

Principle or Assurance	Required At submission	Nebraska Status	Waiver Deadline*	Anticipated Nebraska Timeline
ASSURANCES				
Assurance 1. The state agrees to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.	None	None	Due when waiver is approved	
Assurance 2. Adopt ELP (English Language Proficiency a.k.a. English Language Learners – ELL) standards that correspond to college- and career-ready standards	The State will adopt ELP standards that correspond to college- and career-ready standards	Nebraska is participating in an ELL consortia and working on ELP standards	Due when waiver is approved	2013-14
Assurance 3. Develop and administer alternate assessments for student with most significant cognitive disabilities consistent with 34 CRF 200.6(a)(2)	Required under Principle 1c	No alternate assessments yet for college- and career-ready standards	Due when waiver is approved	Same as Principle 1 timelines
Assurance 4. Develop and administer ELP assessments	The State will develop and administer ELP assessments	The ELL consortia will be developing assessments aligned to the standards	Due when waiver is approved	Field testing in 2015-16 and operational testing for 2016-17
Assurance 5. Annually report college-going and college credit-accumulation rates for all students and subgroups of students in each district and each public high school in the State as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12)	The State will annually report to the public the required data	Nebraska’s P-20 program and NDE’s Data, Research and Evaluation Team can provide	Due when waiver is approved	Annual reports starting in 2013-14

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle or Assurance	Required At submission	Nebraska Status	Waiver Deadline*	Anticipated Nebraska Timeline
<p>Assurance 6. If the State includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools</p>	<p>Must provide technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the State’s differentiated recognition, accountability, and support system.</p>	<p>Nebraska has alternate standards and assessments for Science but not for Writing, no documentation has been submitted for either subject.</p>	<p>Due when waiver is approved</p>	
<p>Assurance 7. The State will report to the public its lists of reward schools, priority schools, and focus schools at the time the State is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists</p>		<p>Nebraska currently reports the Title I (AYP) improvement status for all schools and districts and the Persistently Lowest Achieving Schools (PLAS) list on the State of the Schools Report.</p>	<p>Due when waiver is approved</p>	<p>Same as Principle 2 timelines</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle or Assurance	Required At submission	Nebraska Status	Waiver Deadline*	Anticipated Nebraska Timeline
<p>Assurance 8. Prior to submitting this request, the State provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund.</p>		<p>Nebraska districts provide data to teachers.</p>	<p>Due when waiver is approved</p>	
<p>Assurance 9. The State will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on districts and schools.</p>		<p>Unclear as to what needs to be done. Nebraska has already consolidated NCLB grant applications and monitoring.</p>	<p>Due when waiver is approved</p>	
<p>Assurances 10 – 12. Consultation with teachers and other stakeholder groups such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes</p>	<p>Documentation of meetings including description of input and record of input that is reflected in the plans and waiver proposal</p> <ul style="list-style-type: none"> • Assurance 10 – NCLB’s Committee of Practitioners • Assurance 11 – District comment opportunity and include their comments • Assurance 12 – published link or notification 	<p>Would need to establish a process and timeline</p>	<p>Before Submission</p>	<p>Six months to a year from time NE has an initial proposal developed</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle or Assurance	Required At submission	Nebraska Status	Waiver Deadline*	Anticipated Nebraska Timeline
<p>Assurance 13. The State will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.</p>			<p>Due when waiver is approved</p>	
<p>Assurance 14. The State will report annually on its State report card, and will ensure that its districts annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that the State’s districts annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.</p>		<p>Nebraska’s State of the Schools Report meets NCLB requirements</p>	<p>Due when waiver is approved</p>	<p>In place now</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle or Assurance	Required At submission	Nebraska Status	Waiver Deadline*	Anticipated Nebraska Timeline
Assurance 15. Option A The State will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year for the Teacher and Principal evaluation and support systems. (Principle 3)			Due when waiver is approved	

DRAFT

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

PRINCIPLES				
Principle 1: College and Career-Ready Expectations for All Students				
Principle 1a. Adopt college- and career-ready expectations for all students	<ul style="list-style-type: none"> • State Board approval of content standards, and • A copy of the memorandum of understanding or letter from a State network of Institutions of Higher Education's (IHE) certifying that students who meet the standards will not need remedial coursework at the postsecondary level 	<ul style="list-style-type: none"> • Language Arts (Reading/Writing or R/W)) and Math Standards are currently under revision • Meetings with representatives from IHE have been held 		Policy Decision Point (Standards)

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

<p>Principle 1b. Implement college- and career-ready standards</p>	<p>Transition and Implementation plan requires:</p> <ul style="list-style-type: none"> • <u>Analyze current and new standards to identify differences and similarities</u> • Analyze and Review by ELL groups • Analyze and Review by Special Education (SPED) groups • Conduct outreach and dissemination • Provide professional development for teachers • Provide professional development for principals • Develop instructional materials • Expand access to college-level courses, dual enrollment, etc. • Make connections to teacher and principal preparation programs • Raise academic achievement standards to ensure they reflect postsecondary readiness • Augment or revise current state assessments to align with new standards • Develop alternate assessments for SPED 	<p>Underlined requirements on the list are already in process.</p> <p>A transition and implementation plan would need to be developed once standards are adopted.</p> <p>Development of instructional materials and the provision of professional development would require additional resources for NDE and several years to complete.</p> <p>Development of alternate assessments (last bullet) begins one year after regular assessments are developed.</p>		
<p>Principle 1c. Develop and administer high-quality assessments and corresponding academic achievement standards, that measure student growth and are aligned with college- and career-ready standards</p>	<ul style="list-style-type: none"> • Evidence of USDE approval of existing standards and assessments • New assessments or a plan for developing and administering high-quality assessments aligned with college- and career-ready standards, • Assurance that State will develop and administer alternate assessments consistent with 34 C.F.R. § 200.6(a)(2) 	<p>USDE has abandoned the peer review process.</p>		<p>Policy Decision Point (Assessment)</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle 2: State-Developed Differentiated Recognition, Accountability and Support				
<p>Principle 2a. Develop and implement a State-based system of differentiated recognition, accountability, and support</p>	<ul style="list-style-type: none"> • A description of the State’s differentiated recognition, accountability, and support system that includes reading/language arts and math for all students and subgroups and graduation rates, • A plan for implementation, and • An explanation of how the system will improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students 	<p>Nebraska would need to meet all of the requirements for Principle 2 within the current accountability system: Nebraska Performance Accountability System (NePAS). Once all of the plan components are developed, Nebraska would need to develop a plan for implementation (2nd bullet).</p> <p>An implementation plan would need to include not only the process but the resources, including state and federal funds, needed to do so.</p>		
<p>Principle 2b. Set Ambitious but Achievable Annual Measurable Objectives (AMO)</p>	<ul style="list-style-type: none"> • Use one of three options to set new AMO (or AYP goals). • Provide data and rationale. • Ensure AMO are ambitious and achievable 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS.</p>		
<p>Principle 2c. Annually identify and recognize or reward highest-performing and high-progress Title I schools</p>	<ul style="list-style-type: none"> • The methodology for identifying schools, and • The list of schools based on SY 2011–2012 assessment results • If rewards will be provided, they must be considered meaningful by the districts 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS.</p>		

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

<p>Principle 2d. Priority Schools: Implement school interventions consistent with the turnaround principles in of PLAS (Persistently Lowest Achieving Schools)</p>	<ul style="list-style-type: none"> • The methodology for identifying schools (equal to at least 5% of Title I schools), • List of schools based on SY 2011–2012 assessment results, • A plan to implement interventions that are consistent with the turnaround principles in priority schools over the period of the flexibility. Interventions include: <ul style="list-style-type: none"> • Strong leadership • Effective teachers • Expanding school day or week • Using research based instruction • Using data • School safety • A timeline • Criteria for an exit strategy from priority status 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS.</p>		<p>Policy Decision Point (Intervention)</p>
<p>Principle 2e. Focus Schools: Implement interventions in focus schools (at least 10% of the State’s low-performing Title I schools)</p>	<ul style="list-style-type: none"> • The methodology for identifying schools, • List of schools based on SY 2011–2012 assessment results, • The process for ensuring districts implement appropriate interventions based on needs, • Examples of interventions, and • Criteria for an exit strategy 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS.</p>		
<p>Principle 2f. Provide Incentives and Support for Other Title I Schools</p>	<ul style="list-style-type: none"> • Plan to support other Title I schools that are not making progress • Incentives and supports must improve student achievement, close achievement gaps and increase the quality of instruction 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS.</p>		<p>Policy Decision Point (Support Systems)</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

<p>Principle 2g. Build State, District, and School Capacity to Improve Student Learning</p>	<ul style="list-style-type: none"> • Process for ensuring timely and comprehensive monitoring of, and technical assistance for, district implementation of interventions in priority and focus schools • Approve any external providers • Leverage funds from ESEA • Build local capacity to support school improvement at school, district and state levels 	<p>Nebraska would need to meet all of the requirements for Principle 2 within NePAS</p>		<p>Policy Decision Point (School Improvement)</p>
---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	--	---------------------------------------------------

DRAFT

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Principle 3: Supporting Effective Instruction and Leadership				
<p>Principle 3a. Develop and adopt guidelines for local teacher and principal evaluation and support systems</p>	<ul style="list-style-type: none"> • A plan for developing and adopting guidelines for local teacher and principal evaluation and support systems, • <u>Used for continual improvement of instruction</u> • <u>Differentiate performance using at least three performance levels</u> • <u>Multiple valid measures including as a significant factor data on student growth for all students and other measures of professional practice</u> • <u>Evaluate teachers and principals on a regular basis</u> • <u>Provide clear, timely, and useful feedback including needs and goals for professional development</u> • <u>Used to inform personnel decisions</u> • A process for ensuring district implementation, and assurance that each district develops, adopts, pilots and implements high-quality teacher and principal evaluation and support system consistent with the State’s guidelines • Evidence that the State has provided student growth data to teachers or will do so by the deadline required under the State Fiscal Stabilization Fund 	<p>The pilot teacher and principal evaluation system has or will have all of the requirements in the list that are underlined. The remaining requirements would need to be addressed.</p>		<p>Policy Decision Point (Use of Data) (Teacher and Principal Evaluation)</p>

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

<p>Principle 3 b. Ensure districts implement teacher and principal evaluation and support systems</p>	<ul style="list-style-type: none"> • A plan to develop guidelines for evaluation and support systems, • A process for reviewing and approving district teacher and principal evaluation and support systems • A process for ensuring districts implement the system • A process for ensuring all measures are valid and are implemented in a consistent and high-quality manner across all schools within the district, • A process for ensuring that ELL and SPED teachers are included • Timelines for implementation • Adequate guidance and other technical assistance from the State, and • Plan has sufficient feedback from a variety of educators. 	<p>All of these requirements need to be developed.</p> <p>Creating a plan to develop an evaluation and support system for Nebraska that meets all of these requirements would require additional resources (money) and several years to complete and implement.</p>		
-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

Tentative Timelines - College and Career Ready (CCR) Standards and Assessments and Nebraska Performance Accountability System (NePAS) 1.1

	2013-14	2014-15		2015-16		2016-17		2017-18	
	Jan – Jun	Jul – Dec	Jan – Jun	Jul – Dec	Jan – Jun	Jul – Dec	Jan – Jun	Jul – Dec	Jan – Jun
CCR Reading Standards		Approved by State Board	Added to Rule 10						
				Professional Development and develop new assessments		Professional development and pilot new assessments		Operational test and standard setting (June)	
				CCR English Language Learner (ELL) field test on new CCR ELL standards		Operational test for CRR ELL			
CCR Math Standards				Approved by State Board	Added to Rule 10				
						Professional Development and develop new assessments		Professional development and pilot new assessments	
				CCR English Language Learner (ELL) field test on new CCR ELL standards		Operational test for CRR ELL			
CCR Science Standards						Approved by State Board	Added to Rule 10	Professional Development and develop new assessments	
Writing		Revise Writing Assessment				Field test new assessment		Operational test and standard setting (June)	
NePAS 1.1	Framework approved by the State Board	Performance standards (Goals, cut-offs and/or points) developed	State Board approves performance standards ; set AMOs using current NeSA tests				Can reset Reading AMOs		

*Waiver timelines dates would need to be determined by the U.S. Department of Education.

			NePAS 1.1 with prior year data to districts after Goals and points are approved	NePAS 1.1 with 2014-15 year data (Oct.)	Identify priority schools; begin developing plans	Priority Schools Improvement Plans to State Board (Aug)	
	NePAS 1.1 Task Force	Policy Forums					

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

DRAFT

*Waiver timelines dates would need to be determined by the U.S. Department of Education.