118 NP = 621	21.4	17.1	**Non-Rural Schools**	18.2% N = 26 NP = 143	24.4	18.5
Difference	**.6%** **(3 yr av)**	**0.3 years**	**6.6 years**	**Difference**	**.7%** **(3 yr av)**	**3.8 years**	**9.1 years**

TABLE 8. NeSA Student Achievement 2013-14 School Year Data – ELEMENTARY								
School Type	**Reading**		**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
GAP in percentages	**14.3%**	**12.1%**	**16.5%**	**9.3%**	**24.6%**	**14.2%**	**10.4%**	**4.4%**
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
GAP in percentages	**21.9%**	**27.5%**	**23.5%**	**20.8%**	**30.7%**	**22.5%**	**21.8%**	**19.7%**
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
GAP in percentages	**1.1%**	**5.6%**	**-1.2%**	**3.0%**	**-2.4%**	**1.6%**	**3.7%**	**5.9%**

TABLE 9. NeSA Student Achievement 2013-14 School Year Data – SECONDARY

School Type	Reading		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
GAP in percentages	**22.4%**	**13.3%**	**32.3%**	**16.4%**	**29.1%**	**9.1%**	**20.5%**	**7.9%**
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
GAP in percentages	**30.1%**	**22.7%**	**39.9%**	**13.9%**	**39.7%**	**13.7%**	**32.0%**	**21.3%**
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
GAP in percentages	**-5.0%**	**-0.4%**	**-12.3%**	**-3.8%**	**-10.3%**	**-0.9%**	**-4.5%**	**1.1%**

TABLE 10. 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%
GAP in percentages	**15.7%**	**14.1%**
Highest Quartile of Poverty Students	76.5%	67.5%
Lowest Quartile of Poverty Students	95.2%	83.7%
GAP in percentages	**18.7%**	**16.2%**
Rural Schools	91.9%	77.8%
Non-Rural Schools	86.7%	76.7%
GAP in percentages	**-5.2%**	**-1.1%**

Table Notes

Tables 1 - 7

Classes taught by endorsed teachers: 1* = out-of-level; 2* = out of endorsed area; 3* = appropriately endorsed

N = Number; TC=Total Courses; NT = Total Number of Teachers

Tables 8 and 9

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

Table 10

*Only 6 months of data available for College Going Rate for 2013-14. Data in Table 9 is from 2012-13.

Data Analyzed in Tables 1 – 10 – See Appendix C

Data Analysis

The 2013-2014 school year data was determined to be the 'baseline data' year, as it was the first year that a full set of meaningful data was available for analysis. Data will continue to be collected and analyzed in subsequent years. All 'gaps' were reviewed by various stakeholder groups, and NDE internal teams. Identified gaps are not pervasive because of the following (and other) factors that impacted the analysis of these educator data to determine the equity 'gaps' or differences:

- There are a large number of small schools in the state where a few, even 1 or 2, individual teachers can significantly influence percentages and impact because the number of teachers in the district is so small. (Example: When there are only 12 total teachers at the secondary level, even one 'out of field' teacher for one or two courses has a huge impact. It may be a necessity however, to have a teacher with a 7-12 Science field endorsement also teach middle school science to grade 5 students. Most likely, there would not be enough courses to offer another teacher a full-time position, and there probably would not be another Science teacher in the very small district. Chances of even having another elementary teacher in the district available to teach the grade 5 science course is also unlikely in very many of the small, rural and sometimes also remote districts.)
- 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/districts of the state and very rarely (if ever) in small rural schools.
- 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.

Unqualified Teachers – Nebraska has a process, called 'provisional commitment certificate' for an individual having a baccalaureate degree and who is working on a plan to complete a teacher or administrative preparation program. The number of provisional commitments is so very small at both the elementary and secondary levels, that it was determined to have no impact. In 2013-2014, there were 11 total teachers (out of over 23,000 teachers) teaching on a provisional commitment certificate in the state at the K-12 level, so this definitely emphasizes the fact that the provisional commitment certificate is used only in the most extreme 'emergency' situations.

Appropriately Endorsed Teachers and 'Out of Field' Teachers – Teacher data were analyzed by the number of courses taught by appropriately endorsed teachers in the poverty, minority and rural school quartiles. Further data were provided for the number of courses taught by teachers assigned 'out of field', [which in Nebraska is defined as either out-of-grade level (1*) or 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 1-6. Secondary level highest poverty schools have the largest difference or 'gap' (3.69 percentage points) in comparing percentages, but the number of courses being taught by 'out of field' (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 field' (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 under Nebraska Rule 10.

Nebraska's Accreditation Rule 10 establishes the requirements for the assignment of appropriately endorsed teachers, and NDE collects and reviews each district's data on an annual basis. In addition, NDE Accreditation and School Improvement staff is in constant contact with all districts across the state, sometimes on a daily basis. All districts also have an on-site visit by NDE Accreditation and School Improvement staff at least once every seven years (or more frequently if circumstances dictate that.) Among Rule 10 requirements for districts to be accredited by the State of Nebraska, 95% of all teachers at the elementary level must be appropriately endorsed for the courses they are teaching. At the middle school level, 90% of all teachers must hold the appropriate endorsement. At the secondary level, at least 80% of the instructional units must be assigned to teachers with appropriate endorsements. The data analysis conducted for this equity plan (Tables 1-10) show that at the elementary level, all comparison school buildings were at or above 95% and, at the secondary level, all school buildings included in the comparison were at 87% or higher with appropriately endorsed and assigned teachers. Nebraska has a strong commitment in making sure all students have fully qualified and appropriately endorsed teachers for all students, especially minority and poor students. Note that fewer than 5% of elementary courses in the highest and lowest poverty and minority buildings are taught by teachers teaching 'out of field' courses; and fewer than 12% of courses taught in the highest and lowest poverty and minority buildings are taught by teachers teaching 'out of field' courses. This is well within Nebraska Rule 10 requirements.

Inexperienced Teachers – The educator experience data analyzed included percent of 1st year teachers, a three year average of teacher turnover, an average of total years of teaching experience, and an average of total district tenure for teachers and principals. Inexperienced (1st 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), and the same was true for the high-poverty schools (404) compared to the low-poverty schools (104). The rural/non-rural schools comparison showed no notable differences. It should be noted that 'new-to-the-profession', inexperienced teachers make up from 2-5% of the total teacher population in Nebraska in any given year.

The three-year average of teacher and principal turnover rates had the largest differences of any indicator that was analyzed. Teacher turnover for the poverty comparison was a difference of 4.0 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 a number of small districts, the superintendent also serves as a building principal.)

Input from the stakeholder groups on underlying issues/root causes 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. Teacher and principal turnover most likely is due to the fact that larger numbers of teachers and principals are reaching retirement age, as there has been an increase in the number of teacher and principal retirements in the state. 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 – 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. Interestingly, the high minority and high poverty schools at both elementary and secondary levels had higher average years of tenure then 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 is 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 NeSA 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 8 and 9 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 level 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. In addition, the 2013-2014 school year was only the second time NeSA Science tests were given to students, as compared to NeSA Reading and Writing tests that had been given for several years. Steady improvement is being shown each year in the percent of students at the 'proficient' level in all NeSA-tested areas—reading, mathematics, science, and writing, but there is still work to be done, as every teacher and principal in Nebraska realizes. Additional data collections will be helpful in determining more underlying issues regarding student achievement, and strategies to address these 'gaps'. Stakeholder groups did identify that the increase of early childhood education programs in the great majority of districts should assist in reducing academic achievement gaps if poverty issues are addressed. However, since many of those early childhood programs have only just been implemented within the last three to five years, it will be some time before there is sufficient longitudinal data to analyze in this area.

Table 10 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. The collection of additional data will also be beneficial in these areas.

Data Analysis Conclusions

Although the data analysis did not show very large differences in the statutory metrics of 'unqualified', 'out of field', and 'inexperienced' teachers for poor and minority students, there are gaps in the comparisons of the highest minority, highest poverty and rural schools. However, no gaps were greater than 3.69%, and more data is be needed to determine if a true 'gap' actually exists, due to such small numbers. Trend data and additional school data might also give a better idea of the true picture of equal access to effective educators for minority and poor students. While we have no data on the effectiveness of individual educators, we do have evidence of inequities in the gaps in the student outcomes, as evidenced by the number of students that are 'below proficient' in NeSA achievement tests for Reading, Writing, Mathematics, and Science.

It is the belief of all stakeholders, based on Stakeholder Group meetings input, and discussions with various citizens in Nebraska, that all Nebraska students, including minority and poor students, must have access to the highest quality educators possible and that we must continue to ensure all teachers and all principals are effective educators. We further believe that improving both access to effective educators and the effectiveness of all educators, with an emphasis on achieving equity among schools with higher populations of minority and poor students, will help reduce the student outcome gaps identified in this analysis. The launch of the new AQuESTT accountability system provides evidence as to the priorities for all Nebraska students (including minority and poor students) – equity of access, equity of resources, and equity of opportunity for all Nebraska students, and the commitment to continuous improvement. (http://aquestt.com/) AQuESTT gathers information to inform systems of support through an Evidence-based Analysis (EBA), and inclusion of Rule 10 Assurances which supports accreditation requirements for Nebraska schools and districts. The new EBA was just released on August 18, 2015. (http://aquestt.com/resources/) As Commissioner Blomstedt states daily: "Every student, every day," which permeates the administration's belief in the core of the day-to-day work in Nebraska schools, Educational Service Units, and the Nebraska Department of Education.

Section 4. Strategies, Performance Goals and Objectives

Underlying Issues / 'Root Cause Analysis'

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 data analysis and belief statements, the following questions were brought to the external and internal stakeholder groups for focused discussion on the underlying issues (or root causes) and what could be done, in terms of strategies, to address them. **The stakeholder groups specifically were asked:**

- How do we, as a state, ensure equity in access to effective educators, particularly for minority students and poor students?
- How do we develop and support new, inexperienced teachers and strengthen the effectiveness of existing educators?

- What strategies will improve educator effectiveness and reduce 'gaps' in student achievement outcomes?

Stakeholder discussion responses were analyzed and organized into the following –

Ensuring Access to Quality Educators for All Students—Underlying Issues
(i.e. 'root causes' or challenges in ensuring all students have equal access to effective educators, especially minority and poor students)

I. **Teacher Availability / Student Access to Effective Educators**
   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 HIGH MINORITY SCHOOLS (both Elementary and Secondary)
      i. High poverty (and in some cases, high minority) student populations are frequently in rural schools that can make issues listed in (a) above even more difficult to overcome
      ii. Larger cities and communities are refugee resettlement centers and have large numbers of English Language Learners (ELL); high minority (and in some cases, also high poverty)
         1. Not enough ELL endorsed teachers in Nebraska
      iii. High poverty school buildings may be the same as those included in high minority school buildings; therefore additional support and resources for high poverty and poor students are needed, but not available
   c. NEBRASKA TEACHER POPULATION IS AGING
      i. Average age of a teacher in NE = 41 years
      ii. Average years of experience = 15 years;
      iii. 70% of first-year Nebraska teachers remain in Nebraska classrooms six years later (unlike national trends where teachers stay only one to two years)
      iv. First-year-teachers comprise only 5-10% of total Nebraska teacher population in any given year
   d. OVERALL
      i. Fewer people entering the field of teaching in Nebraska
         1. Teacher preparation enrollment at the 16 Nebraska institutions from 2008-2009 through 2013-2014 has seen a 44% decline with 2,774 fewer enrolled candidates.
         2. Smaller pool of applicants because of this

3. Lack of diversity in teacher preparation programs applicants (even though much attention is given to recruitment of and support for diverse populations at several levels; i.e. Educators Rising student career organization, teacher preparation institutions recruitment/priority efforts, various loan forgiveness programs, state conferences, social media, etc.)
4. High poverty and high minority students do not have sufficient number of diverse teachers as role models in classrooms

i. Lack predictive data on teacher supply and demand
   1. Annual survey of vacancies and endorsement areas is voluntary and does not include all districts

ii. Hiring policies and practices are totally under local control
   1. Lack data to determine issues

iii. 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 students and professional learning for educators

Developing New and Strengthening the Effectiveness of Existing Teachers and Principals—Underlying Issues (i.e. 'root causes' or challenges in ensuring all students have equal access to effective educators, especially minority and poor students)

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, or have not developed effective P-12 school partnerships

ii. More follow-through needed between teacher preparation programs and recent graduates
   1. Lack data on graduate follow-up
      a. First statewide 1st-Year Teacher Survey occurred spring, 2015; very preliminary data; response rate 60%; will be done annually

II. 1st Year Teachers

i. Mentoring programs lack state funds, a mandate, or guidelines
   1. Inconsistency among districts that choose to provide mentoring
      a. Some programs have district financial support for mentors but not all

b. Some programs have mentoring only in year one while others provide up to three years
c. Lack data on what exists in every district (REL study based on a sampling in NE and other states)

2. The state provided funds at one time but presently does not
    a. Funding again proposed in the Legislature (not a priority bill; therefore funding is unlikely)
    b. State provides no direction or guidance for districts regarding mentoring

III. Professional Learning (preferred term for professional development)

i. Districts are required to have professional learning plans, though not submitted to NDE for review or approval; may be reviewed during Rule 10 accreditation visits
    1. Lack data for analysis

ii. Intermediate Service Agencies (ESU) provide a significant portion of statewide professional learning
    1. All districts must be in an ESU, but not all districts use all services provided by the ESUs
    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 require~~s~~ individual professional development plans based on identified goals and needs
    2. Some other districts use individualized development plans

iv. Lack of resources (time or money) often the issue
    1. Professional learning options vary within districts and some, like professional learning communities (PLC), do work, but district-wide involvement, support and leadership are needed

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 OR successful teaching experience required for re-certification

vi. Accreditation requirements for endorsed teachers are broad and perhaps need to 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 must be 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 available for professional development for class-size reduction, which is allowable. 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 Frameworks Pilot Project
   1. More than an instrument
      a. Based on the *Nebraska Teacher and Principal Performance Frameworks* that established a set of effective practices for all teachers and principals. Model teacher and principal evaluation instruments were developed directly off of the Frameworks.
         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 all districts in the 2015-16 school year
   3. At this time, there is no specific 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.

Stakeholder Input Summary – Connection between 'root cause analysis' and identified equity gaps for minority and poor students

Stakeholder group members all mentioned poverty as being a major factor in student learning and achievement many more times than any other factor. In many districts outside of the urban areas in the state, the decline or lack of sufficient school and community resources available to assist students and families in poverty is problematic, especially as the numbers of families living in poverty increases. With the anticipated teacher shortage, it will likely be increasingly difficult to provide appropriately endorsed teachers in all classroom situations, especially in more remote and rural areas in the state. Many districts are reporting they are beginning to see the teacher applicant 'pool' declining, and are having increased difficulty in meeting Rule 10 accreditation requirements.

Nebraska has consistently required that teachers must complete an approved teacher preparation program to even qualify for a Nebraska Teaching Certificate, and an institution of higher learning must be state-approved in order to offer teacher preparation programs. (See http://www.education.ne.gov/EducatorPrep/IHE/ProgramApproval/BoardApproval-20004/BoardApprovalReport.pdf.) Nebraska only recognizes the alternate preparation program, 'Transition to Teaching' (at the University of Nebraska-Kearney) where candidates with a baccalaureate degree can be employed as a teacher while completing professional education requirements for content area 7-12 endorsements on a transitional certificate, which is valid for a period of three years. This program has placed over 100 fully-certified teachers in many rural and non-rural districts over the past ten years, as candidates have become fully certified.

Having effective fully certified and appropriately endorsed teachers for all Nebraska students, especially high minority and high poverty students, will always and has always been Nebraska's standard. However, Nebraska is beginning to see declining applicant pools with the increasing number of teacher and principal retirements and declining number of teacher and principal candidates in the state. It will be increasingly difficult to ensure that all students have equal access to effective educators, even though the identified 'gaps' for high minority and high poverty students are currently very small. The Nebraska Department of Education and all approved teacher preparation institutions in the state will (and must) continue to work collaboratively and cooperatively to ensure all students have equal access to effective educators. This Equity Plan provides a framework with several strategies and opportunities for this collaborative and cooperative work to continue.

Performance Goals, Strategies and Objectives

The performance goals, strategies, and objectives were developed from the analysis of data, the identification of underlying issues (i.e. 'root causes' or 'challenges faced') for differences in equity 'gaps' and student outcomes 'gaps', 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' in the statutory metrics of 'inexperienced', 'unqualified', and 'out of field' teachers, but there are significant 'gaps' in student achievement on statewide NeSA assessments, which are considered as evidence of effective educators. The 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 "teacher 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 'inexperienced', 'unqualified', and 'out of field' teachers, as well as improve student outcomes on statewide assessments.

The performance goals that will be measured, at both the elementary and secondary levels,

- using the comparisons of school buildings with the highest quartile of minority student populations compared to the lowest quartile buildings of minority student populations; and
- using the comparisons of school buildings with the highest quartiles of poor (poverty) student populations compared to the lowest quartile buildings of poor (poverty) student populations; and that will have public reporting of progress annually **are:**
  1) experience – reduce the gaps in the distribution of 'inexperienced' first-year teachers in highest quartile minority and highest quartile poverty schools, and
  2) appropriate endorsements - reduce the gaps in the number of courses being taught by 'Out of Field' teachers (i.e. 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 inexperienced, unqualified and 'out of field' teachers 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 system 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. **2013-2014 data included in this plan is the baseline data, as this was the first year that a full set of meaningful data was available. Data, including additional data that will become available, will continue to be analyzed in subsequent years.**

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, especially minority and poor students. The key strategies identified for this ESEA Educator Equity Plan are integrated into AQuESTT and help provide a comprehensive statewide approach. The key strategies this plan is based on 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, with attention given to 'inexperienced', 'unqualified', and 'out-of-field' teachers.***

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 Frameworks;
(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 of focus 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 Teaching and Learning tenet on Assessment includes a new accountability classification system which will be implemented in the 2015-16 school year. (http://aquestt.com/) 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 Reading, 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 continue, as Nebraska does not yet 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 the new accountability system, AQuESTT is still being developed, 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, as will the intervention teams for the three Priority Schools identified under AQuESTT .

1.2 Strengthen local emphasis on equitable access to effective educators, especially for minority and poor students – 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 NDE website on the ESEA homepage, presented at the AQuESTT emPOWERED by DATA Conferences (held annually in April), the annual 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. 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". **The NCLB Consolidated Monitoring process has been revised, beginning with the 2015-2016 school year, to include a review of this assurance and the components and performance goals of this Educator Equity Plan at each on-site district visit.**
>
> For the 2015-16 school year, the Federal Programs Administrator and NCLB program directors have reviewed the current consolidated application and added the following language:

"The ESEA/NCLP 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"."

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 inexperienced first-year teachers, as they work with students, including minority and poor students. 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 learning 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 poor 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 inexperienced, unqualified and 'out of field' teachers, as well as student outcomes.

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 seven 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 school year, the five workshops will include an Educator Effectiveness strand focusing on the Teacher & Principal Performance Frameworks and using data through Data Literacy (below). These workshops are attended by teams from districts, ESU staff that 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 into the Data Literacy training.

Data, Research and Evaluation Team – NDE's Research team, in collaboration with ESU staff development personnel, 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 stakeholder focus discussion group on underlying issues/root cause analysis also identified areas of concern primarily around the current exclusion of early childhood educators in training opportunities and performance evaluation work. It is the intention that by integrating these areas under AQuESTT, several of these issues will be addressed.

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 this 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.

Summary:

Strategy 1, Elevate the Awareness of Equity Issues is connected to the identified equity gaps for poor and minority students as this Equity Plan is integrated into AQuESTT, beginning with the 2015-2016 school year. As NDE continues to develop the new AQuESTT accountability system, the ESEA equity issues will be integrated into the presentations, guidance, training and, hopefully, the accountability measures for AQuESTT. In addition, increasing the awareness of equity issues will assist districts in determining appropriate teaching assignments, so minority and poor students have equal access to effective educators.

Strategy 2. Support Equitable Access to Appropriately Endorsed Educators

Objective: ***Increase access to appropriately endorsed educators (i.e. reduce number of courses taught by 'out of field' teachers.)***

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 or root causes 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 inexperienced, unqualified, and 'out of field' teachers 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 distance learning system and acquiring the necessary equipment for each district. The State Legislature has continued to support distance learning courses through additional 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 (25%) 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 schools offered fewer than the lowest minority and lowest poverty schools. The lowest poverty schools had three times as many total courses offered than did 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 not only will it provide access to appropriately endorsed teachers, it also provides more 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.

Summary:

Strategy 2, Support Equitable Access to Appropriately Endorsed Educators addresses equity in access to appropriately qualified teachers for minority and poor students and students in rural schools through the use of technology, which can provide increased learning opportunities for students by qualified and appropriately endorsed teachers.

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 has developed the *Teacher & Principal Performance Framework* of effective practices and example indicators for teachers and principals, which 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, which was developed with a high-involvement of stakeholder input, 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, the *Teacher and Principal Framework* 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 poor students, 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 will 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 poor students, 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 will 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 determine 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, and particularly of minority students and poor students. As an option, Priority Schools may consider adopting AdvancED as their continuous improvement process.

Summary:

Strategy 3, Strengthen the Effectiveness of Existing Educators address equity in access to effective teachers for poor and minority students and students in rural schools. The Teacher & Principal Performance Frameworks will provide the same basic guidance for developing teacher and principal evaluation instruments used by each local district. Continuous improvement requirements in all schools will aid in strengthening all schools in the state, which in turn will benefit minority and poor students. In addition, 'Priority Schools' (those with the greatest need) will be required to address professional learning for teachers in their Progress Plans.

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, including minority and poor 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 school 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 Frameworks to ensure consistency in training and practice. Field testing of the evaluation instrument will begin in the 2015-2016 academic year, with statewide implementation planned for the 2016-2017 academic year.
- First Year Teacher Employer Follow-up Survey – implemented in 2015, and administered by NDE to all Nebraska systems employing Nebraska-prepared 1st year teachers. Data will be returned to institutions for program improvement considerations. Also based on national (InTASC) 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 requirement 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 Nebraska teaching or administrative certificate, including those seeking endorsements in mathematics, science and English Language Arts, will be required to pass a Praxis II 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 populations – 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 is Hispanic. Native American students are 1% of the student population, 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. This 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, even though state funding was not continued. 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.

Summary:

Strategy 4, Develop Effective Educators was chosen to address 'gaps' in access to effective teachers by poor and minority students. Increased educator preparation accountability and state support for mentoring programs will definitely raise already high standards held in the state for effective educators. With the aging teacher and principal population in Nebraska, increased recruitment and mentoring will be necessary to assure there are qualified and effective teachers and administrators in our schools,

especially the first year new-to-the-profession teachers and principals as they transition to their new professional roles.

Section 5. Implementation Plan

Note: When AQuESTT is fully developed and implemented, the Nebraska Department of Education will monitor LEA-driven strategies through Evidence-Based Analysis (EBA) of AQuESTT. All schools will be held accountable for equity issues, including equal access to qualified and effective teachers by minority and poor students. Equity of access, equity of resources, and equity of opportunity for all Nebraska students, including minority and poor students, and the commitment to continuous improvement are among the 'guiding principles' of the AQuESTT system, and key to the purpose of development and implementation of the system.

Educator Equity Work Plan Summary				
Strategy 1. Elevate the awareness of equity issues				
Objective: ***Integrate state and federal programs' efforts supporting effective educators, with attention given to 'inexperienced', 'unqualified', and 'out-of-field' teachers***				
Sub-Strategies	**Activity/Task**	**Who**	**When**	**Progress Measure**
1.1 Integrate the Educator Equity Plan and AQuESTT	• 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 • 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	NDE	August 2015 and onward	Equity issues will be specifically addressed in further development of AQuESTT
	• NDE has hired a senior administrator to lead the Teacher & Principal Performance Framework and coordinate activities and efforts under the Educator Effectiveness tenet	NDE	August 2015	Position is filled with qualified individual
1.2 Strengthen local emphasis on equitable access	• Awareness campaign for equity plan and goals including website, conferences, training	Federal Programs Administrator	Beginning when this plan is approved	Equity plan posted on website and used; equity issues emphasized in conferences and trainings
	• Federal Programs Team - review and	Federal	Revise	Revised application and guidance by

	revise the ESEA/NCLB Consolidated application to add using federal funds to support professional learning to increase educator effectiveness	Programs Administrator	during the 2015-16 school year	Spring 2016
	• Federal Programs Team - ESEA/NCLB Consolidated Monitoring checklist revised to include on-site review of Section 1112(c)(1)(L)	Federal Programs Administrator	Revise for the 2015-16 school year	Revised monitoring in 2015-16 school year
	• Accreditation and School Improvement Team – Incorporate equity plan and issues in the annual CIP workshops	Accreditation and School Improvement Team Administrator	Sept. – Oct. 2015	Increased awareness of equity issues
	• 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	Data, Research and Evaluation team Administrator	2015-16	Data Literacy training will include educator equity
1.3 Designate an Educator Equity Stakeholder Advisory Committee	• Use ESEA/NCLB Committee of Practitioners • Add representatives of higher education teacher preparation programs and staff from Adult Services Team	Federal Programs Administrator	August 2015—Add members; ongoing meetings	Progress reports provided at every COP meeting
1.4 Continue the NDE Educator Equity work group	• Continue to lead implementation and coordinate supporting activities	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 (i.e. reduce number of courses taught by 'out of field' teachers)***

Sub-Strategies	Activity/Task	Who	When	Progress Measure
2.1 Include requirements for addressing equitable access in the mandatory improvement plans of the AQuESTT Priority Schools	• Incorporate equitable access in the process and format for the Priority Schools Progress Plans • Provide the Intervention Team with equity data to assist with diagnosing issues and areas of need	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, 2016
2.4 Increase the number of classes with appropriately endorsed teachers through the use of	• Emphasize use of synchronous distance learning in further development of AQuESTT	NDE Technology Team	Beginning with 2014-15 baseline	Number of synchronous distance learning courses in high poverty and high minority schools will increase so

technology (such as distance education)	• Support the NDE/ESU partnership in developing and training for BlendEd		data	there are fewer 'out of field' teachers

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
3.1 Expand the use of the Teacher & Principal Performance Frameworks model evaluation system to all districts	The newly hired administrator will lead the expansion of the Frameworks and model evaluation system to all interested districts through • Dissemination of materials already in use in the pilot districts • Providing and coordinating training and support in collaboration with the ESU staff developers	New Educator Effectiveness Senior Administrator	2015-2016 school year and ongoing	Number of districts adopting the evaluation model of the Teacher & Principal Performance Frameworks increases
3.2 Encourage the use of AdvancED for continuous improvement requirements in all schools	• Provide awareness sessions on Alignment of the AdvancED Standards for Effective Schools & the AQuESTT tenets which will be shared at the AQuESTT conference at Administrator Days, CIP Workshops, etc.. • 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 • 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 • Training of ESU professional developers who do follow-up training and support within their ESU regions.	NDE – Accreditation Team	Present and throughout the 2015-16 school year	Number of districts and schools using AdvancED increases annually
3.2 Require priority schools address professional learning in their Progress Plans	• Incorporate professional learning in the process and format for the Priority Schools Progress Plans	Accountability Coordinator	Progress Plan guidance available by Fall, 2015	Progress Plans are developed in the 2015-16 school year with State Board approval in Fall of 2016

Strategy 4. Develop Effective Educators

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

Sub-strategies	Activity/Task	Who	When	Progress Measure
4.1 Loan forgiveness programs	• Continue to support loan forgiveness programs • Extend loan forgiveness programs to include an option for adding endorsements	Adult Services Team	Ongoing	Data will be available for further analysis
4.2 Educator Preparation Accountability	• Statewide Clinical Experience Evaluation	Higher Education Teacher Preparation Programs	Pilot in 2015-16; implement in 2016-17	Data will be available for further analysis
	• First Year Teacher Employer Follow-up Survey	Adult Services Team	Annually	Data will be available for further analysis
	• State Educator Preparation Report Card will be developed collaboratively with higher education, NDE and P-20	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
	• Content Testing for first time endorsements	Higher Education Teacher Preparation Programs	September 1, 2015	Data will be available for further analysis
4.3 Work with higher education to support programs that encourage individuals to become teachers, especially minority	• Annual and ongoing collaborative efforts between NDE and institutions of higher education	Adult Services Team	Annual events	Increase number and diversity of new teachers
4.4 State level support for mentoring programs	The State budget will be approved by June 2015, state support for mentoring programs will be added if funding is included			Contingent upon funding

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 of minority student populations (as determined by highest minority and lowest minority quartiles) and**
- **between schools with the highest percentages of student populations of poor children (those from families who live in poverty, based on eligibility for free and reduced school lunches) compared to schools with the lowest percentages of poor children (i.e. those from families who live in poverty; as determined by highest poverty and lowest poverty quartiles) at both the elementary and secondary levels, for:**

  1) **Inexperienced teachers – reduce the gaps in the distribution of first-year teachers in high poverty and high minority schools, and**
  2) **'Out of field' teachers - reduce the gaps in the number of courses being taught by 'out of field' teachers in high poverty and high minority schools.**

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 each year. This arrangement integrates equity into the ESEA programs and provides the required periodic review of the plan.

Concluding Remarks

Finally, when this Educator Equity Plan is fully integrated into AQuESTT, it is anticipated there will be no 'gaps' in access to effective educators by minority and poor students in Nebraska. Both the Educator Equity Plan and AQuESTT have been constituency-driven and developed in collaboration with the Nebraska State Board of Education, the Commissioner of Education, statewide Stakeholder input groups, teachers, school administrators, Educational Service Units, parents, and community members. As AQuESTT has evolved in the last two to three months (June-August, 2015), consistent with federal requirements and philosophically with Evidence-Based Analysis, a 'road map' for all schools and districts in the state has been developed:
http://aquestt.com/wp-content/uploads/2015/08/AQuESTTRoadmap.pdf.

(See also: http://aquestt.com/resources/).

Appendix A

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. 27th 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
1st 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. 14th 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. 13th Street, Lincoln (second Friday)

Committee of Practitioners Agenda

Tuesday, March 24, 2015

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

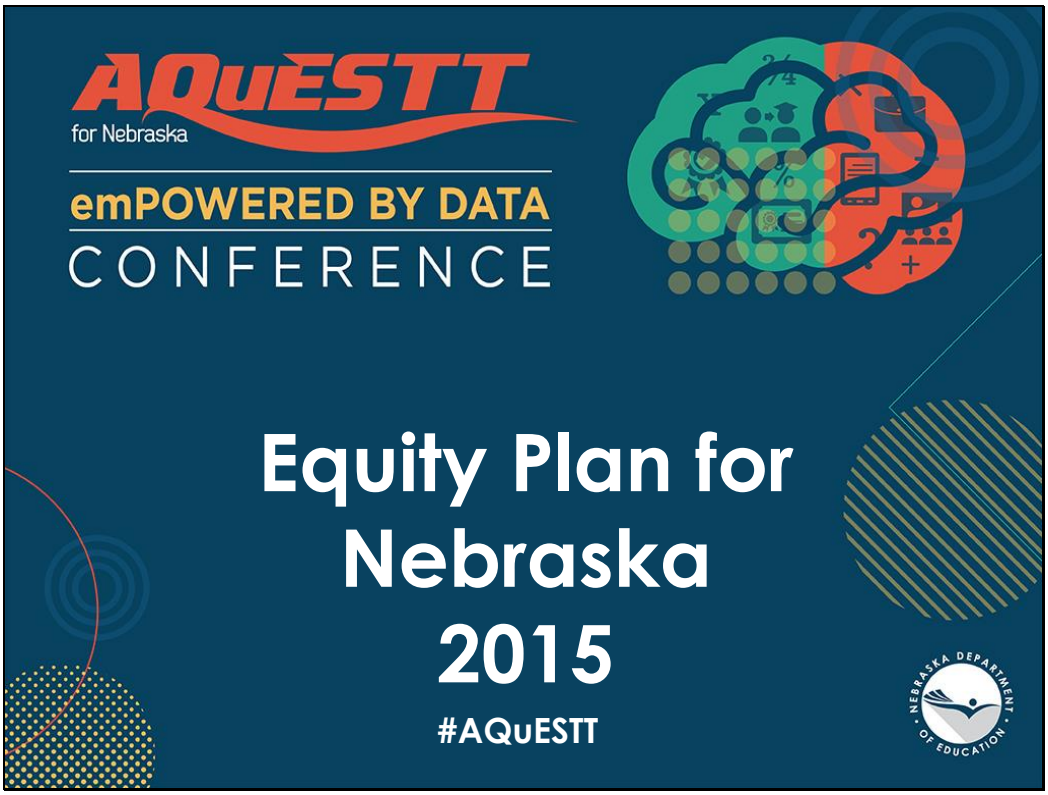
- ☐ Welcome/Introductions
- ☐ Nebraska Open Meetings Act Reminder
- ☐ Public Comment
- ☐ Approval of Minutes from October 10, 2015 meeting [Handout]
- ☐ AQuESTT – Accountability for a Quality Education System, Today and Tomorrow (Sue Anderson)
    - AQuESTT empowered BY DATA Conference: April 27-28
- ☐ 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: 21st Century Community Learning Centers (21st 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


AQuESTT
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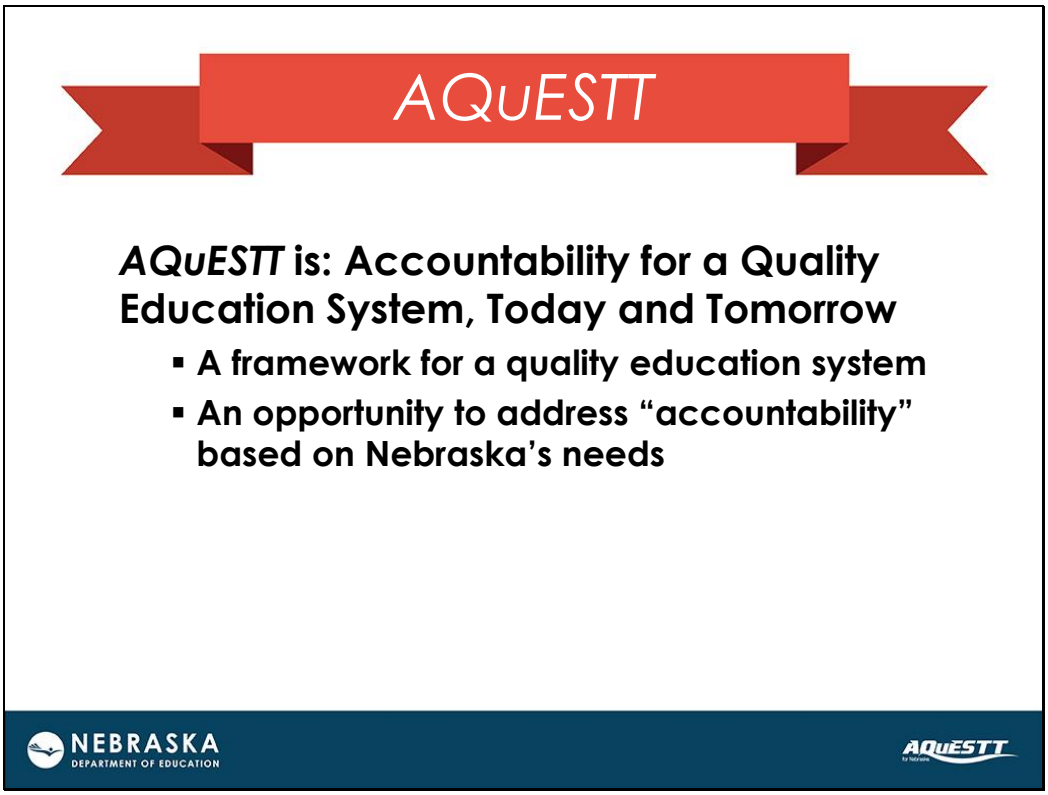
Equity Plan for Nebraska 2015
#AQuESTT
NEBRASKA DEPARTMENT OF EDUCATION


AQuESTT
AQuESTT is: Accountability for a Quality Education System, Today and Tomorrow
A framework for a quality education system
An opportunity to address "accountability" based on Nebraska's needs
NEBRASKA
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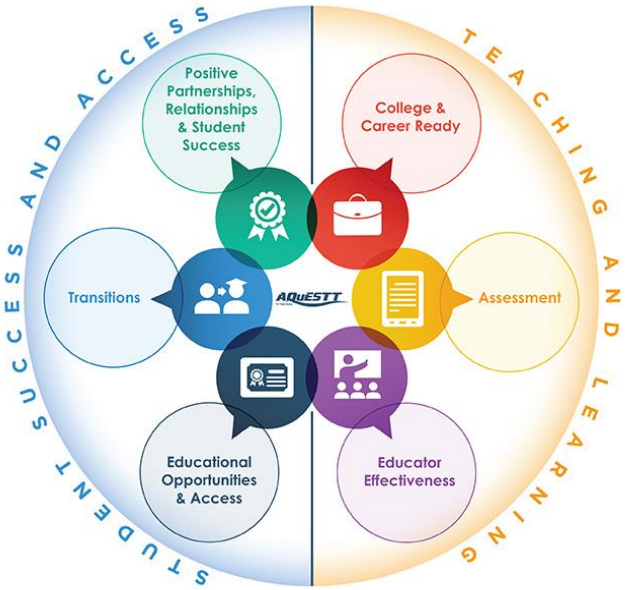
AQuESTT

The Six Tenets of AQuESTT

The framework is designed around the following six tenets:



AQuESTT | Teaching and Learning

Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders that establish a culture of success.

Areas of Focus

- **Nebraska Teacher & Principal Performance Framework**
- **Professional Development**
- **Building Leadership Supports**
- **Effective Local Policy Makers & Superintendents**

Educator Equity Plan - 2015

- Title II, Part A of the Elementary and Secondary Education Act (ESEA) has required each state to develop a 'State Plan to Ensure Equitable Access to Excellent Educators'.
  - Nebraska's plan last revised in 2011
- The U. S. Department of Education has new Equity Plan requirements.
- New plans must be submitted by June 1, 2015.
  - New plans will require annual updates and progress reports from the states every two years.

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Equity Plan Requirements

- Identify educator (teachers and leaders) inequities or 'gaps'
  - At a minimum, use experience, qualifications and out-of-field assignments
  - Address poverty and minority student populations
- Identify underlying/'root' causes for any inequities
- Propose state strategies to address the causes
- Establish performance goals and objectives for state strategies
- Evaluate progress using ongoing measures
- Publicly report progress

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Guiding Principles

- Nebraska will use AQuESTT *(Accountability for a Quality Education System Today and Tomorrow)* as the overall vehicle for meeting new Equity Plan requirements.
  - *Means it is not a 'new' initiative, but builds on existing efforts and activities*
- Use existing data to identify equity issues to address in the plan.
  - *No new data collection*
- Use existing groups and efforts for stakeholder engagement and input; use technology to expand participation and involvement.

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'Effective' Educators

- Unlike many other states, Nebraska does not have a mandated state teacher and principal evaluation system.
  - No state definition of 'effectiveness', nor any uniform data.
- No Child Left Behind (NCLB) required teachers to be 'highly qualified'—used in previous plan.
  - 98.24% of NE teachers met the NCLB Highly Qualified Teacher requirements in 2013-14.

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Equity Issues in Nebraska

- Available data for required analysis:
  - Teacher and Principal Experience and Tenure
    - 1st year teachers
  - Teacher Qualifications
  - Teacher Education
  - Classes taught by teachers with appropriate endorsements vs. out-of-field assignments
- Analysis
  - Student level data on indicators of poverty and minority status
  - Geographic distribution – Rural vs. Non-rural

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Identifying the Equity Issues

- Review Data Tables for Statutory Criteria and for Outcomes –

  Achievement

  Graduation Rates

  College Going Rates
- What is positive? Where are the 'gaps'?

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Underlying Causes of Equity Issues

- Are there 'gaps' in student access to 'effective educators', especially for high poverty and high minority student populations?
- If so, what are underlying issues?
- For each issue, identify possible strategies to address any 'gaps'.

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State Strategies

- What can be done to strengthen and maintain effective educators?
- Connect to AQuESTT Areas of Focus and other initiatives
  - A comprehensive approach to improving student outcomes across the state by:
    - expanding access to effective teaching and leading for all students
    - strengthening and maintaining teacher and principal effectiveness

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Implementing Key Strategies

- Support Equitable Access to Effective Educators, especially for minority and poor students
  - Increase number of appropriately endorsed teachers/decrease the number of 'out of field' teachers
  - How can this best be done?
- Strengthen the Effectiveness of Existing Educators
  - Incorporate Professional Learning for all teachers and principals / Frameworks
  - How can this best be done?

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Implementing Key Strategies (cont.)

- Develop Effective Educators
  - Mentor support for inexperienced (1st year) teachers
  - Support and encourage high minority and/or high poverty students to become teachers
  - How can this best be done?
- Provide State Level Leadership on Educator Effectiveness
  - How can this best be done?

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Measuring Progress on Implementation

- How will the state monitor implementation and outcomes?
- How will the state evaluate progress?
- How will the state report progress?

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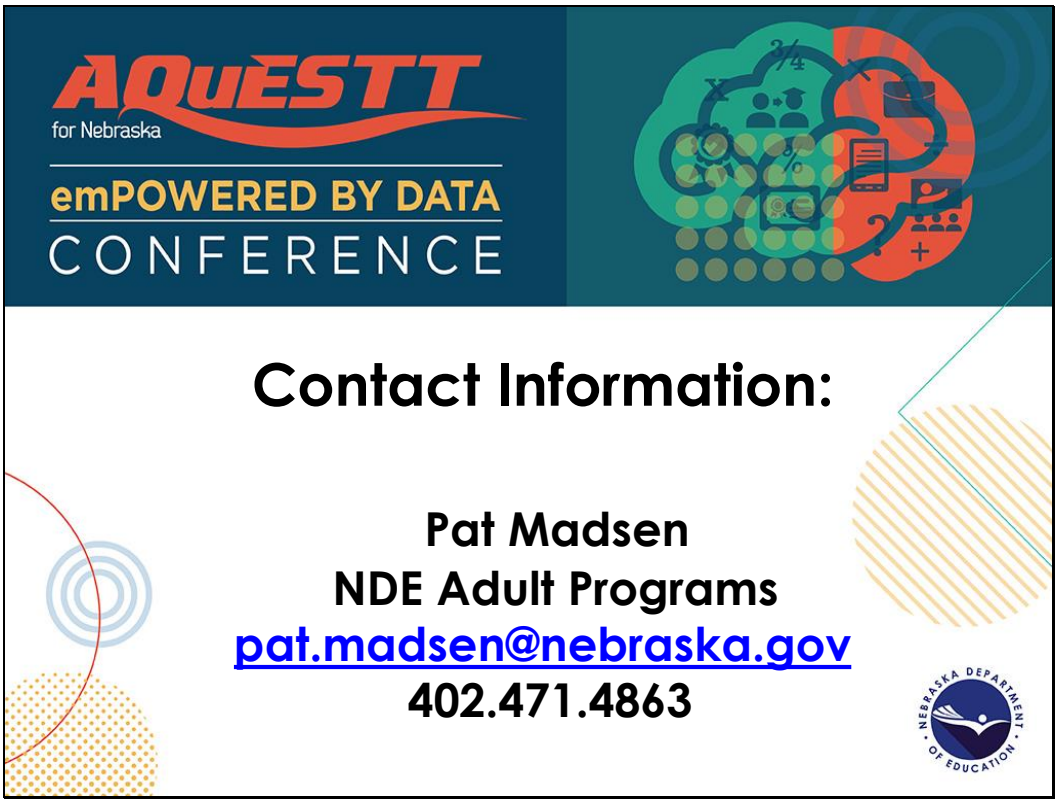
Questions & Discussion

How can Nebraska best ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers?"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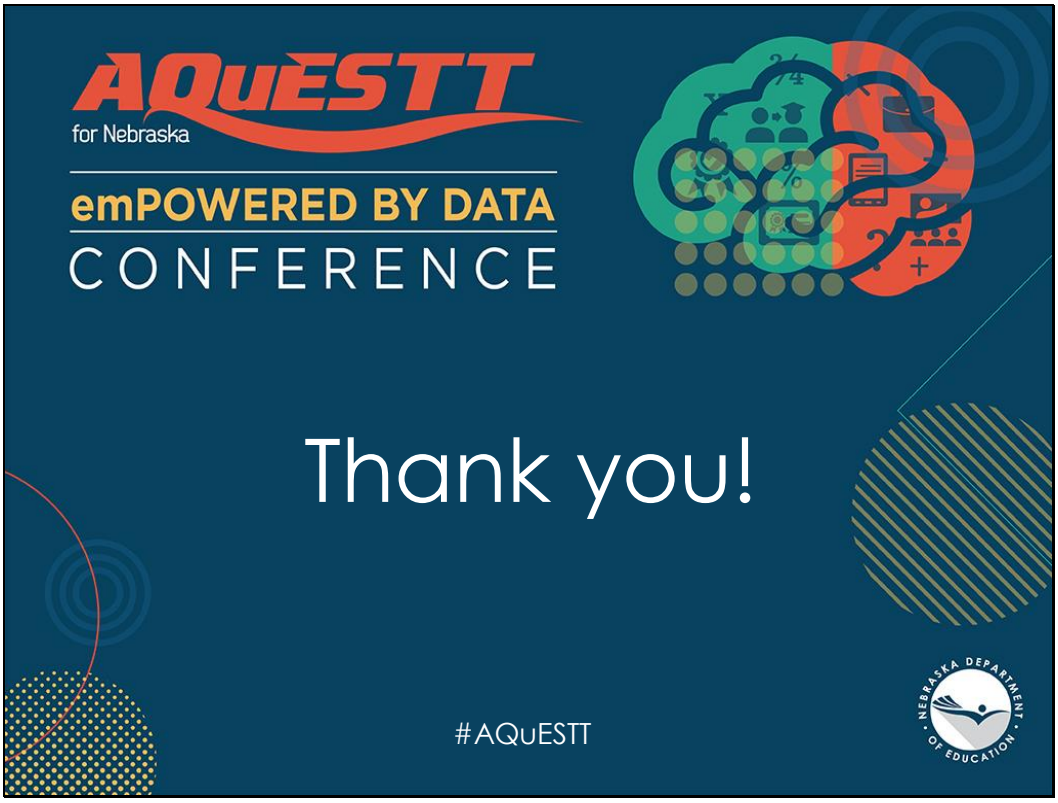
NEBRASKA DEPARTMENT OF EDUCATION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Thank you!
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Appendix B

Data Definitions used in Tables

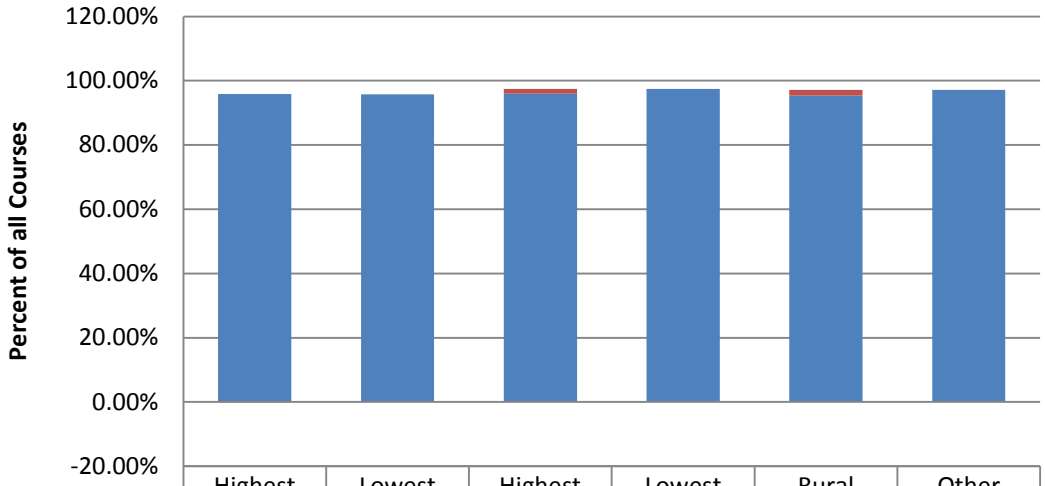
Term	Definition
School Data	
Elementary School	A school who serves any students in the range from Kindergarten to 6th grade, this includes schools that serve 6th through 8th graders
Secondary School	A school whose students are in any grade from 7th to 12th grade and does not serve 6th graders or younger
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	The top 25% of secondary schools, out of all public secondary schools, with the lowest minority rates in a given school year

Quartile, Secondary	
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
Teacher Data	
Teacher	A staff member that is reported as working at least part-time in one of these positions: • Head Teacher • Teacher • Teacher-Facilitator • Teacher-Collaborator • SPED Teacher – Core Academic Subjects • SPED Teacher – Core Academic Subjects – Alternate Standards • SPED Teacher-Facilitator • SPED Teacher-Collaborator
1st 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 Course Codes and Clearing Endorsements manual 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 Course Codes and Clearing Endorsements manual 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 Course Codes and Clearing Endorsements manual for that school year
Student Outcome Data	
NeSA Student Achievement,	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

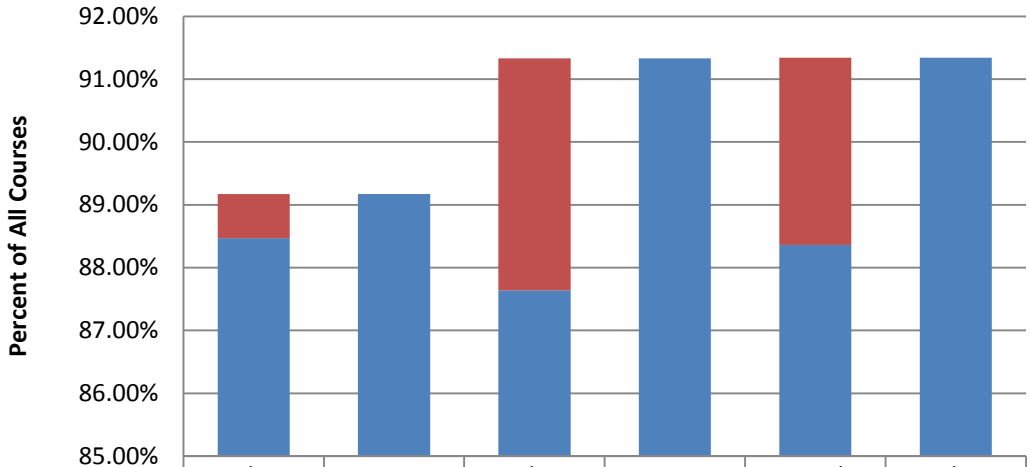
Below Expectations	means not-proficient
NeSA Student Achievement, Exceeds Expectations	Students that scored 135 or greater out of 200 possible points for the given test subject of the Nebraska Student Achievement (NeSA) statewide assessments; Exceeds is the highest level possible
Cohort	A group of students defined by the school year in which they first entered the 9th grade
4-Year Cohort Graduation Rate	The percentage of students in a cohort who graduated in their 4th school year (or earlier) after first entering the 9th 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)

Appendix C

Percentage of Courses Taught by Endorsed Teachers



	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	-0.16%		1.47%		1.78%	
% Endorsed	95.90%	95.74%	95.96%	97.43%	95.39%	97.17%

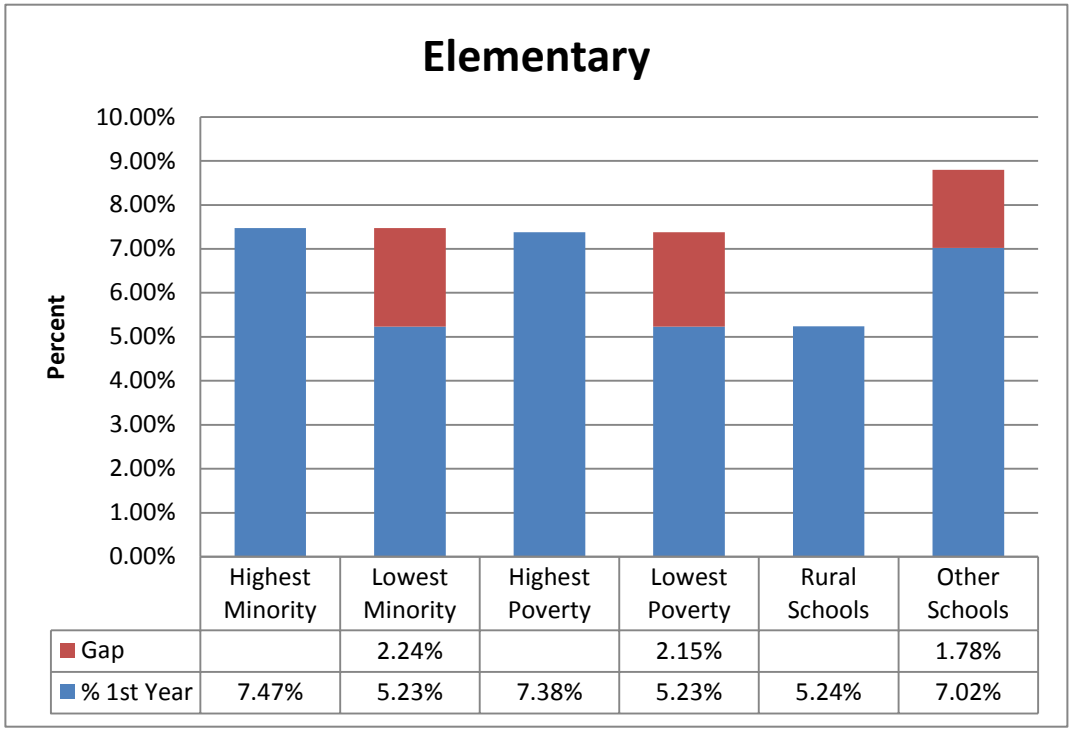


	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	0.70%		3.69%		2.98%	
% Endorsed	88.47%	89.17%	87.64%	91.33%	88.36%	91.34%

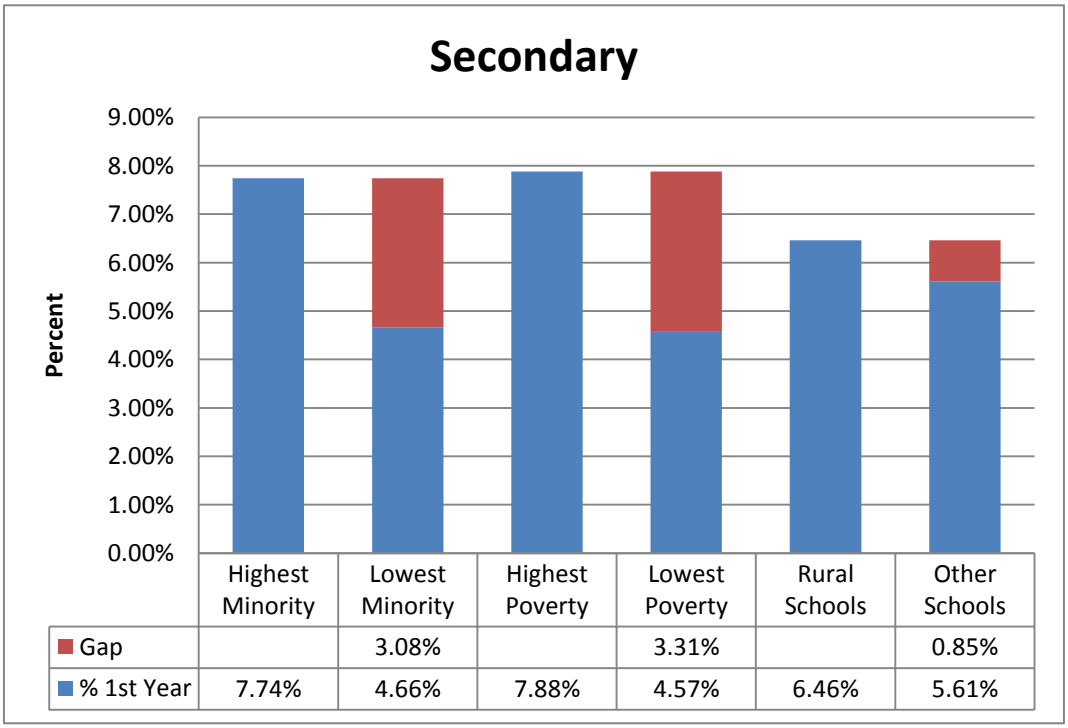
Percentage of Courses Taught by Endorsed Teachers Data Analyzed

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



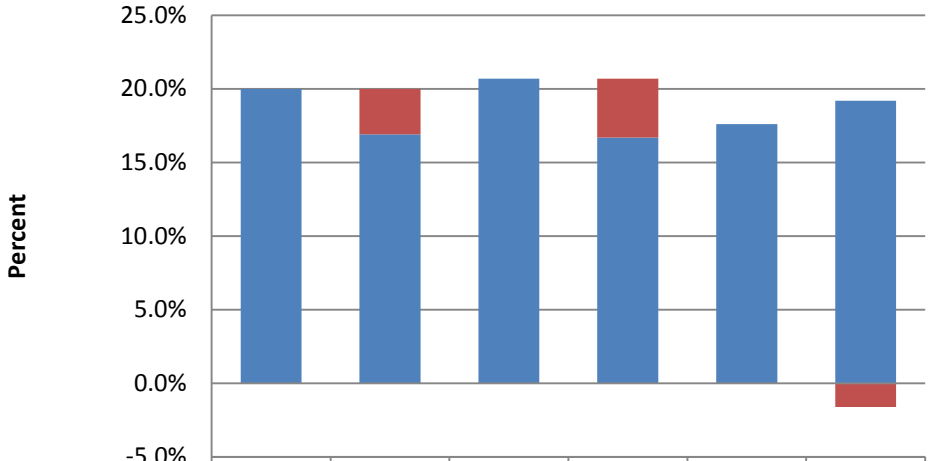
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		2.24%		2.15%		1.78%
% 1st Year	7.47%	5.23%	7.38%	5.23%	5.24%	7.02%



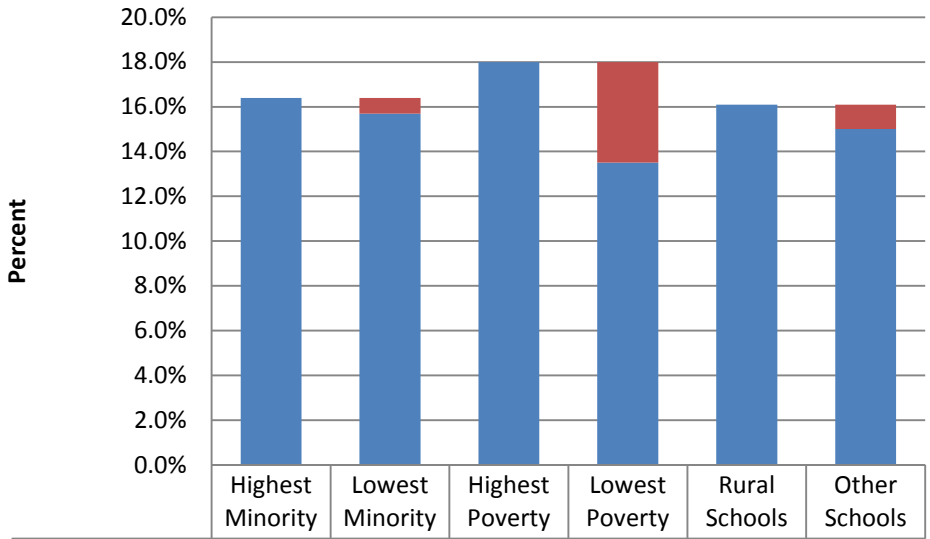
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		3.08%		3.31%		0.85%
% 1st Year	7.74%	4.66%	7.88%	4.57%	6.46%	5.61%

	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



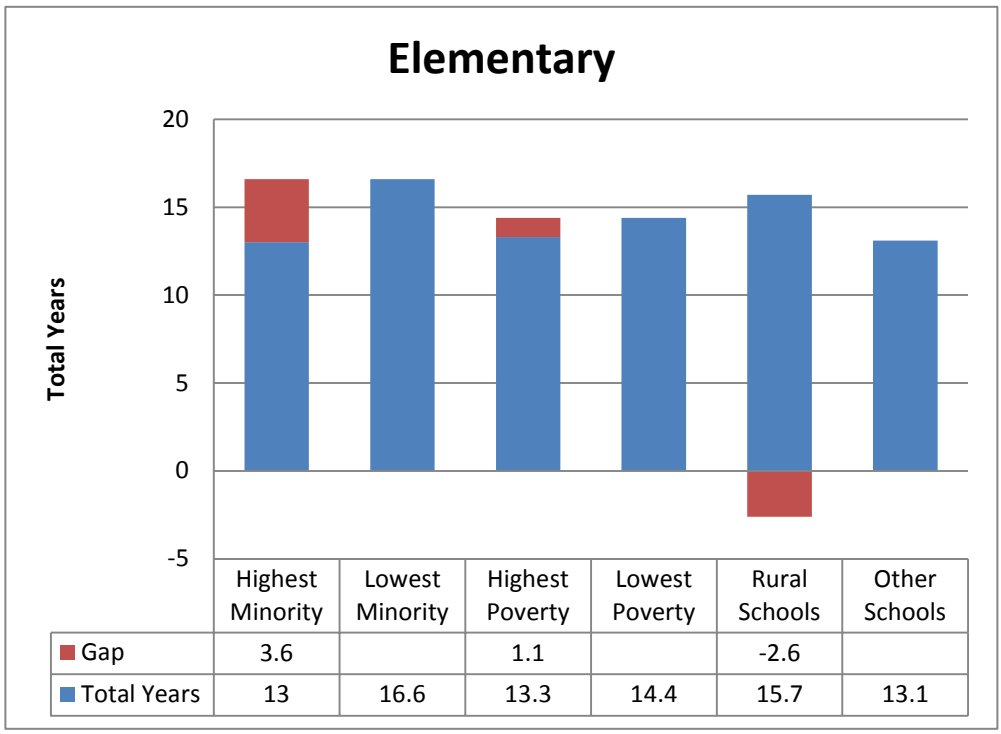
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		3.1%		4.0%		-1.6%
% New 3Yr Avg	20.0%	16.9%	20.7%	16.7%	17.6%	19.2%



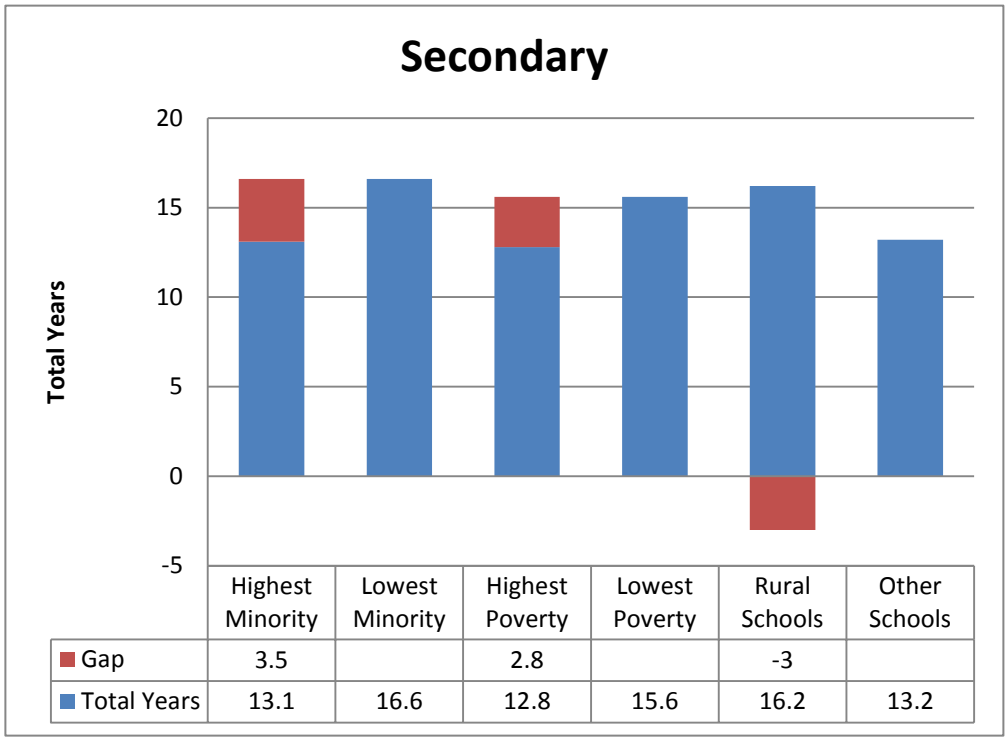
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		0.7%		4.5%		1.1%
% New 3Yr Avg	16.4%	15.7%	18.0%	13.5%	16.1%	15.0%

	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



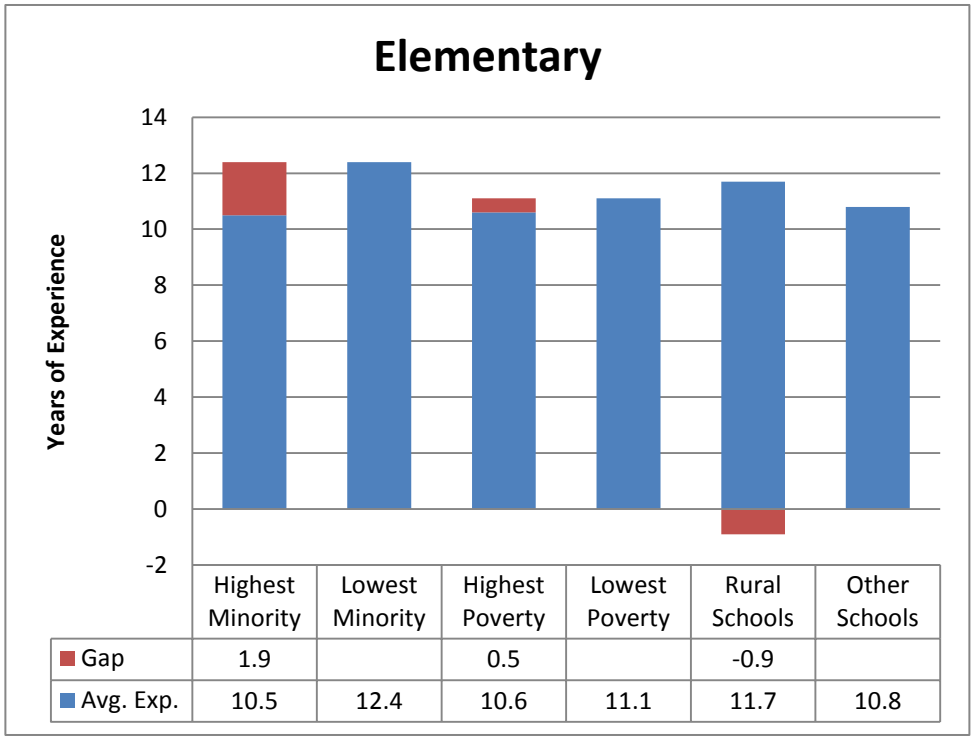
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	3.6		1.1		-2.6	
Total Years	13	16.6	13.3	14.4	15.7	13.1



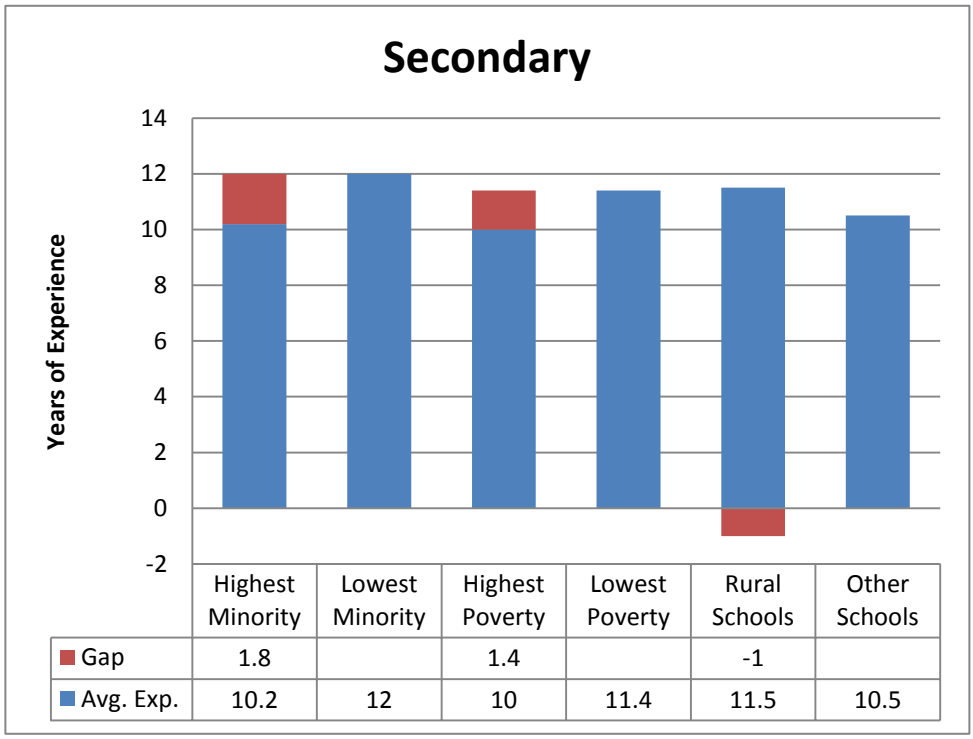
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	3.5		2.8		-3	
Total Years	13.1	16.6	12.8	15.6	16.2	13.2

	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



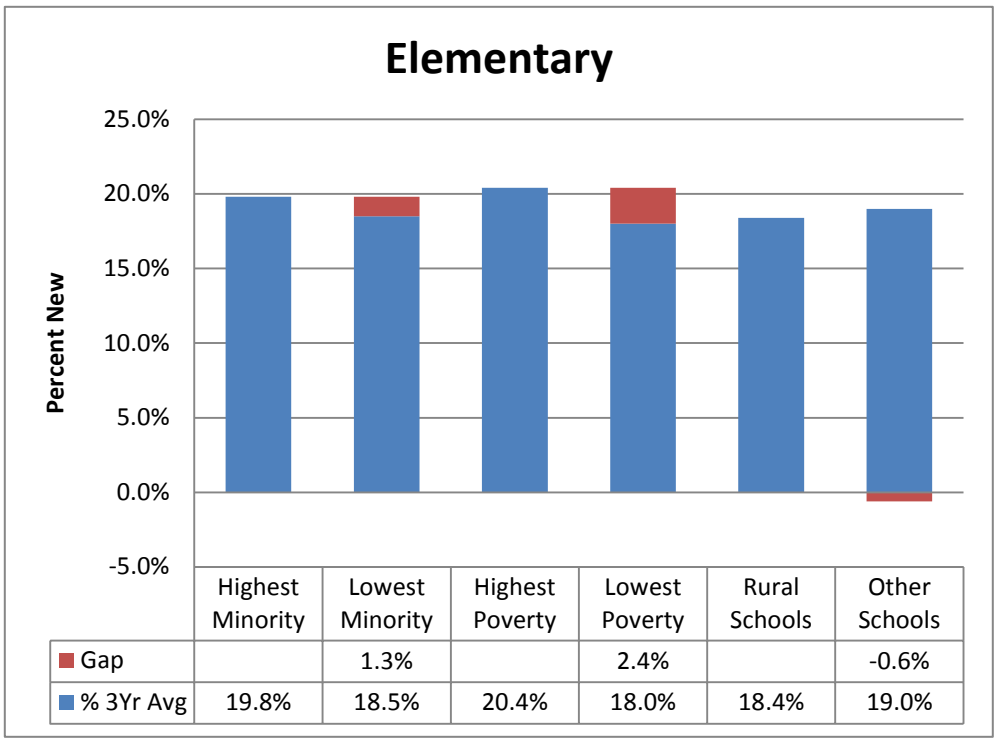
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	1.9		0.5		-0.9	
Avg. Exp.	10.5	12.4	10.6	11.1	11.7	10.8



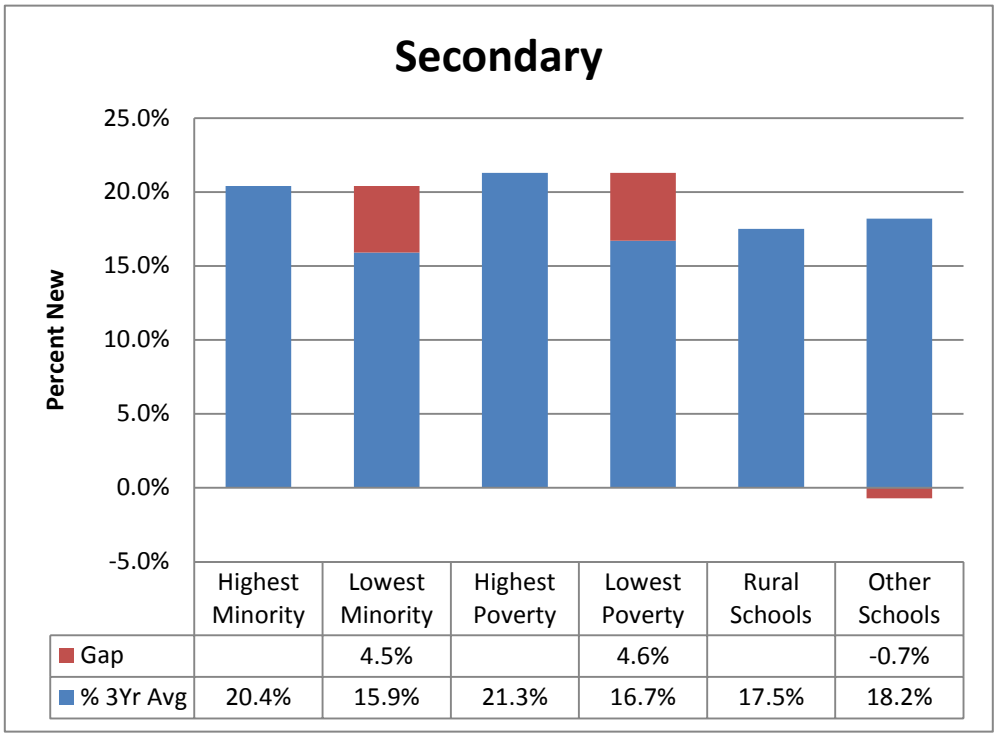
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	1.8		1.4		-1	
Avg. Exp.	10.2	12	10	11.4	11.5	10.5

	Average Teacher Tenure in the District				
	Data Analyzed				
Elem	Year	Minority	Avg. Exp. I	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. I	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. I	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. I	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. I	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. I	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



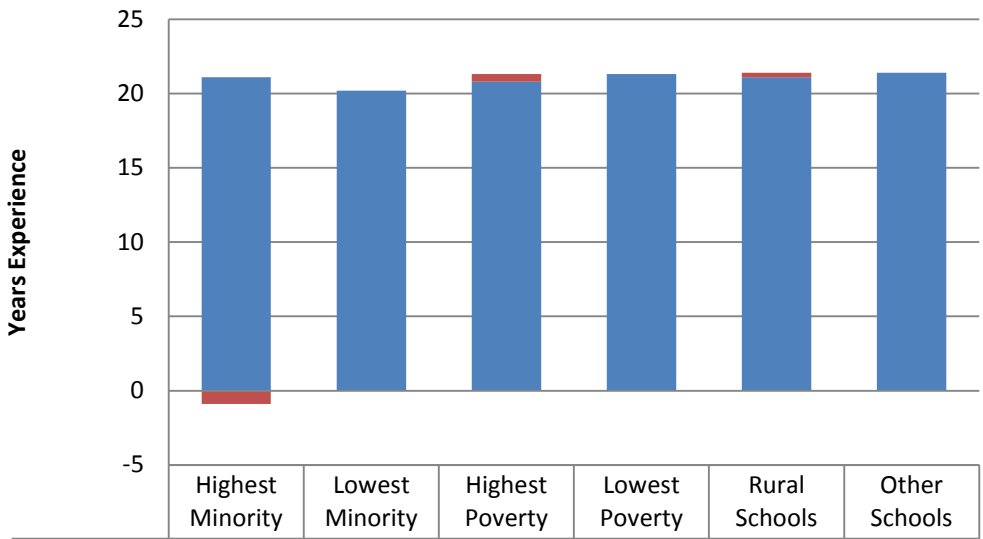
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		1.3%		2.4%		-0.6%
% 3Yr Avg	19.8%	18.5%	20.4%	18.0%	18.4%	19.0%



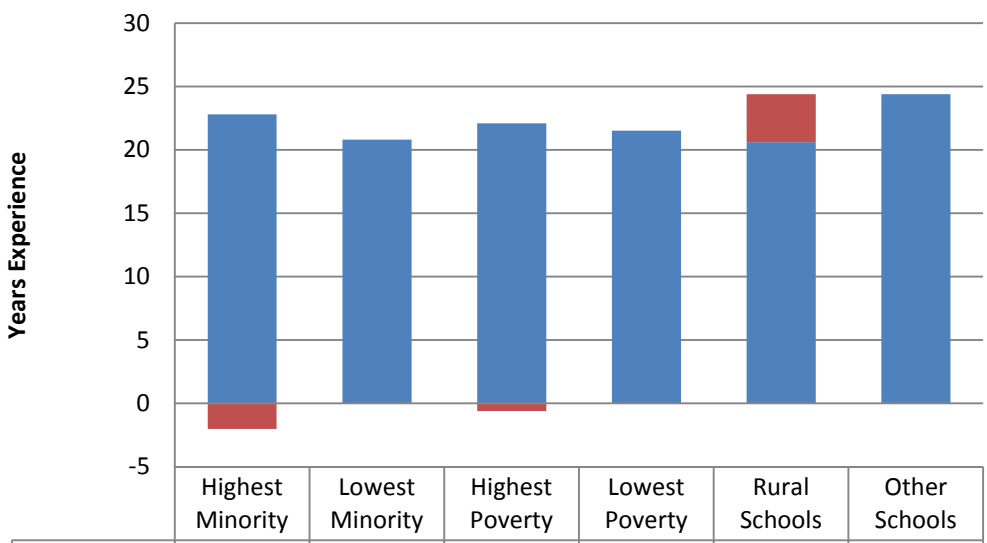
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		4.5%		4.6%		-0.7%
% 3Yr Avg	20.4%	15.9%	21.3%	16.7%	17.5%	18.2%

	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



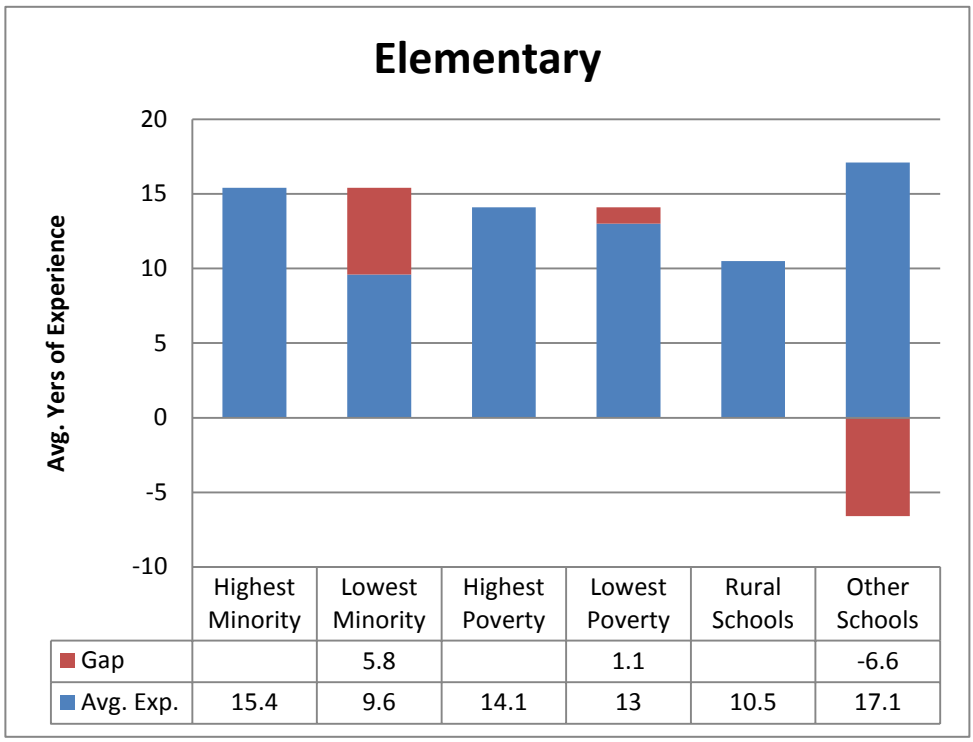
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	-0.9		0.5		0.3	
Total Years	21.1	20.2	20.8	21.3	21.1	21.4



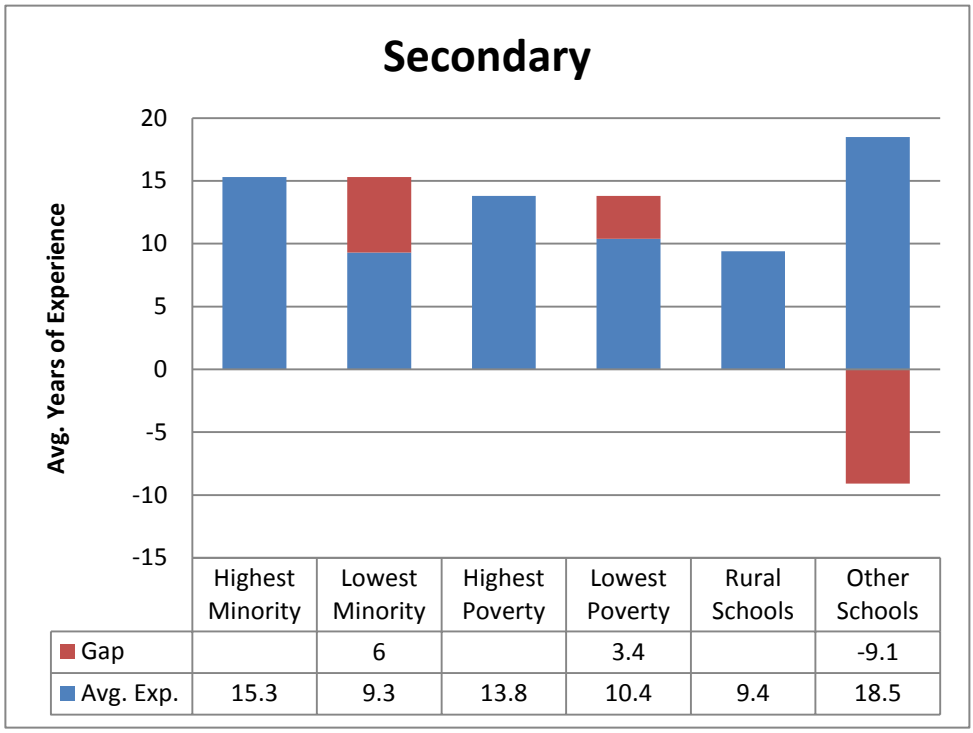
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap	-2		-0.6		3.8	
Total Years	22.8	20.8	22.1	21.5	20.6	24.4

	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



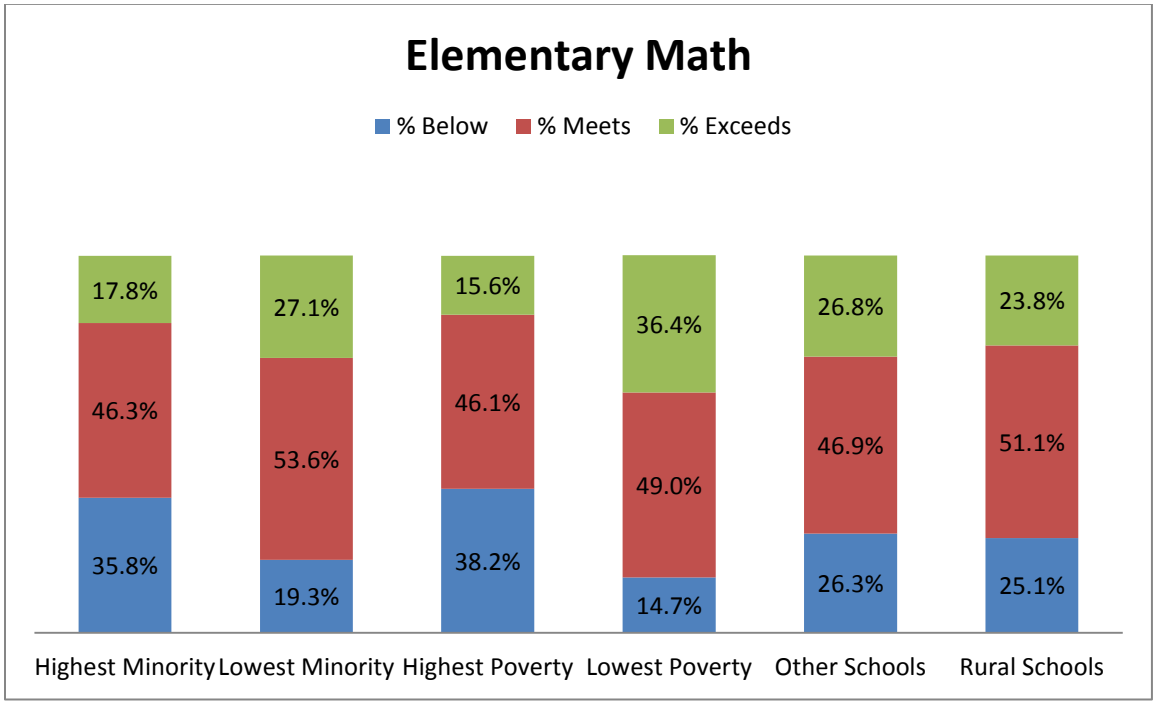
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		5.8		1.1		-6.6
Avg. Exp.	15.4	9.6	14.1	13	10.5	17.1

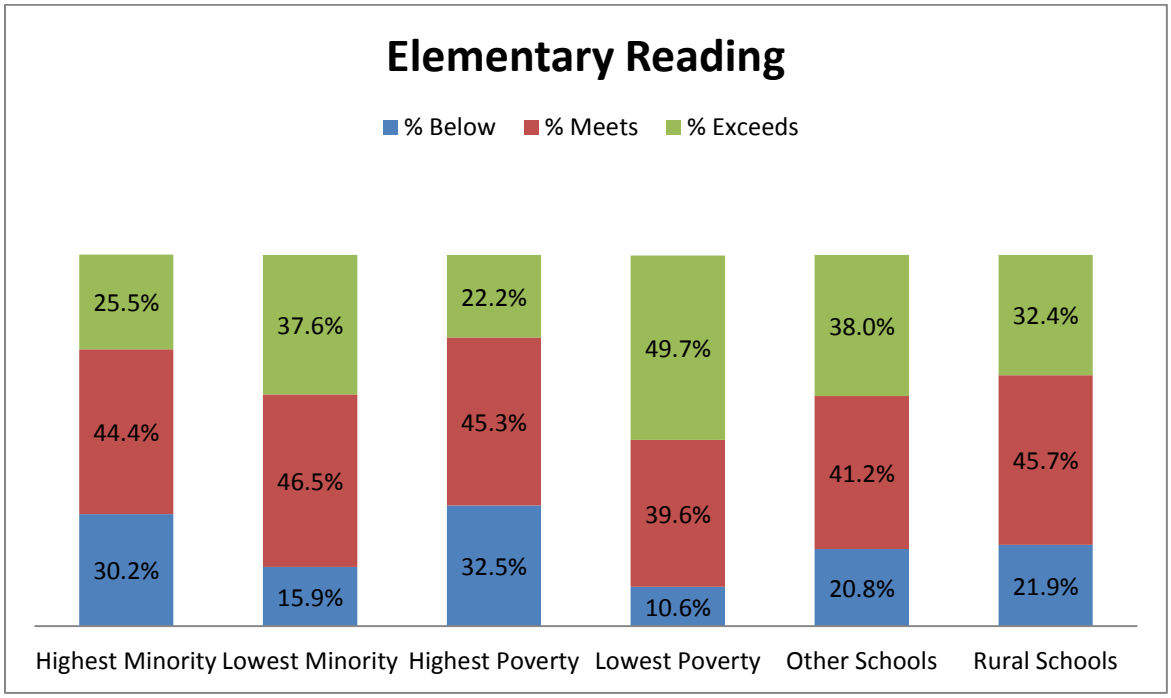


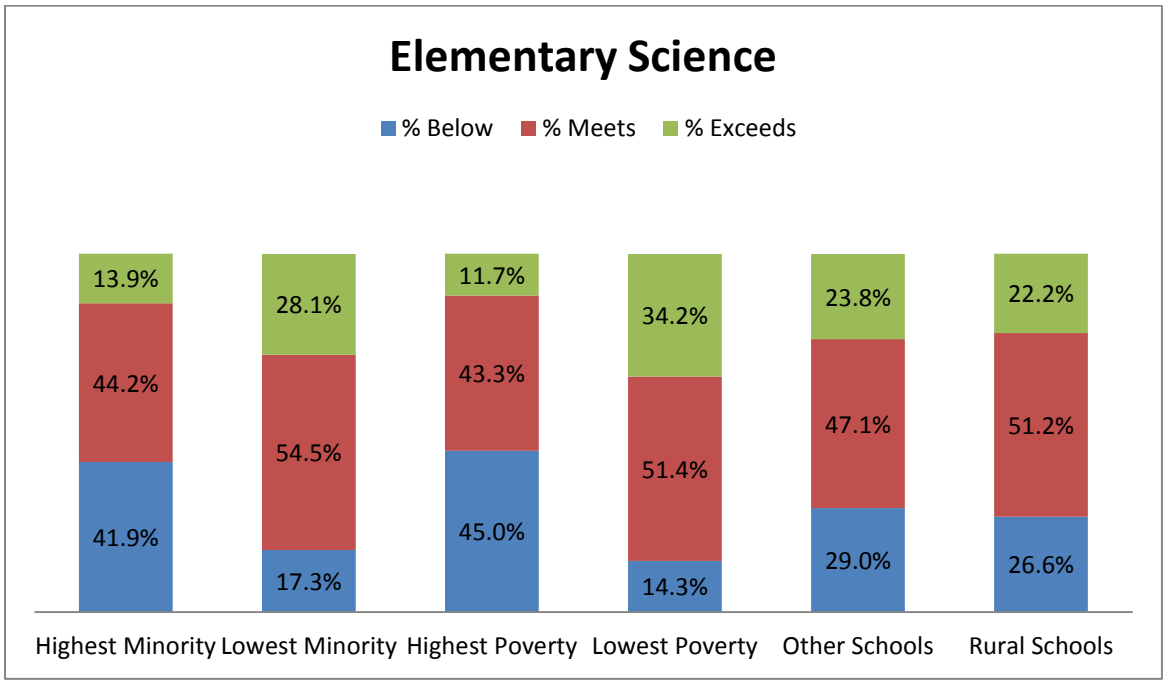
	Highest Minority	Lowest Minority	Highest Poverty	Lowest Poverty	Rural Schools	Other Schools
Gap		6		3.4		-9.1
Avg. Exp.	15.3	9.3	13.8	10.4	9.4	18.5

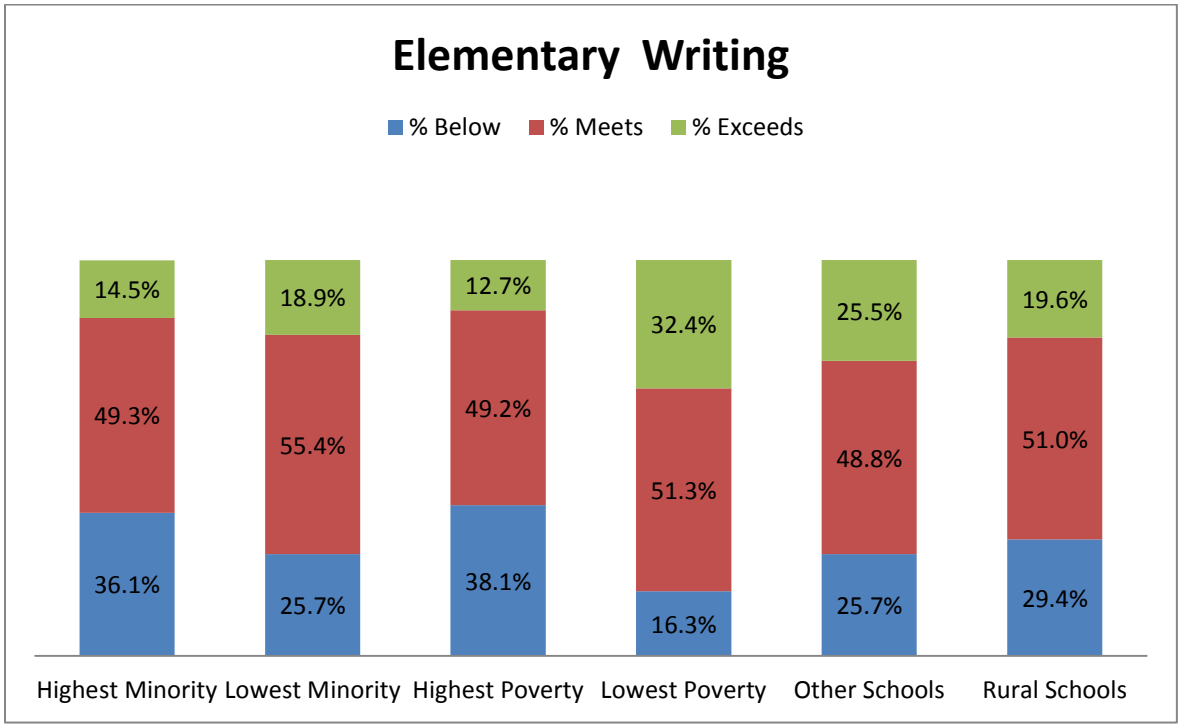
	District Tenure - Principals			
	Data Analyzed			
Elem	Year	Minority	Avg. Exp.	Gap
	2014	Highest Minority	15.4	
	2014	Lowest Minority	9.6	5.8
	2013	Highest Minority	15.2	
	2013	Lowest Minority	9.6	5.6
	2012	Highest Minority	15.8	
	2012	Lowest Minority	9.7	6.1
Sec	Year	Minority	Avg. Exp.	Gap
	2014	Highest 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

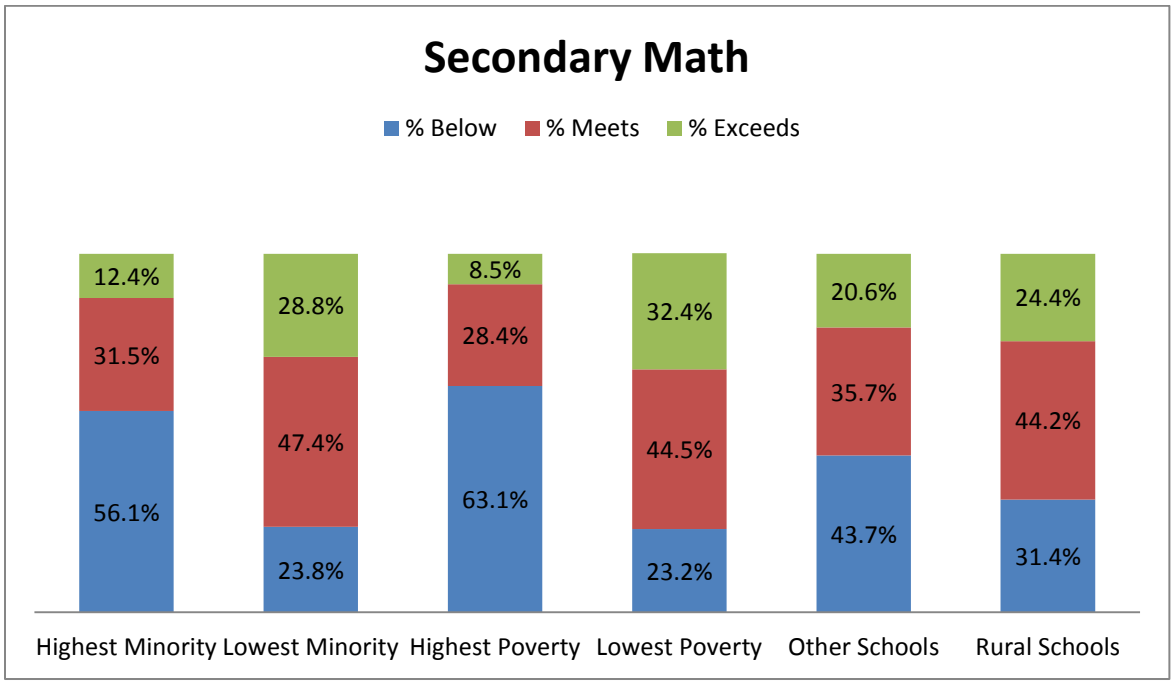
NeSA Performance (All Grades) 2013-14 School Year

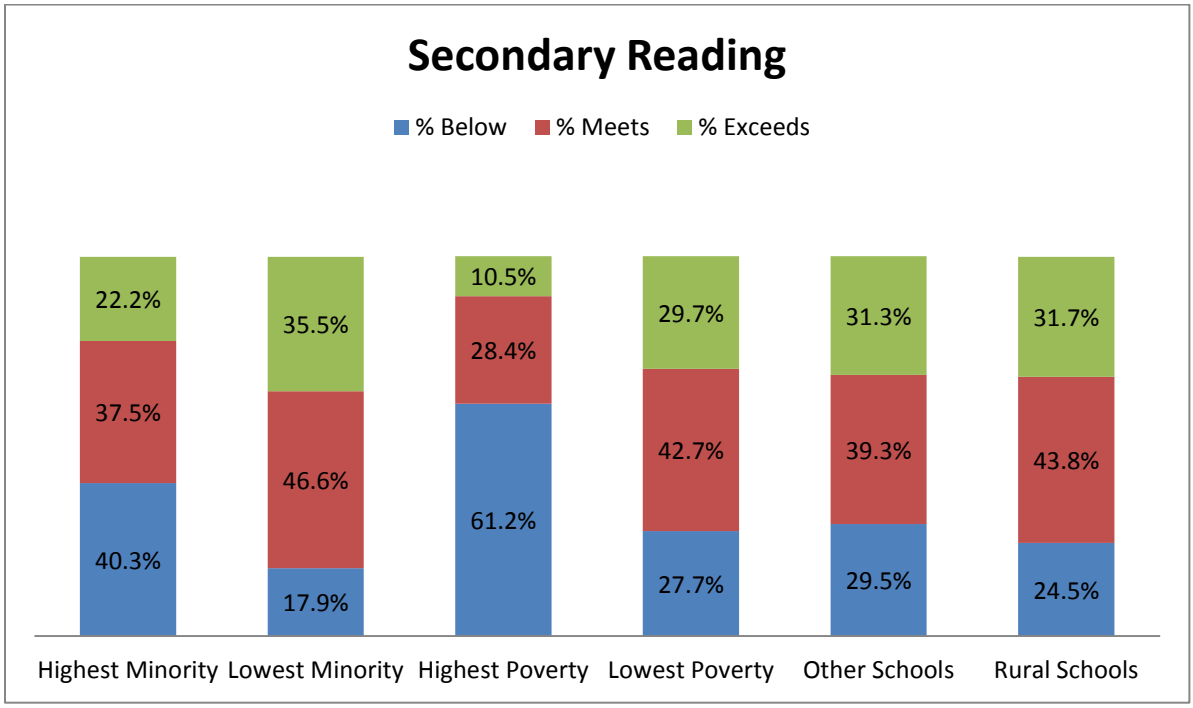


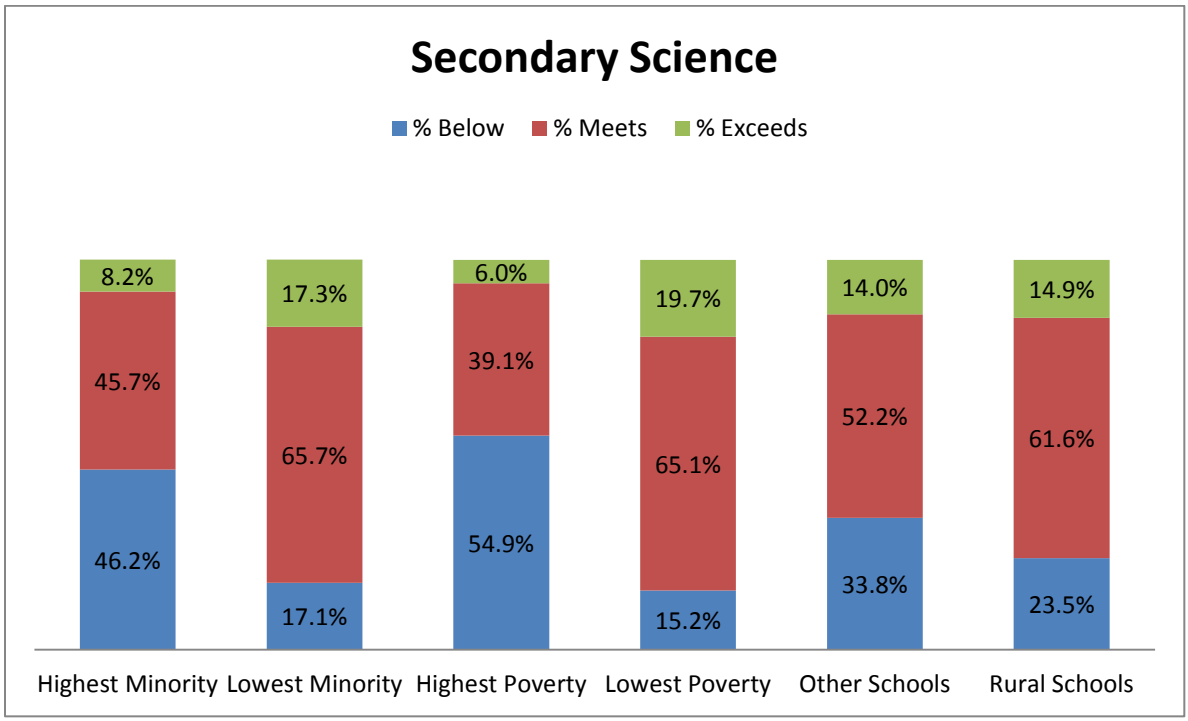


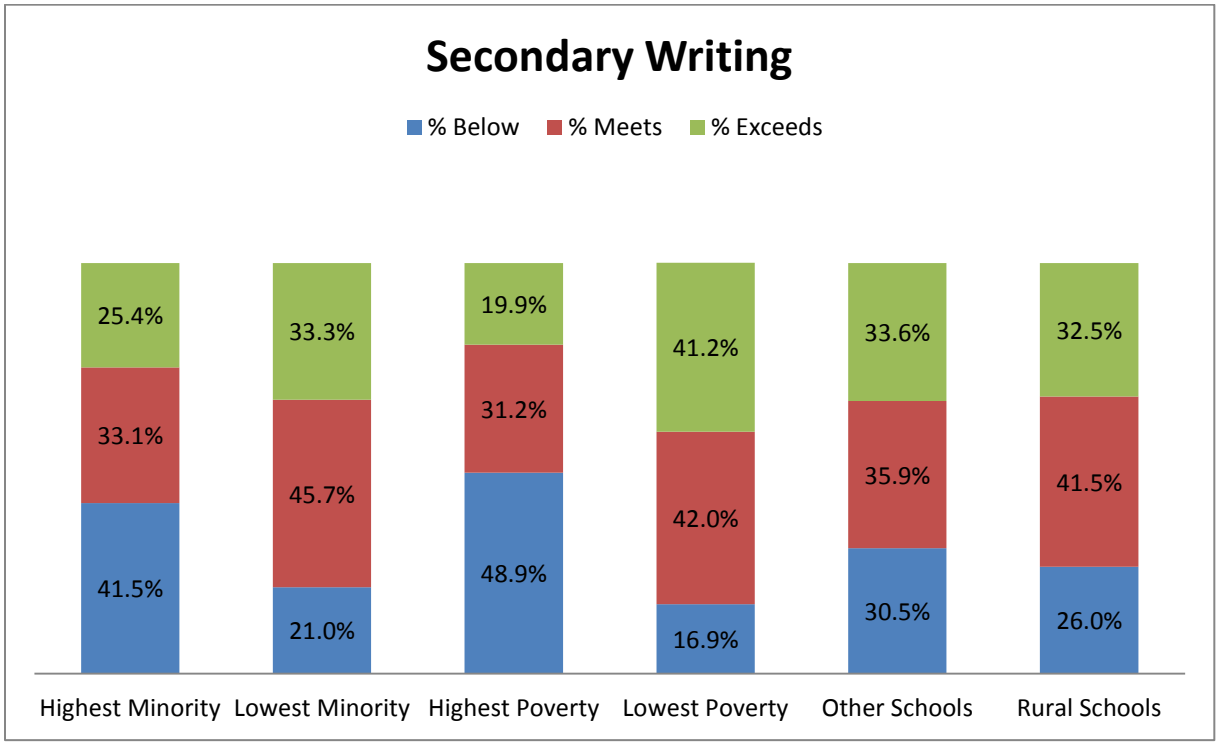

Elementary Science
% Below
% Meets
% Exceeds
13.9%
44.2%
41.9%
28.1%
54.5%
17.3%
11.7%
43.3%
45.0%
34.2%
51.4%
14.3%
23.8%
47.1%
29.0%
22.2%
51.2%
26.6%
Highest Minority
Lowest Minority
Highest Poverty
Lowest Poverty
Other Schools
Rural Schools


Elementary Writing
% Below
% Meets
% Exceeds
14.5%
49.3%
36.1%
18.9%
55.4%
25.7%
12.7%
49.2%
38.1%
32.4%
51.3%
16.3%
25.5%
48.8%
25.7%
19.6%
51.0%
29.4%
Highest Minority
Lowest Minority
Highest Poverty
Lowest Poverty
Other Schools
Rural Schools


Secondary Math
% Below
% Meets
% Exceeds
12.4%
31.5%
56.1%
28.8%
47.4%
23.8%
8.5%
28.4%
63.1%
32.4%
44.5%
23.2%
20.6%
35.7%
43.7%
24.4%
44.2%
31.4%
Highest Minority
Lowest Minority
Highest Poverty
Lowest Poverty
Other Schools
Rural Schools


Secondary Reading
% Below
% Meets
% Exceeds
22.2%
37.5%
40.3%
35.5%
46.6%
17.9%
10.5%
28.4%
61.2%
29.7%
42.7%
27.7%
31.3%
39.3%
29.5%
31.7%
43.8%
24.5%
Highest Minority
Lowest Minority
Highest Poverty
Lowest Poverty
Other Schools
Rural Schools





Year	Subject	Minority	%	%	%	Below	Meets	Exceeds

				Below	Meets	Exceeds			
Elem	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	Read	Highest Minority	30.2%	44.4%	25.5%	13092	19253	11055
	2014	Read	Lowest Minority	15.9%	46.5%	37.6%	1844	5406	4377
	2013	Read	Highest Minority	31.4%	47.7%	20.9%	13157	19973	8754
	2013	Read	Lowest Minority	16.0%	51.2%	32.7%	1631	5222	3337
	2012	Read	Highest Minority	33.3%	46.2%	20.5%	13640	18945	8393
	2012	Read	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	Read	Highest Minority	40.3%	37.5%	22.2%	6099	5673	3364
2014	Read	Lowest Minority	17.9%	46.6%	35.5%	999	2598	1978
2013	Read	Highest Minority	41.2%	38.4%	20.4%	6171	5758	3061
2013	Read	Lowest Minority	21.5%	46.8%	31.7%	1361	2961	2004
2012	Read	Highest Minority	45.5%	36.7%	17.8%	7195	5811	2807
2012	Read	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	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	Read	Highest Poverty	32.5%	45.3%	22.2%	11942	16619	8155
2014	Read	Lowest Poverty	10.6%	39.6%	49.7%	3724	13862	17407
2013	Read	Highest Poverty	34.1%	48.2%	17.7%	11915	16815	6177
2013	Read	Lowest Poverty	10.5%	45.2%	44.3%	3552	15342	15031
2012	Read	Highest Poverty	36.0%	46.7%	17.4%	12068	15659	5839
2012	Read	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	Read	Highest Poverty	45.7%	35.9%	18.4%	4340	3405	1751
2014	Read	Lowest Poverty	15.6%	43.3%	41.1%	1916	5339	5062
2013	Read	Highest Poverty	44.9%	37.0%	18.1%	5001	4121	2017
2013	Read	Lowest Poverty	20.1%	43.5%	36.4%	2466	5334	4464
2012	Read	Highest Poverty	52.5%	34.6%	12.9%	5053	3335	1243
2012	Read	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	Read	Other Schools	20.8%	41.2%	38.0%	12405	24642	22708
2014	Read	Rural Schools	21.9%	45.7%	32.4%	11961	24955	17733
2013	Read	Other Schools	21.0%	45.8%	33.2%	12241	26684	19353
2013	Read	Rural Schools	22.0%	50.1%	27.8%	11920	27114	15036
2012	Read	Other Schools	22.2%	45.5%	32.3%	12313	25226	17924
2012	Read	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	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	Read	Other Schools	29.5%	39.3%	31.3%	6290	8381	6678
2014	Read	Rural Schools	24.5%	43.8%	31.7%	5112	9139	6626
2013	Read	Other Schools	31.7%	39.6%	28.7%	6746	8435	6112
2013	Read	Rural Schools	26.6%	44.7%	28.7%	5567	9349	5995
2012	Read	Other Schools	36.5%	38.7%	24.8%	7914	8394	5377
2012	Read	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	% DLClasses	Gap	Number DL Classes	All Classes
2014	Highest Minority	0.00%	0.02%	0	45435
2014	Lowest Minority	0.02%		2	9474
2013	Highest Minority	0.00%	0.01%	0	41090
2013	Lowest Minority	0.01%		1	8110

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

Year	Poverty	% 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	% 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
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

Year	Rural	% DLClasses	Gap	Number DL Classes	All Classes
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