



2017-2026 STRATEGIC VISION AND DIRECTION

approved by the State Board of Education 12/2/16

MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living.

STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

Success, Access, and Support

Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.

Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Educational Opportunities and Access – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Teaching, Learning, and Serving

College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Assessment – Use assessments to measure and improve student achievement and inform instruction.

Educator Effectiveness – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

OUTCOME STATEMENTS

To view the full plan, please visit: <https://www.education.ne.gov/StateBoard/Index.html>

Leadership

- By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

Success, Access, and Support

Positive Partnerships, Relationships, and Success

- By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.
- By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.
- By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.
- By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

Transitions

- By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.
- By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.
- By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.
- By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

Educational Opportunities and Access

- By 2020, NDE will develop a statewide digital course and content repository.
- By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.
- By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.

Teaching, Learning, and Serving

College, Career, and Civic Ready

- By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.
- By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.
- By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.
- By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.

Assessment

- By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.
- By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

Educator Effectiveness

- By 2018, NDE will develop and implement a statewide teacher equity plan.
- By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.
- By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

The Six Tenets of AQuESTT

The framework is designed around the following six tenets:



Great things happen when we work together.
Visit www.aquestt.com to find out more.

STUDENT SUCCESS AND ACCESS



Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School



Educational Opportunities and Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

Areas of Focus

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities

TEACHING AND LEARNING



College & Career Ready

The State Board of Education believes that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue his or her career goals.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive Assessments
- Classroom Based Assessments
- State Assessments
- National/International Assessments



Educator Effectiveness

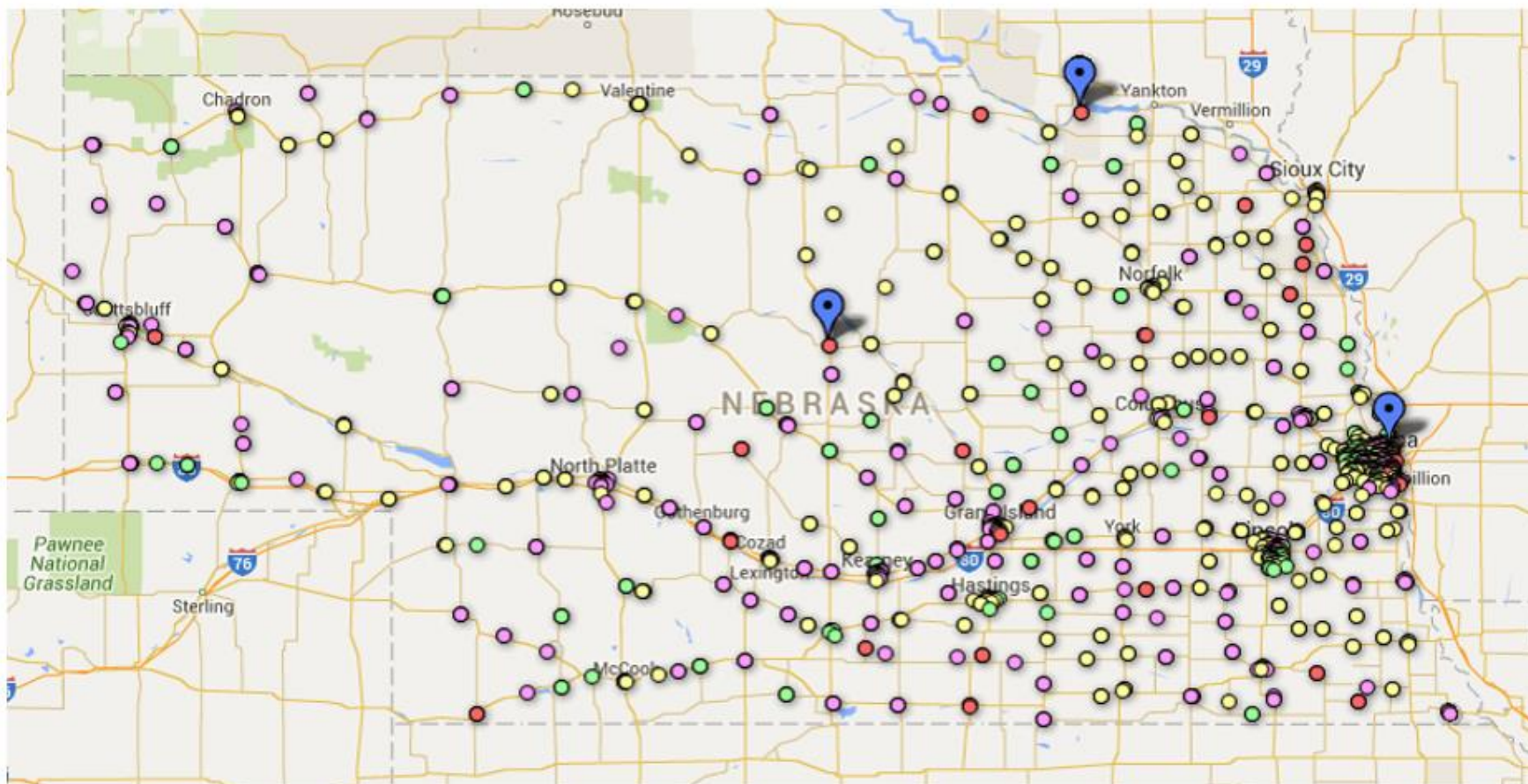
The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents



Geographic Dispersion: All Classifications



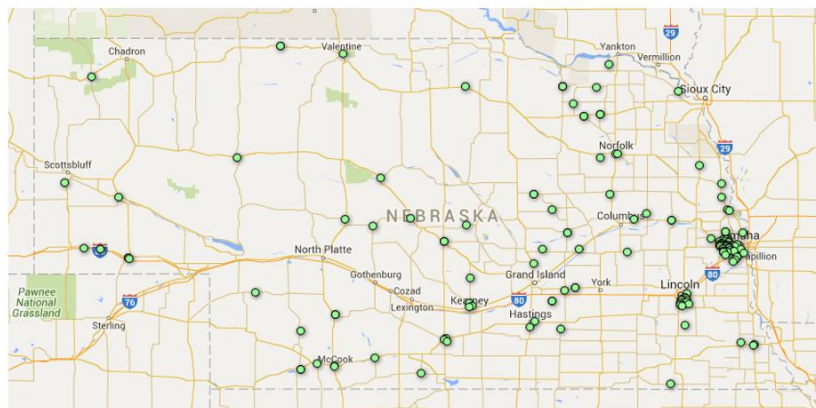
●=Priority School, ●=Needs Improvement, ●=Good, ●=Great, ●=Excellent

Note: n=1130

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Geographic Dispersion: Excellent Schools



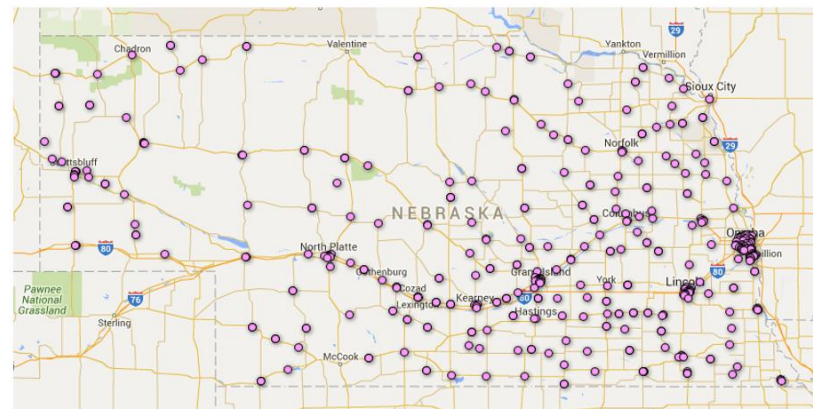
●=Excellent

Note: n=147

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Geographic Dispersion: Good Schools



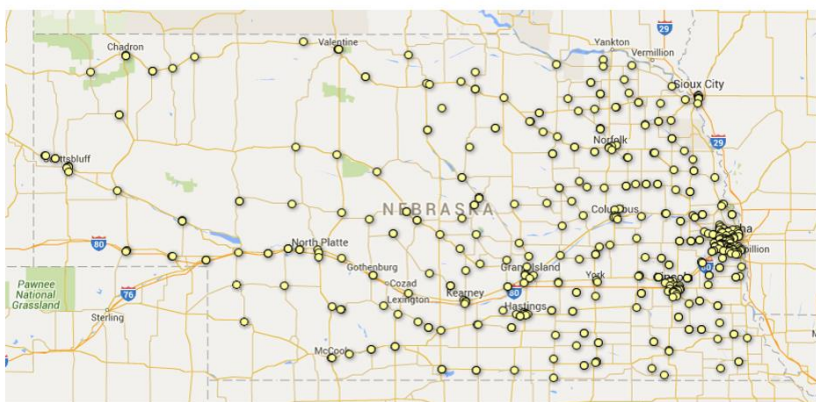
●=Good

Note: n=423

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Geographic Dispersion: Great Schools



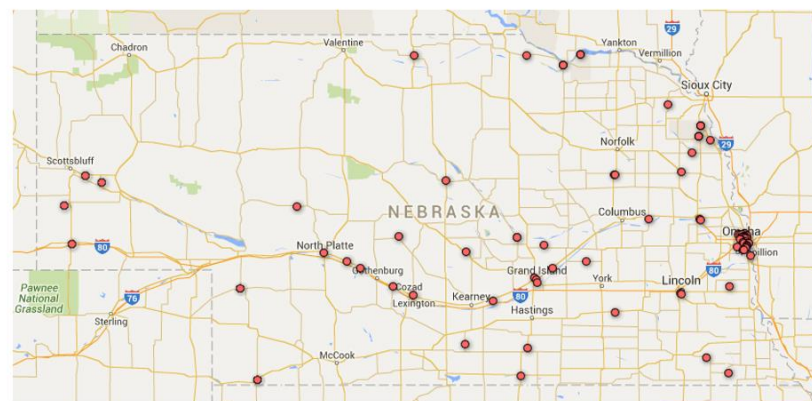
●=Great

Note: n=473

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Geographic Dispersion: Needs Improvement Schools



●=Needs Improvement

Note: n=87

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Relationship Builder/Relational

High Expectations

Strong Content Knowledge

Growth Mindset

Effective Communicator

Positive Role Model

Caring, Compassionate, Empathy

Culturally Proficient

Classroom Management Skills

Strong Pedagogical Knowledge/Skills