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NEBRASKA DEPARTMENT OF EDUCATION

Stakeholder Feedback Findings

January 23, 2014

Purpose & Objectives

Purpose:

This presentation will provide an update to the pilot districts on Nebraska's current stakeholder findings. Feedback from the Design Team and the nine Pilot Districts was consolidated and analyzed based on feasibility and impact across the state.

Objectives for Today:

- DLP and NDE will present findings from surveys
- Districts will validate findings and clarify outstanding items
- NDE will provide next steps for districts

Project Leadership

Nebraska Department of Education Team

- Dr. Dean Folkers, Executive Sponsor
- Matt Hastings, Project Lead
- Greg Robleski, Project Manager
- Scott Isaacson, ESUCC

Double Line, Inc. Team

- Ed Comer, Project Sponsor
- Karen Weisbrodt, Project Sponsor
- Cydney Wehner, Project Manager
- Lyria Zeh, Business Analyst
- Caitlin Sharp, Business Analyst

Stakeholder Engagement Plan

The engagement sessions were planned to enable stakeholders to understand the vision, review progress to date, and provide input into the design of the dashboard.

Plenary *(Design Team and Pilot Districts)*	• Vision & Project Purpose • Introduction to dashboard & demo video • Details about breakout sessions and logistics
Plenary Q&A *(Design Team and Pilot Districts)*	• Gauge initial reaction to the vision presented in plenary, including: overall impressions, areas that are not clear, aspects that are most/least appealing, other questions
Clean Slate Approach *(Design Team)*	• Prior to viewing dashboard, stakeholders provide the "Top 10" critical questions/pieces of data they would want to include in a dashboard
Dashboard Feedback *(Pilot Districts)*	• Participants provide detailed feedback on draft dashboard • Participants given time to review dashboard, provide written feedback, and then share oral feedback
Final Review *(DLP)*	• Gather top 3-5 post-session high priority changes or additions for dashboard • Capture overall impressions and feedback

Design Team

Clean Slate Approach

- Prior to viewing dashboards, 145 stakeholders across 13 districts and 2 ESUs provided the "Top 10" critical questions/pieces of data they would want to include in a dashboard

District / ESU	Attendees
BANCROFT-ROSALIE COMM SCHOOLS	7
CROSS COUNTY COMMUNITY SCHOOLS	1
DONIPHAN-TRUMBULL PUBLIC SCHS	5
EDUCATIONAL SERVICE UNIT 07	9
EDUCATIONAL SERVICE UNIT 11	1
ELKHORN PUBLIC SCHOOLS	13
FAIRBURY PUBLIC SCHOOLS	11
GRAND ISLAND PUBLIC SCHOOLS	8
MC COOK PUBLIC SCHOOLS	1
OMAHA PUBLIC SCHOOLS	67
PLATTSMOUTH COMMUNITY SCHOOLS	1
PONCA PUBLIC SCHOOLS	1
SO SIOUX CITY COMMUNITY SCHS	18
VALENTINE COMMUNITY SCHOOLS	1
WESTSIDE COMMUNITY SCHOOLS	1
GRAND TOTAL	**145**

Design Team Findings

Top Features

- Respondents identified the top ten features in a dashboard, and the features were categorized and ranked based on the standard Ed-Fi dashboard.

Category	Total Votes	Avg. Ranking
1. Assessment Metadata	103	4.2
2. School Calendar	34	4.2
3. Student Assessment	555	4.2
4. Student Attendance	229	4.5
5. Enrollments	23	4.7
6. Grades and Credits	251	4.9
7. Discipline	83	5.1
8. Learning Standards	89	5.3
9. Programs	248	5.4
10. Education Organization	20	5.6
11. Students and Parents	202	7
12. Staff	47	7.4
13. Course Offerings	2	7.5
14. Bell Schedule	4	9

Design Team Findings

Top Questions

- The same respondents identified questions they would like answered by a dashboard, and the questions were categorized based on the standard Ed-Fi dashboard.

Category	Total Votes
1. Student Assessment	227
2. Grades and Credits	102
3. Assessment Metadata	98
4. Programs	96
5. Students And Parents	65
6. Student Attendance	62
7. Learning Standards	57
8. Discipline	45
9. School Calendar	26
10. RTI	23
11. Education Organization	19
12. Enrollments	19
13. Staff	8
14. Courses	5
15. Course Offerings	2
16. Bell Schedule	0

Design Team Findings

Student Assessments

- After a deeper dive into the student assessment responses, NeSA, MAP, and SAT showed up as the top three priorities when counting the number of occurrences.

Student Assessment	Total Votes	Total Voting Districts/ESUs
1. NeSA	111	12
2. MAP	53	8
3. SAT	45	7
4. Acuity	30	2
5. DIBELS	27	6
6. ACT	23	8

Design Team Findings

Student Assessments

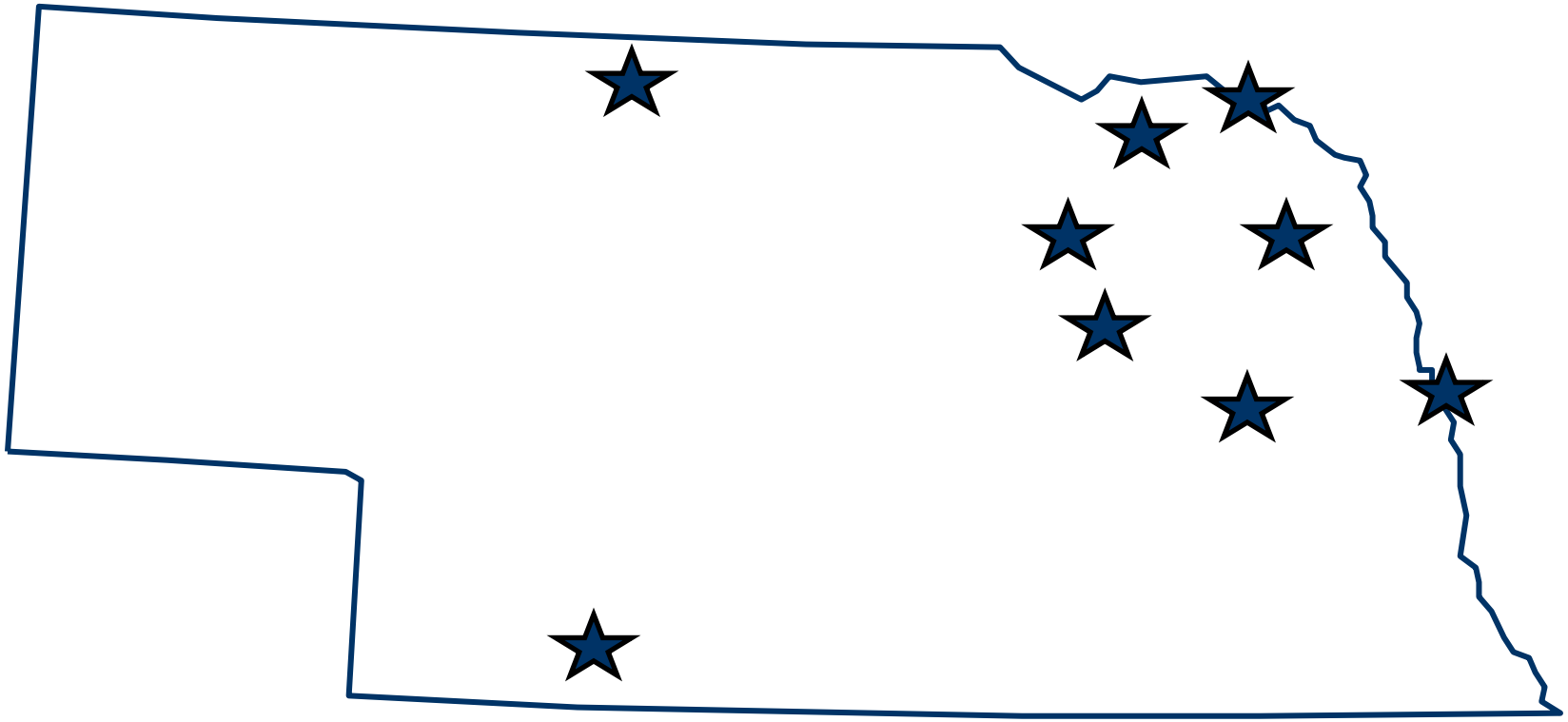
- Further analysis into the student assessment responses showed MAP, NeSA, and Acuity as the top three priorities when calculating the average ranking.

Assessment	Total Votes	Avg. Ranking
1. MAP	53	3.06
2. NeSA	111	3.46
3. Acuity	30	3.60
4. DIBELS	27	3.85
5. ACT	23	5.13
6. SAT	45	5.40
7. K-2	21	5.57
8. RTI	30	5.60

Pilot Districts

Dashboard Feedback

Bancroft Rosalie
Boone Central
Fairbury
McCook
Neligh-Oakdale
Omaha
Ponca
South Sioux City
Valentine



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Pilot District Participation

Dashboard Feedback

- More than 20 participants from the nine pilot districts met in Kearney, NE to give DLP feedback on the Ed-Fi dashboard

District / ESU	Participants
Bancroft Rosalie	Joy Nolting, Mike Danahy, Rick Williams (remote)
Boone Central	Jim Feeney, Otis Pierce
Fairbury	Brent Essink, Annette Weise, Jill Davis
McCook	Grant Norgaard, Kate Repass, Joel Bednar, Tim Garcia, Kim Korgan
Neligh-Oakdale	Kim Lingenfelter, April Knust, Dawn Wiegand (remote)
Omaha	Deann Goeser, David Peterson
Ponca	Kristie Hayes, Chris Good
South Sioux	Dan Dandurand
Valentine	Peg Medema, Jeff McQuistan (remote)

Pilot Districts

Dashboard Feedback

Participants…

- Completed a district readiness survey
- Shared oral feedback with the pilot districts in a discussion setting
- Provided detailed feedback on draft dashboards by marking up wireframes
- Asked stakeholders at their districts to review draft dashboards to provide written feedback on wireframes

Key Findings & Remaining Questions

Technical

- Districts are interested in using this system for accountability submissions
- Districts have at least initiated, or participated in initial conversations with SIS vendors

Technical

- SIS vendor responsibilities
- Development timeline

Dashboard Design

- Districts value the dashboard as a “one-stop shop” that should be as comprehensive as possible

Dashboard Design

- Priority for assessments & statewide representation

Implementation

- Districts have varied ideas on rollout, training, and support

Implementation

- Proper role of ESU’s, NDE, vendors, and existing support structure

District Primary SIS Vendors

Infinite Campus	SchoolMaster	PowerSchool
• McCook • Omaha	• Neligh-Oakdale	• Bancroft-Rosalie • Boone Central • Fairbury • Ponca • South Sioux • Valentine

District Data Sources

- Please validate the data sources for your district.

District	SIS	HR System	Discipline	Gradebook	SpEd
Bancroft-Rosalie (ESU 2)	PowerSchool	NDE Staff Reporting; PowerSchool	SWIS from PBIS	PowerTeacher	SRS
Boone Central (ESU 7)	PowerSchool	Software Unlimited; SAS	PowerSchool	PowerTeacher	SRS
Fairbury (ESU 5)	PowerSchool	AptaFund (Harris School Solutions)	PowerSchool	PowerTeacher	SRS
McCook (ESU 15)	Infinite Campus	Infinite Campus	Infinite Campus	Infinite Campus	SRS
Neligh-Oakdale (ESU 8)	SchoolMaster	Software Unlimited	Staff and teacher files	SchoolMaster	SRS
Omaha (ESU 19)	Infinite Campus	PeopleSoft	Infinite Campus	Infinite Campus	SRS
Ponca (ESU 1)	PowerSchool	DataTeam (Harris School Solutions)	PowerSchool	PowerTeacher	SRS
S Sioux City (ESU 1)	PowerSchool	HR by SAS (Software Unlimited)	PowerSchool	PowerTeacher	SRS
Valentine (ESU17)	PowerSchool	Software Unlimited	Not in a database	PowerTeacher	SRS

District Assessment Profile

- Please validate this assessment profile for your district.

District	NeSA	MAP	Acuity	DIBELS	ACT	SAT	ASVAB	ELDA	Compass	ACT Suite	Others
Bancroft-Rosalie	X	X		X	X		X	X	X	X	STS
Boone Central	X	X		X	X	X	X	X	X	X	PSAT, Asset STAR-Early Lit
Fairbury	X	X		X	X		X	X		X	STAR, C4L
McCook	X			X	X			X	X		ITBS, CRT, Asset, AIMSWeb
Neligh-Oakdale	X	X		X	X	X	X	X	X	X	AR, STAR, Asset, PSAT, C4L
Omaha	X		X	X	X	X	X	X			CAT, F&P
Ponca	X	X			X			X		X	PSAT, AR
S Sioux City	X	X			X	X	X	X			
Valentine	X	X		X	X		X	X	X		C4L

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Dashboard Customizations

Student Information Page

Morris X. Alcorta

686 Wofford St
Big Lake, TX 79414

Guardian / Parent Information

Primary Contact

Name	Maeve Costlow
Relation to Student	Father
Address	627 Redcomb Dr Krum, TX 79712
Cell Phone	(444)-802-1996
Work Phone	
Email	maeve.costlow@tsds.org

Name	Ari Woody
Relation to Student	Mother
Address	686 Wofford St Big Lake, TX 79414
Cell Phone	(373)-568-4930
Work Phone	(373)-568-4930
Email	ari.woody@tsds.org

Demographics

Date of Birth	May 18, 1997
Place of Birth	Lubbock
Age as of Sept 1st	14
Gender	Male
Hispanic or Latino	Yes
Race	White
Home Language	English
Student Language	English
Parent in Military	No
Single Parent/Pregnant Teen	No

School Information

Grade Level	9th Grade
Late Enrollment	
Homeroom	L. Joseph
Date of Entry	August 22, 2011
Date of Withdrawal	
Graduation Plan	Recommended
Expected Graduation Year	2015

Program Status

- 504 Designation
- Bilingual Program
- Career and Technical Education
- English as Second Language
- Gifted/Talented
- Special Education
- Title I Participation

Other Student Information

- At Risk
- Economically Disadvantaged
- Homeless
- Immigrant
- Limited English Proficiency
- Migrant
- Over Age

Remove:

- Economically Disadvantaged
- Title 1 if school-wide
- Graduation Plan

Naming Conventions to Clarify:

- Bilingual Program to Dual Language Program
- English as a Second Language to ELL
- Gifted/Talented to High Ability Learner

Feature Requests:

- Student Assistance Team
- Highly Mobile Indicator
- Attended Pre-school
- ELL Level Indicator

Student Attendance and Discipline

ATTENDANCE AND DISCIPLINE HIDE PRIOR YEAR

Jump to subcategory: Attendance | Discipline

ATTENDANCE	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Daily Attendance Rate (Through May 25, 2013) % of days student is in attendance					More
Last Four Weeks	85.0 %	▼	95.0 %	-10.0 %	
Last Eight Weeks	92.5 %	▼	95.0 %	-2.5 %	
Year to Date	96.0 %	◀▶	95.0 %	1.0 %	
Prior Year (2011-2012)	96.0 %		95.0 %	1.0 %	
Days Absent # of days absent year to date					
Days Absent (Through May 25, 2013)	7		7	0	More
Prior Year Days Absent (Through May 25, 2012)	7		7	0	
Unexcused Days Absent (Through May 25, 2013)	0		7	7	More
Prior Year Unexcused Days Absent					
Class Period Absence Rate (Through May 25, 2013) % of total class periods missed					More
Last Four Weeks	6.8 %	▼	10.0 %	3.2 %	
Last Eight Weeks	3.7 %	▼	10.0 %	6.3 %	
Year to Date	2.5 %	▲	10.0 %	7.5 %	
Prior Year (2011-2012)	2.5 %		10.0 %	7.5 %	

DISCIPLINE	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Discipline Referrals (Through May 25, 2013) Log of discipline incidents and actions year-to-date					More
State Reportable Offenses	0	◀▶	0	0	More
Prior Year State Reportable Offenses (2011-2012)	0		0	0	
School Code of Conduct	0	◀▶	0	0	More
Prior Year School Code of Conduct (2011-2012)	0		0	0	

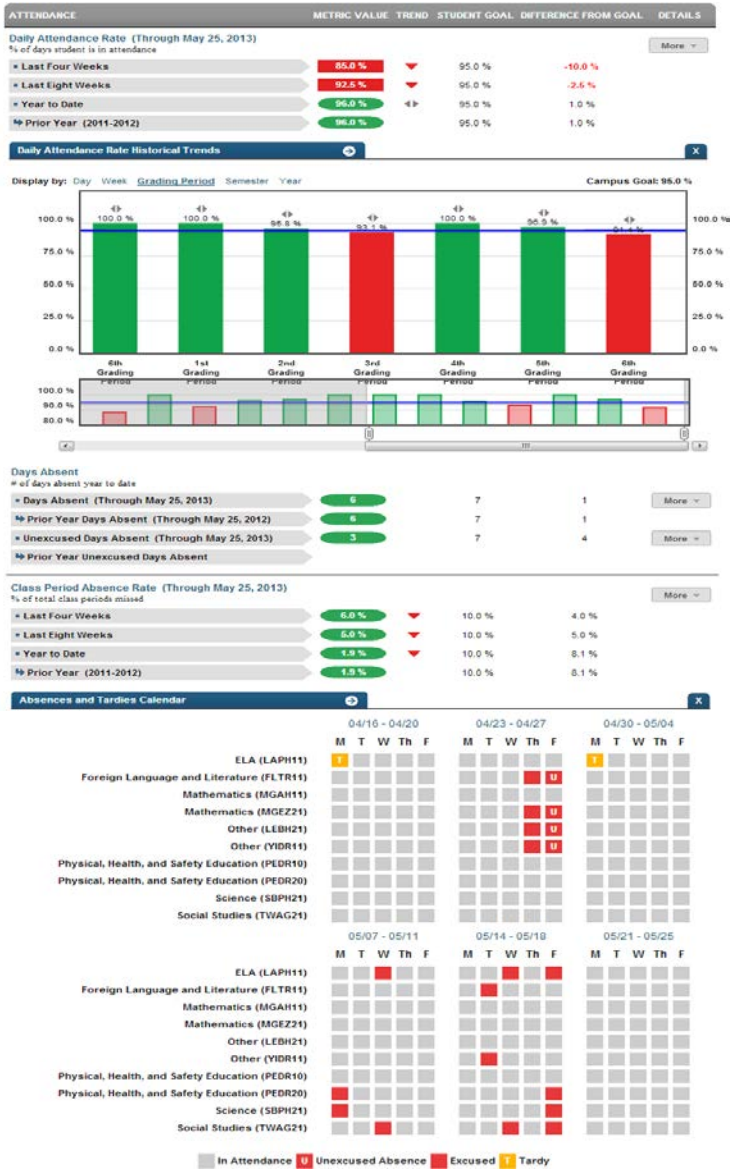
What we heard:

- Days absent threshold is 5 days
- Teachers are not allowed to access discipline

To Clarify:

- Student goal to 5 absences (except Ponca at 4 days and Neligh-Oakdale at 4/semester)
- Is this unexcused or excused days absent?
- At what level can educators access discipline?

Student Attendance Drill Down



What we heard:

- This is a valuable view of attendance detail

Feature Requests:

- Add an additional category for school activities – may be covered by tooltips
- Some districts show an interest in a yellow warning indicator

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Student State Assessments

STATE ASSESSMENTS

Jump to subcategory: State Standardized Assessments | Language Assessments

STATE STANDARDIZED ASSESSMENTS	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
End of Course Exams (Through June 2013) Test scores and whether met standard					More
English I Reading (June 2013)	2154				More
English I Writing (June 2013)	2131				More
Geometry (June 2013)	3660				More
Biology (June 2013)	3579				More
World Geography (June 2013)	4000				More
State Assessment (Through April 2012) Test scores and whether met standard					More
ELA / Reading (2012 8th Grade State Assessment)	790				More

ELA/Reading State Assessment Objectives

OBJECTIVE	VALUE
The student will demonstrate a basic understanding of culturally diverse written texts.	12/12
The student will apply knowledge of literary elements to understand culturally diverse written texts.	10/10
The student will use a variety of strategies to analyze culturally diverse written texts.	9/10
The student will apply critical thinking skills to analyze culturally diverse written texts.	12/16

Writing (2011 7th Grade State Assessment)	2,268				More
Mathematics (2012 8th Grade State Assessment)	738				More
Science (2012 8th Grade State Assessment)	2,443				More
Social Studies (2012 8th Grade State Assessment)	2,346				More

LANGUAGE ASSESSMENTS	STATUS	METRIC VALUE	TREND	DETAILS
TELPAS Test scores and proficiency level				
TELPAS (2011 5th Grade)	2	2	0	More

What we heard:

- Add NeSA and NeSA history as far back as possible
- NeSA Alternative and Spanish versions if possible
- Add ELDA for ELL students

To Clarify:

- Check versions before displaying historical in comparison
- What is available for more detailed objective-reporting?

Student Local Assessments

LOCAL ASSESSMENTS

Jump to subcategory: Benchmark Assessments

BENCHMARK ASSESSMENTS	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Benchmark Assessment Mastery – Mastery of content in core courses					
▪ ELA / Reading (5/2013 - 9th Grade)	76 %		70 %	6 %	More
▪ Mathematics (5/2013 - 10th Grade)	95 %		70 %	25 %	More
▪ Science (5/2013 - 9th Grade)	83 %		70 %	13 %	More
▪ Social Studies (12/2012 - 9th Grade)	65 %		70 %	-5 %	More
Learning Standard Mastery: Reading – Learning Standard tested and percentage correct					More
▪ Learning Standard Mastery	60.9 %		70.0 %	-9.1 %	
Learning Standard Mastery: Mathematics – Learning Standard tested and percentage correct					More
▪ Learning Standard Mastery	96.5 %		70.0 %	26.5 %	
Learning Standard Mastery: Science – TEKS tested and percentage correct					More
▪ Learning Standard Mastery	83.6 %		70.0 %	13.6 %	
Learning Standard Mastery: Social Studies – Learning Standard tested and percentage correct					More
▪ Learning Standard Mastery	76.3 %		70.0 %	6.3 %	

What we heard:

- Interested in showing MAP by percentile, by strand area, and RIT score
- MAP testing multiple times per year
- DIBELS multiple times per year
- C4L – Check for Learning
- Fountas & Pinnell and AIMSweb
- ITBS and other NRT's
- Links to resources (Des Cartes)

Student Grades and Credits

GRADES AND CREDITS HIDE PRIOR YEAR

Jump to subcategory: Course Grades | Credits

COURSE GRADES	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Class Grades Mastery of content in core courses					More
Failing (Through Sixth Six Weeks 2012-2013)	0/7	◀▶	0	0	More
Prior Year Failing (Through Sixth Six Weeks 2011-2012)	0/7	◀▶	0	0	
# of course grades dropping 10% or more (Through Sixth Six Weeks 2012-2013)	0/7	▲	0	0	More
Grades Below C Level (Through Sixth Six Weeks 2012-2013) Number of courses with grades below C for the last grading period	2 Below C	▼	0	-2	More
Prior Year Grades Below C Level (Through Sixth Six Weeks 2011-2012)	2 Below C	◀▶	0	-2	
Algebra I (Through Sixth Six Weeks 2012-2013) Whether or not student has taken; score of latest assessment					More
Taken or enrolled (by 9th Grade)	YES				
Passing or has passed (by 9th Grade)	Passed				More

CREDITS	METRIC VALUE	TREND	STUDENT GOAL	DIFFERENCE FROM GOAL	DETAILS
Credit Accumulation (Through Spring Semester 2012) Cumulative number earned as of latest grading period, overall and by subject	23.5		19.5		More
On Track to Graduate (4x4 Requirement) (Through Spring Semester 2012) At the end of the prior school year, student earned at least one credit per year in each of the four core subject courses for the recommended graduation plan	NO				More

What We Heard:

- Grading periods include quarters
- Semester grades at high school
- "C" Grades can be custom by district

Challenges:

- Identify need for letter grades and standards-based reporting
- Identify failing grade
- Grading scale cannot be customized *within* a district

Student Advanced Academics

ADVANCED ACADEMICS

Jump to subcategory: Advanced Course Potential | Advanced Course Enrollment, Completion and Mastery - Prior Years

ADVANCED COURSE POTENTIAL - CURRENT YEAR	STAAR LEVEL III: ADVANCED	ENROLLED	DETAILS
Advanced Course Potential (Through May 2013) Achieving Level III on STAAR or STAAR EOC (eligible) vs. current enrollment in advanced courses			
▪ ELA / Reading	Yes	No	
▪ Mathematics	N/A		
▪ Science	N/A		
▪ Social Studies	N/A		

ADVANCED COURSE ENROLLMENT, COMPLETION AND MASTERY - PRIOR YEARS	ENROLLED	COMPLETION	MASTERY	DETAILS
Advanced Course Enrollment, Completion and Mastery - Prior Years Achieving success through prior years' enrollment, completion and mastery of advanced courses				
▪ ELA / Reading	Yes	Yes	Yes	More
▪ Mathematics	Yes	Yes	Yes	More
▪ Science	Yes	Yes	N/A	More
▪ Social Studies	Yes	Yes	N/A	More

What we heard:

- NeSA 8th grade administration will have to stand in until 11th grade administration
- Most districts do not offer AP exams

For clarification:

- Do you have another indication of mastery that you'd like to use?

Student College and Career Readiness

COLLEGE AND CAREER READINESS

Jump to subcategory: College Entrance Exams

COLLEGE ENTRANCE EXAMS	STATUS	METRIC VALUE	TREND	DETAILS
PSAT Whether the student has taken the PSAT and score of the latest assessment				More
▪ Taken				
▪ At/Above State Criterion				
SAT (Through December 2013) Whether the student has taken the SAT and score of the latest assessment				More
▪ Taken	YES			
▪ At/Above State Criterion	AT GOAL	1510		

SAT Detail

DATE	SUBJECT	SCORE	STATE CRITERIA
12/1/2012	Composite	1510	1110
12/1/2012	Critical Reading	710	N/A
12/1/2012	Mathematics	800	N/A
12/1/2012	Writing	800	N/A

ACT (Through September 2013) Whether the student has taken the ACT and score of the latest assessment				More
▪ Taken	NO			
▪ At/Above State Criterion				

What we heard:

- Most districts are giving ACT only
- Some districts also do Explore, PLAN

Questions:

- Are other college and career readiness assessments a priority?

Student Transcript

TRANSCRIPT

Jump to subcategory: Current Courses | Course History | Historical Assessment Scores

Current Courses

LOCAL COURSE #	DESCRIPTION	SUBJECT AREA	INSTRUCTOR	GRADE LEVEL	CREDITS TO BE EARNED	GRADES PER GRADING PERIOD ONE	TWO	THREE	FINAL GRADE
Fall Semester									
ARTR11	Art I (1 Unit)	Fine and Performing Arts	Nacole Gonzalez	9th Grade	1	100	100	99	
SBPH21	Biology (1 Unit)	Science	Regina Labbe	9th Grade	1	100	97	99	
LAPH11	English I (1 Unit)	ELA	Tiffany Paul	9th Grade	1	99	92	93	
MGAH11	Geometry (1 Unit)	Mathematics	Martin Roper	9th Grade	1	90	90	92	
TWAG21	Human Geography (1/2-1)	Social Studies	Luis Joseph	9th Grade	1	100	100	99	
FSAH21	Lang O/T Eng Lvl Ii (1 Unit) - Spanish	Foreign Language and Literature	Stephanie Hostetler	9th Grade	1	91	94	97	
CASR11	PE Substitution Athletics 1	Physical, Health, and Safety Education	Guadalupe Oleary	9th Grade	.5	100	100	100	

Course History

Cumulative Credits Earned: 2

Jump to subcategory: ELA / Reading | Mathematics | Science | Social Studies | All Other Subjects

SUBJECT AREA	TOTAL CREDITS EARNED
ELA / Reading	
Mathematics	1
Science	
Social Studies	

Course Number	Description	Semester	Grade Level	Final Course Grade	Credits Earned
TSSR06	Social Studies, Grade 6	Fall Semester	6th Grade	98	
TSSR06	Social Studies, Grade 6	Spring Semester	6th Grade	94	
TSSH07	Social Studies, Grade 7	Fall Semester	7th Grade	96	
TSSH07	Social Studies, Grade 7	Spring Semester	7th Grade	95	
TSSH08	Social Studies, Grade 8	Fall Semester	8th Grade	95	
TSSH08	Social Studies, Grade 8	Spring Semester	8th Grade	96	

All Other Subjects 1

Historical Assessment Scores

SCHOOL YEAR	DATE TAKEN	GRADE LEVEL	ASSESSMENT TITLE	ACCOMMODATIONS	STUDENT TEST SCORES	MET MINIMUM	MET STANDARD	COMMENDED
Mathematics								
2007	4/1/2007	4	State Assessment		2537		Yes	Yes
2008	4/1/2008	5	State Assessment		819		Yes	Yes
2009	4/1/2009	6	State Assessment		868		Yes	Yes
2010	4/1/2010	7	State Assessment		879		Yes	Yes
2011	4/1/2011	8	State Assessment		810		Yes	No
2012	6/8/2012	9	EOC-Geometry		4628	Yes	Yes	Yes
Reading								
2007	4/1/2007	4	State Assessment		2629		Yes	Yes
2008	3/1/2008	5	State Assessment		912		Yes	Yes
2009	4/1/2009	6	State Assessment		859		Yes	Yes
2010	4/1/2010	7	State Assessment		1002		Yes	Yes
2011	4/1/2011	8	State Assessment		918		Yes	Yes
2012	6/8/2012	9	EOC-English I Reading		2481	Yes	Yes	Yes
Science								
2008	4/1/2008	5	State Assessment		2581		Yes	Yes
2011	4/1/2011	8	State Assessment		2810		Yes	Yes
2012	6/8/2012	9	EOC-Biology		4768	Yes	Yes	Yes

What we heard:

- Change to quarter grading periods as necessary

Feature Requests:

- Track CRT data over multiple years

Remaining Questions for State and District

- Limited customizations on grading scales
- Graduation Plans
- Days absent threshold – excused or unexcused
- Representation of assessments across the state
- Availability of granular data from NeSA
- Assessments in common: ITBS, MAP, other NRT, C4L
- Staff reporting to NDE

Next Steps

- DLP will hold stakeholder engagement meetings with NDE staff.
- Pilot districts will submit additional feedback on draft dashboards, if needed.
- NDE and DLP will meet with SIS vendors next week
- Team will determine a time and date for the next meeting.