

# ESSA NEBRASKA

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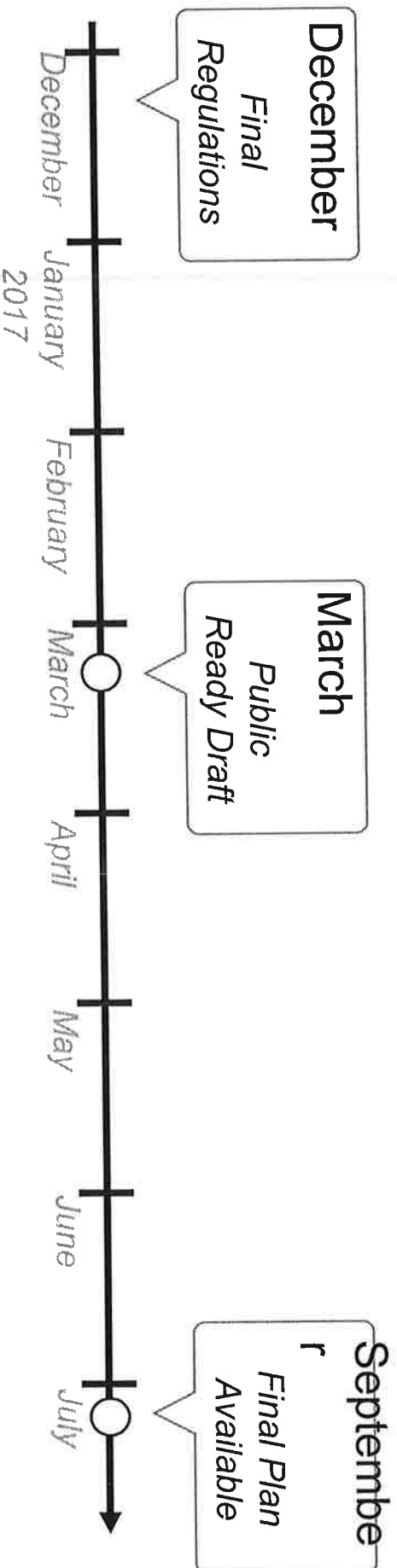
Committee of Practitioners  
January 5, 2016



# ESSANEBRASKA

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## Timeline of Engagement



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## Five Components of ESSA Plan Template

Long Term Goals

Consultation and Performance Management

Academic Assessment

Accountability, Support, and Improvement for Schools

Supporting Excellent Educators

Supporting All Students

## 4.2 Identification of Schools

**Comprehensive Support and Improvement Schools.** Describe:  
The methodologies by which the State identifies schools for comprehensive support and improvement under section 11

- ?**
- *In the past, this has been determined with AYP. With no AYP, How do we identify Comprehensive Schools consistent with AQUESTT?*
  - *What is the definition of Chronically? How does AQUESTT support this label?*

**A**

All Schools Identified as Needs Improvement become federally labeled as Comprehensive

**B**

Designation process occurring after Classification in AQUESTT similar to Priority School Identification

**C**

Schools Request to be in Comprehensive Support through Evidence Based Analysis

## 4.3 State Support and Improvement for Low-performing Schools.

**School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.2

- ?
- A. *Could a comprehensive needs assessment replace or support the current grant application process?*
  - B. *Is it feasible to distribute money to all schools identified as comprehensive and expect dramatic change within the schools to occur? Is it possible to consort that money?*
  - C. *Exit Strategy?*

D. *What amount of money is the threshold for impact?*  
E. *Level of state support and limits of NDE capacity considerations. NDE's level of support and involvement in the process?*



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- Development of a State Plan that meets Nebraska's needs and satisfies ESSA requirements.
- Coordination with other ESSA work structures to ensure that they play a coherent part in Nebraska's ESSA plan.
- Align current resources, individuals both internally and external w
- Communication of strategies to support the ESSA State Plan.
- Collection and analysis of stakeholder feedback for the ESSA State Plan.

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## Key Decisions

- ◆ Long Term Goals and Measurement of Interim Progress
- ◆ Additional Indicators in Classification
- ◆ Competitive or Formula SIG
- ◆ Identification of Comprehensive and Targeted Schools aligned with AQUESTT
- ◆ Title IV Well Rounded Education

Group members might either rank *all* items by relative level of perceived priority OR identify x (5?) items that should be given priority consideration.

Priority Ranking	The State may focus Title IIA SEA allocated funds* on efforts to:
	reform or support certification/recert/licensure/tenure systems?
	pursue alternative routes to teaching/leading (mid-career, BA, para-educator paths, academies, residency programs, etc)?
	reform teacher/principal/leadership preparation standards?
	reform teacher/principal/leadership approval processes?
	support induction/mentoring programs?
	develop, improve, or provide assistance with systems of educator evaluation?
	develop/provide trainings for leaders on how to provide useful and timely feedback to teachers?
	develop/provide trainings on how to use evaluation results to inform decision-making about professional development and personnel decisions?
	develop, improve, or provide assistance with systems of professional development?
	compensate teachers for increased leadership and responsibilities?
	train educators in implementing blended learning?
	support school library programs?
	support early college credit opportunities or dual/concurrent enrollment programs?
	provide training related to prevention and recognition of child sexual abuse?
	support early childhood program educators in addressing issues related to school readiness?
	support STEAM-related efforts?
	support career and technical education efforts?
	support teachers in ensuring student privacy when using student data?
	support an alternate activity with an evidence base (please identify)?

*\*While these are represented as being Title IIA funded-activities, multiple funding sources may be combined with IIA funds to ensure*



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Five Components of ESSA Plan Template

- Long Term Goals
- Consultation and Performance Management
- Academic Assessment
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students

**4.2 Identification of Schools**

Comprehensive Support and Improvement Schools. Describe the methodologies by which the State identifies schools for comprehensive support and improvement under section 1182.

? What is the definition of Chronicity? How does AQUEST support this label?

- In the past, this has been determined with AYP. With no AYP, How do we identify Comprehensive Schools consistent with AQUEST?
- What is the definition of Chronicity? How does AQUEST support this label?

A


All Schools Identified as Needs Improvement become Federally labeled as Comprehensive

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Designation process occurring after AQUEST similar to Priority School Identification

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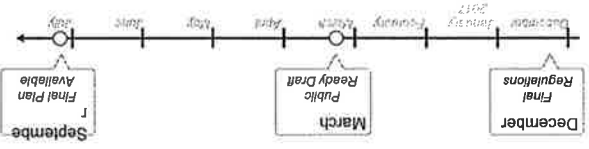
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Timeline of Engagement



The timeline shows the following milestones:

- December: Final Regulations
- March: Public Draft Ready
- September: Final Plan Available

Other months shown on the timeline include January, February, March, April, May, June, July, and August.

Group members might wish to use the table below to record their responses to the questions listed below. The table may be used to record responses to the questions listed below. The table may be used to record responses to the questions listed below.

Priority Activity	How does this activity support the goal of providing quality learning experiences for all students?
Align current resources, individuals both internally and external w	
ESSA requirements.	
Development of a State Plan that meets Nebraska's needs and satisfies	
ESSA requirements.	
Coordination with other ESSA work structures to ensure that they play a	
coherent part in Nebraska's ESSA plan.	
Align current resources, individuals both internally and external w	
Communication of strategies to support the ESSA State Plan.	
Collection and analysis of stakeholder feedback for the ESSA State Plan.	

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**Key Decisions**

- Long Term Goals and Measurement of Interim Progress
- Additional Indicators in Classification
- Competitive or Formula SIG
- Identification of Comprehensive and Targeted Schools
- aligned with AQUEST
- Title IV Well Rounded Education

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