



NEWS RELEASE

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NEBRASKA SCHOOL DISTRICTS DEMONSTRATE IMPROVEMENT, GROWTH IN STATE ACCOUNTABILITY RANKINGS

The Nebraska State of the Schools Report released today also showed that, overall, all student groups have made gradual, consistent progress in reading and mathematics under the state testing system.

A report on Nebraska public schools and student performance unveiled today showed most school districts demonstrated improvement and growth under a state accountability system.

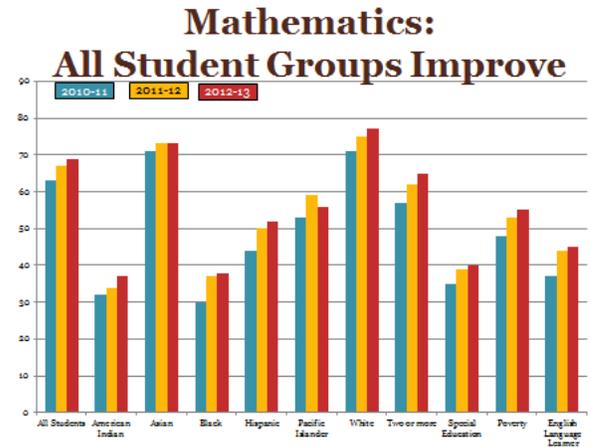
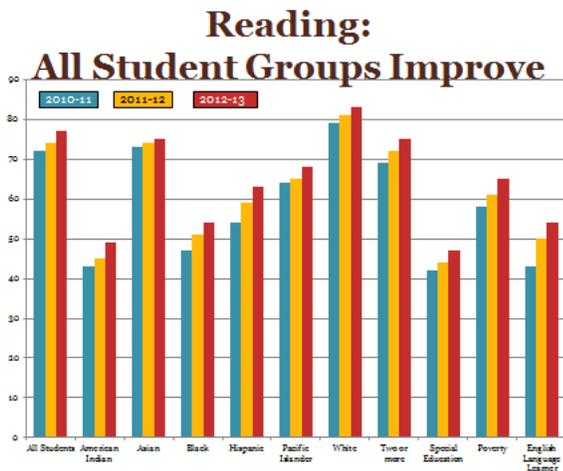
The State of the Schools Report provides detailed information about Nebraska public schools, including new federal accountability data and performance disaggregated by student groups.

Overall, the Nebraska Performance Accountability System (NePAS) showed that the overwhelming majority of the school districts demonstrated both improvement and growth in reading. While the number of districts showing improvement and growth in mathematics dropped slightly from the previous year, most districts showed improvement and growth.

Under NePAS, public school districts are ranked by Status, Improvement and Growth. In Status, districts were ranked by average scale scores in reading, mathematics, science and writing at the 4th grade this year; Improvement ranks districts by the differences in the average reading and math scale scores of students last year to students this year in the same grade; and, Growth ranks districts by the differences in average reading and math scale scores of the same students this year to last year. Here are the numbers:

	2011-2012	2012-2013
Reading Improvement	185 of 248 districts	205 of 248 districts
Reading Growth	198 of 248 districts	205 of 248 districts
Math Improvement	177 of 248 districts	169 of 248 districts
Math Growth	181 of 248 districts	141 of 248 districts
Science Improvement	First Administration of NeSA-S	172 of 248 districts

State test results in reading, writing, mathematics and science were released to the public earlier but are available in the report by school building and district. Student performance disaggregated by race and ethnicity, special education, English Language Learners and poverty are included in the report. The results showed overall gradual and incremental improvement in reading and mathematics for student



groups since the state tests were put in place. The charts highlight three years of results for student groups.

Under the federal law *No Child Left Behind*, Nebraska public schools and districts must meet Adequate Yearly Progress (AYP) goals requiring 80 percent to 90 percent proficiency on state tests by all student groups. That federal law was to have been reauthorized in 2007 but Congress has failed to do that. Nebraska Deputy Commissioner Scott Swisher has urged Congress to reauthorize ESEA, the Elementary and Secondary Education Act. This year, 286 public school buildings and 17 public school districts have been designated as needing improvement under that federal law.

To view the state and federal accountability results and for more detailed information about Nebraska public schools, go to the State of the Schools Report on the Nebraska Department of Education's homepage at: www.education.ne.gov.