



Nebraska Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Nebraska determines a preliminary annual summative rating for all public schools based on achievement scores and then adjusts ratings upward or downward based on business rules associated with each individual measure (see "Annual Differentiation").
- Nebraska measures school climate through a principal survey including 6 domains: partnerships/relationship, transitions (to higher grades/postsecondary opportunities), opportunities and access, assessment, college and career readiness, and educator effectiveness.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Excellent, Great, Good, Needs Improvement		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence		
CPT College placement test(s)		
CTE Career and technical education or work-based learning		
Readiness to learn		
CFL Conditions for learning/school climate	✓	
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 25 students or assessments for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
Asian	
Black	
Hispanic	
Native American	
Pacific Islander	
Two or more races	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	




Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies		
Other		



Annual Differentiation System




Nebraska determines a summative rating for all public schools based on business rules associated with each individual accountability measure. A preliminary summative determination is made based on average scale score on annual statewide assessments and adjustments upward or downward are then made to the initial rating based on the business rules detailed in the table below. Schools for CSI are determined by the final summative ratings.

Nebraska Business Rules for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Business Rules by Measure
		Elementary, Middle, and High Schools
Step 1: Determine starting preliminary rating based on average scale score		
 Academic achievement	Average scale score (ELA, math)	Assign preliminary summative rating of Excellent (4), Great (3), Good (2), or Needs Improvement (1) based on average scale score
Step 2: Make adjustments to the preliminary summative rating based on the following rules		
 Other academic	Improvement (proficiency progress for EL, math)	Increase rating by 1 level if high score
	Nonproficient students (ELA, math)	<ul style="list-style-type: none"> Increase rating by 1 level if high score Decrease rating by 1 level or to Needs Improvement if low score
	Student growth (ELA, math, English language proficiency)	Increase rating by 1 level if high score
ELP English language proficiency progress		
 Graduation rate	Higher of the 4- or 7-year graduation rate	Summative rating may be no higher than the following if the graduation rate is (high schools): <ul style="list-style-type: none"> Greater than or equal to 90%: Excellent 80–89%: Great 70–79%: Good Less than 70%: Needs Improvement
SQSS School quality or student success	Evidence-based analysis results	Increase rating by 1 level if high score
	Chronic absenteeism	To be determined
	Science achievement	To be determined
Other	Participation rate	<ul style="list-style-type: none"> Increase rating by 1 level if high score Decrease rating by 1 level if low score

Note: ELA=English language arts

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Average scale score (ELA, math)	Sum of annual statewide assessment scores across both subjects divided by the total number of assessments taken (weighting between subjects varies depending on the number of participants for each subject).
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation (see inclusion in “Annual Differentiation” business steps).
 Other academic	Improvement (proficiency progress)	Change in the percentage of students scoring at grade-level proficiency from year to year.
	Nonproficient students (ELA, math)	Percentage of students scoring non-proficient on statewide assessments, across both subjects (weighting between subjects varies depending on the number of participants for each subject).
	Student growth (ELA, math, English language proficiency)	<ul style="list-style-type: none"> Percentage of students improving on statewide assessment score from year to year or maintaining performance in the highest performance level (“exceeds”), as applicable (weighting between subjects varies depending on the number of participants for each subject). ELP test results are included in this measure as well.
ELP English language proficiency progress		
 Graduation rate	Higher of the 4- or 7-year graduation rate	Higher of the 4- or 7-year adjusted cohort graduate rate, as measured by the percentage of students within an adjusted cohort who graduate within 4 or 7 years with a regular high school diploma.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.
	Evidence based analysis results	Results of survey completed by the school principal measuring perceptions of school climate within the following domains: <ul style="list-style-type: none"> Positive partnerships, relationships, and student success Transitions (between grades or to postsecondary) Educational opportunities and access College and career readiness Assessment Educator effectiveness
	Science achievement	Average scale score (pending clarification)

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: <ul style="list-style-type: none"> Title I schools receiving the “Needs Improvement” summative rating, and Schools for which “...the LEA is in the lowest 5% of overall performance of Title I schools...” (pending clarification) Low graduation rate school: 4-year graduation rate less than 75% Chronically underperforming subgroup (pending clarification) 	Any school with consistently underperforming subgroup(s) based on proficiency scores	It is not clear that Nebraska describes a category of ATS schools discrete from schools identified for TSI
First year and frequency of identification	2018–19 and every 3 years thereafter	2018–19 and annually thereafter (pending clarification)	Not applicable
Years of improvement to exit status	Required to meet 3-year goals	Required to meet 3-year goals	Not applicable

Note: Nebraska also identifies “priority” schools for support (identification criteria pending clarification).

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	✓ Exempt recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	Test recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		