

Handout B

Equity in High Ability Learner Achievement in Nebraska

REL Central at Marzano Research reviewed data from grades 3, 4, 5, 6, 7, 8, and 11 during the 2018/19 school year to describe the achievement of Nebraska students who were identified as a High Ability Learner (HAL) and students not identified as HAL (non-HAL). Nebraska Revised Statute 79-1107 states: “Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.”¹ Each district in Nebraska is responsible for identifying students as HAL. To understand equity in HAL achievement, we present data on HAL students, non-HAL students, and all students (HAL and non-HAL students combined) by race and the following student groups: free/reduced lunch, highly mobile, special education, migrant, and English learner. Data from the 2018/19 school year was used because it is the most recent school year with complete data before the COVID-19 pandemic.

NSCAS English Language Arts and Math Grades 3–8

Tables 1 and 2 present NSCAS English Language Arts data for HAL students, non-HAL students, and all students by student group or race for grades 3–8 combined. Tables 3 and 4 present NSCAS Math data for HAL students, non-HAL students, and all students by student group or race for grades 3–8 combined. The tables present the total number of students in each category, the percentage of students in a group or race category who scored on track or CCR benchmark on the assessment, and the overall percentage of students who scored proficient. The NSCAS data in Tables 1–4 are broken down by the following 2018/19 descriptions:

- **On Track:** “Learners who are on track demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.”²

¹ Nebraska Legislature. (n.d.). *Nebraska Revised Statute 79-1107*. <https://nebraskalegislature.gov/laws/statutes.php?statute=79-1107>

² Nebraska Department of Education. (n.d.). *Nebraska Student-Centered Assessment System – NSCAS English Language Arts, Mathematics, Science*. https://nep.education.ne.gov/content/assets/data/NEP_NSCAS_Data_Definitions_and_Explanations_2018-19.pdf

- **College and Career Ready Benchmark (CCR):** “Learners who meet the college and Career ready benchmark demonstrate advance proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College-and-Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.”²
- **Percentage Proficient:** “The percentage of overall proficiency in meeting the standards is calculated based upon the percentage of students scoring ‘On Track’ and ‘College and Career Ready Benchmark’ levels.”²

Table 1. NSCAS English Language Arts by Student Group (2018/19; grades 3–8 combined)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All Students	15453	42%	49%	90%	136830	32%	22%	53%	152283	33%	24%	57%
Free/Reduced Lunch	3785	48%	35%	83%	59995	28%	6%	33%	63780	29%	7%	36%
Special Education	581	39%	42%	81%	20145	15%	3%	19%	20726	16%	4%	20%
English Learners	23	39%	0%	39%	7882	9%	0%	9%	7905	9%	0%	9%
Migrants	18	33%	44%	78%	1201	17%	2%	19%	1219	17%	3%	20%
Highly Mobile	96	44%	41%	84%	1984	20%	4%	24%	2080	21%	5%	26%

Table 2. NSCAS English Language Arts by Race (2018/19; grades 3–8 combined)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All Students	15453	42%	49%	90%	136830	32%	22%	53%	152283	33%	24%	57%
American Indian or Alaska Native	156	32%	34%	66%	1526	21%	3%	24%	1682	22%	6%	28%
Asian	635	37%	58%	95%	3108	34%	15%	49%	3743	35%	22%	57%
Black or African American	480	49%	29%	78%	8689	20%	4%	24%	9169	22%	5%	27%
Hispanic or Latinx	1441	49%	36%	85%	40303	17%	42%	58%	41744	18%	41%	59%
Native Hawaiian or Other Pacific Islander	22	36%	45%	82%	178	35%	9%	44%	200	36%	13%	49%
White	12247	41%	51%	91%	77876	41%	15%	55%	90123	41%	20%	60%
Two or more races	472	45%	45%	90%	5150	35%	11%	46%	5622	35%	14%	50%

Table 3. NSCAS Math by Student Group (2018/19; grades 3–8 combined)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All Students	15423	55%	36%	91%	121283	41%	6%	48%	136706	43%	10%	52%
Free/Reduced Lunch	3783	61%	21%	82%	59946	31%	3%	33%	63729	32%	4%	36%
Special Education	581	49%	33%	82%	20139	18%	2%	20%	20720	19%	3%	22%
English Learners	23	61%	9%	70%	7873	14%	1%	15%	7896	15%	1%	15%
Migrants	18	50%	39%	89%	1194	23%	1%	25%	1212	24%	2%	25%
Highly Mobile	94	60%	19%	79%	1963	16%	1%	17%	2057	18%	2%	20%

Table 4. NSCAS Math by Race (2018/19; grades 3–8 combined)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All Students	15423	55%	36%	91%	121283	41%	6%	48%	136706	43%	10%	52%
American Indian or Alaska Native	130	39%	7%	46%	1528	21%	1%	23%	1658	23%	2%	24%
Asian	635	42%	53%	95%	3106	43%	12%	54%	3741	43%	19%	61%
Black or African American	478	60%	16%	76%	8678	19%	2%	21%	9156	21%	2%	24%
Hispanic or Latinx	1441	60%	23%	84%	24804	30%	2%	32%	26245	31%	4%	35%
Native Hawaiian or Other Pacific Islander	22	55%	32%	86%	178	40%	5%	46%	200	42%	8%	50%
White	12245	55%	38%	93%	77844	48%	8%	56%	90089	49%	12%	61%
Two or more races	472	54%	34%	88%	5145	37%	5%	42%	5617	39%	8%	46%

HAL NSCAS English Language Arts and Math

Tables 5–8 present NSCAS English Language Arts data for HAL students by student group or race for grade 3, 4, 5, 6, 7, and 8. Tables 9–12 present NSCAS Math data for HAL students by student group or race for grade 3, 4, 5, 6, 7, and 8. The tables present the total number of students in each category, the percentage of students in a group or race category who scored on track or CCR benchmark on the assessment, and the overall percentage of students who scored proficient. The NSCAS data in Tables 5–12 are broken down by the following 2018/19 descriptions:

- **On Track:** “Learners who are on track demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.”³
- **College and Career Ready Benchmark (CCR):** “Learners who meet the college and Career ready benchmark demonstrate advance proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College-and-Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.”³
- **Percentage Proficient:** “The percentage of overall proficiency in meeting the standards is calculated based upon the percentage of students scoring ‘On Track’ and ‘College and Career Ready Benchmark’ levels.”³

³ Nebraska Department of Education. (n.d.). *Nebraska Student-Centered Assessment System – NSCAS English Language Arts, Mathematics, Science*. https://nep.education.ne.gov/content/assets/data/NEP_NSCAS_Data_Definitions_and_Explanations_2018-19.pdf

Table 5. HAL NSCAS English Language Arts by Student Group (2018/19; grades 3, 4, 5)

	Grade 3			Grade 4			Grade 5					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	1045	39%	56%	94%	1913	32%	64%	96%	901	37%	55%	92%
Free/Reduced Lunch	347	49%	40%	88%	489	45%	44%	89%	296	47%	35%	82%
Special Education	59	37%	46%	83%	117	32%	57%	89%	37	34%	45%	80%
English Learners	7	86%	0%	86%	8	25%	0%	25%	0	0%	0%	0%
Migrants	0	*	*	*	1	0%	0%	0%	2	33%	33%	67%
Highly Mobile	3	33%	33%	67%	7	29%	57%	86%	4	80%	20%	100%

Table 6. HAL NSCAS English Language Arts by Race (2018/19; grades 3, 4, 5)

	Grade 3			Grade 4			Grade 5					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	1045	39%	56%	94%	1913	32%	64%	96%	901	37%	55%	92%
American Indian or Alaska Native	13	31%	15%	46%	16	25%	50%	75%	2	17%	33%	50%
Asian	64	41%	59%	100%	80	25%	71%	96%	37	38%	56%	94%
Black or African American	46	59%	28%	87%	77	42%	45%	87%	34	40%	24%	64%
Hispanic or Latinx	135	56%	35%	90%	185	39%	45%	84%	89	43%	43%	86%
Native Hawaiian or Other Pacific Islander	3	67%	33%	100%	4	50%	50%	100%	1	50%	50%	100%
White	743	34%	62%	96%	1484	30%	67%	98%	713	36%	58%	94%
Two or more races	41	44%	46%	90%	67	37%	60%	97%	25	39%	52%	91%

Table 7. HAL NSCAS English Language Arts by Student Group (2018/19; grades 6, 7, 8)

	Grade 6			Grade 7			Grade 8					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	3172	38%	50%	88%	3387	52%	35%	87%	3466	45%	44%	90%
Free/Reduced Lunch	708	43%	40%	83%	777	53%	24%	77%	829	52%	32%	83%
Special Education	113	39%	35%	73%	106	46%	36%	82%	78	45%	33%	78%
English Learners	3	33%	0%	33%	1	0%	0%	0%	2	0%	0%	0%
Migrants	4	25%	50%	75%	1	0%	100%	100%	6	50%	50%	100%
Highly Mobile	9	44%	44%	89%	5	40%	40%	80%	67	43%	40%	84%

Table 8. HAL NSCAS English Language Arts by Race (2018/19; grades 6, 7, 8)

	Grade 6			Grade 7			Grade 8					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	3172	38%	50%	88%	3387	52%	35%	87%	3466	45%	44%	90%
American Indian or Alaska Native	16	50%	25%	75%	40	45%	3%	48%	33	42%	24%	67%
Asian	127	35%	57%	92%	136	36%	58%	94%	130	45%	50%	95%
Black or African American	75	48%	33%	81%	94	64%	16%	80%	104	42%	31%	73%
Hispanic or Latinx	281	42%	41%	83%	307	56%	24%	79%	326	54%	33%	87%
Native Hawaiian or Other Pacific Islander	5	20%	60%	80%	2	0%	0%	0%	6	33%	50%	83%
White	2569	37%	52%	89%	2697	52%	36%	88%	2777	44%	46%	90%
Two or more races	99	40%	45%	86%	111	56%	29%	85%	90	46%	49%	94%

Table 9. HAL NSCAS Math by Student Group (2018/19; grades 3, 4, 5)

	Grade 3			Grade 4			Grade 5					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	1044	54%	41%	96%	1913	53%	39%	92%	2444	48%	45%	93%
Free/Reduced Lunch	347	66%	26%	92%	489	64%	18%	82%	635	60%	25%	85%
Special Education	59	58%	37%	95%	117	47%	37%	84%	108	52%	32%	84%
English Learners	7	71%	14%	86%	8	38%	13%	50%	2	100%	0%	100%
Migrants	0	*	*	*	1	0%	0%	0%	6	50%	50%	100%
Highly Mobile	3	67%	0%	67%	7	43%	29%	71%	5	80%	0%	80%

Table 10. HAL NSCAS Math by Race (2018/19; grades 3, 4, 5)

	Grade 3			Grade 4			Grade 5					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	1044	54%	41%	96%	1913	53%	39%	92%	2444	48%	45%	93%
American Indian or Alaska Native	13	23%	15%	38%	16	56%	13%	69%	12	58%	8%	67%
Asian	64	50%	48%	98%	80	38%	59%	96%	98	34%	63%	97%
Black or African American	46	80%	17%	98%	77	64%	13%	77%	84	48%	20%	68%
Hispanic or Latinx	135	67%	23%	90%	185	58%	19%	77%	207	66%	25%	91%
Native Hawaiian or Other Pacific Islander	3	67%	33%	100%	4	50%	50%	100%	2	50%	50%	100%
White	742	51%	46%	97%	1484	52%	43%	95%	1977	47%	47%	94%
Two or more races	41	56%	41%	98%	67	55%	30%	85%	64	45%	42%	88%

Table 11. HAL NSCAS Math by Student Group (2018/19; grades 6, 7, 8)

	Grade 6			Grade 7			Grade 8					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	3171	59%	33%	93%	3387	57%	31%	88%	3464	53%	34%	88%
Free/Reduced Lunch	708	64%	22%	86%	777	60%	19%	79%	827	56%	20%	76%
Special Education	113	50%	30%	81%	92	38%	38%	76%	78	45%	29%	74%
English Learners	3	100%	0%	100%	1	0%	0%	0%	2	50%	0%	50%
Migrants	4	50%	25%	75%	1	0%	100%	100%	6	67%	33%	100%
Highly Mobile	9	89%	11%	100%	5	80%	0%	80%	65	54%	23%	77%

Table 12. HAL NSCAS Math by Race (2018/19; grades 6, 7, 8)

	Grade 6			Grade 7			Grade 8					
	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient	Total # of students (n)	On Track	CCR Benchmark	% Proficient
All HAL Students	3171	59%	33%	93%	3387	57%	31%	88%	3464	53%	34%	88%
American Indian or Alaska Native	16	56%	13%	69%	40	28%	3%	30%	33	36%	3%	39%
Asian	127	43%	54%	96%	136	46%	49%	95%	130	42%	49%	92%
Black or African American	75	64%	20%	84%	94	62%	15%	77%	102	52%	14%	66%
Hispanic or Latinx	281	64%	23%	88%	307	58%	23%	81%	326	54%	25%	80%
Native Hawaiian or Other Pacific Islander	5	80%	20%	100%	2	0%	0%	0%	6	50%	33%	83%
White	2568	59%	34%	93%	2697	58%	32%	90%	2777	54%	36%	90%
Two or more races	99	60%	30%	90%	111	55%	32%	87%	90	49%	36%	84%

Grade 11 ACT English Language Arts and Math

Tables 13 and 14 present grade 11 ACT English Language Arts and Math data for HAL students, non-HAL students, and all students by student group or race. Tables 15 and 16 present grade 11 ACT English Language Arts and Math data for HAL students, non-HAL students, and all students by student group or race. The tables present the total number of students in each category, the percentage of students in a group or race category who scored on track or ACT benchmark on the assessment, and the overall percentage of students who scored proficient. The ACT data in Tables 13–16 are broken down by the following 2018/19 descriptions:

- **On Track:** “On Track students are approaching the ACT College Readiness Benchmark and are likely to be able to access credit-bearing first-year related content course at some Nebraska postsecondary institutions without remediation.”⁴
- **ACT Benchmark:** “Students that meet or exceed the ACT College Readiness Benchmark are equipped to enroll (without remediation) and succeed in a credit-bearing first-year course at a two-year or four-year institution, trade school, or technical school. Students have at least a 50% chance of getting a B or better and a 75% chance of getting C or better in a first-year related content course.”⁴
- **Percentage Proficient:** “The percentage of overall proficiency in meeting the standards is calculated based upon the percentage of students scoring ‘On Track’ and ‘ACT Benchmark’ levels.”⁴

⁴ Nebraska Department of Education. (n.d.). *Nebraska Student-Centered Assessment System – NSCAS English Language Arts, Mathematics, Science*. https://nep.education.ne.gov/content/assets/data/NEP_NSCAS_Data_Definitions_and_Explanations_2018-19.pdf

Table 13. ACT English Language Arts by Student Group (2018/19; grade 11)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient
All Students	4481	11%	78%	89%	17854	16%	31%	47%	22335	15%	40%	55%
Free/Reduced Lunch	769	17%	62%	79%	7591	13%	17%	30%	8360	13%	21%	35%
Special Education	49	6%	63%	69%	2184	6%	6%	12%	2233	6%	8%	14%
English Learners	7	43%	29%	71%	735	4%	2%	6%	742	5%	2%	7%
Migrants	3	33%	33%	67%	134	4%	10%	14%	137	5%	10%	15%
Highly Mobile	23	4%	65%	70%	497	9%	9%	19%	520	9%	12%	21%

Table 14. ACT English Language Arts by Race (2018/19; grade 11)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient
All Students	4481	11%	78%	89%	17854	16%	31%	47%	22335	15%	40%	55%
American Indian or Alaska Native	36	11%	31%	42%	168	9%	11%	20%	204	9%	14%	24%
Asian	123	6%	91%	97%	451	15%	30%	45%	574	13%	43%	56%
Black or African American	92	26%	43%	70%	1125	12%	11%	23%	1217	13%	13%	26%
Hispanic or Latinx	337	21%	56%	78%	3576	13%	14%	27%	3913	13%	18%	31%
Native Hawaiian or Other Pacific Islander	1	0%	100%	100%	22	23%	14%	36%	23	22%	17%	39%
White	2954	8%	86%	94%	11922	17%	38%	55%	14876	15%	48%	63%
Two or more races	87	8%	79%	87%	590	16%	26%	42%	677	15%	33%	48%

Table 15. ACT Math by Student Group (2018/19; grade 11)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient
All Students	4492	18%	71%	89%	18351	23%	23%	46%	22843	22%	33%	54%
Free/Reduced Lunch	770	25%	56%	81%	7945	18%	11%	29%	8715	19%	15%	33%
Special Education	51	14%	55%	69%	2375	9%	4%	13%	2426	9%	5%	14%
English Learners	7	14%	14%	29%	919	4%	2%	6%	926	4%	2%	6%
Migrants	3	33%	33%	67%	160	13%	4%	16%	163	13%	4%	17%
Highly Mobile	23	13%	39%	52%	544	11%	5%	16%	567	11%	7%	17%

Table 16. ACT Math by Race (2018/19; grade 11)

	HAL Students			Non-HAL Students			All Students					
	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient	Total # of students (n)	On Track	ACT Benchmark	% Proficient
All Students	4492	18%	71%	89%	18351	23%	23%	46%	22843	22%	33%	54%
American Indian or Alaska Native	36	17%	22%	39%	176	13%	7%	20%	212	13%	10%	23%
Asian	123	7%	89%	96%	478	15%	26%	41%	601	13%	39%	52%
Black or African American	92	24%	36%	60%	1178	13%	5%	17%	1270	13%	7%	20%
Hispanic or Latinx	337	30%	52%	82%	3780	16%	9%	25%	4117	17%	12%	30%
Native Hawaiian or Other Pacific Islander	1	0%	100%	100%	22	27%	14%	41%	23	26%	17%	43%
White	2961	15%	79%	94%	12114	26%	30%	56%	15075	24%	40%	63%
Two or more races	88	26%	65%	91%	603	21%	19%	0%	691	21%	25%	46%

State Average MAP Scores—English and Math

Tables 17 and 18 present Nebraska state average MAP scores in English and Math for HAL students and non-HAL students, by student group and race. The data presented are from spring of the 2018/19 school year. Spring data was used because not all districts administer the MAP in the fall or midyear. The total number of students in each group is not presented in the tables as that data was not available.

Table 17. Nebraska State Average English MAP Scores by Student Group (2018/19; grades 3, 4, 5, 6, 7, 8)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State Average	194	205	216	217	221	224
HAL Average	207	217	223	226	229	233
Non-HAL Average	189	198	206	210	214	217
HAL—Free/Reduced Lunch	203	213	219	223	226	230
Non-HAL—Free/Reduced Lunch	184	194	201	206	210	213
HAL—Special Education	206	214	221	223	228	232
Non-HAL—Special Education	178	186	193	198	201	203
HAL—English Learners	197	194	208	214	207	197
Non-HAL—English Learners	175	184	188	191	193	194
HAL—Migrants	203	188	215	214	236	235
Non-HAL—Migrants	177	185	193	194	199	202
HAL—Highly Mobile	202	213	221	222	224	231
Non-HAL—Highly Mobile	182	190	197	203	206	210

Table 17 Legend

State Average MAP Scores—English	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska state average for each grade level.

Table 18. Nebraska State Average English MAP Scores by Race (2018/19; grades 3, 4, 5, 6, 7, 8)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State Average	194	205	216	217	221	224
HAL Average	207	217	223	226	229	233
Non-HAL Average	189	198	206	210	214	217
HAL—American Indian or Alaska Native	190	212	211	220	218	226
Non-HAL—American Indian or Alaska Native	182	190	197	205	207	209
HAL—Asian	210	219	226	227	232	236
Non-HAL—Asian	190	197	205	208	213	217
HAL—Black or African American	203	213	217	223	227	230
Non-HAL—Black or African American	181	190	198	202	206	210
HAL—Hispanic or Latinx	202	212	221	223	227	231
Non-HAL—Hispanic or Latinx	184	194	201	206	209	213
HAL—Native Hawaiian or Other Pacific Islander	208	214	219	229	218	235
Non-HAL—Native Hawaiian or Other Pacific Islander	190	195	205	207	211	217
HAL—White	208	218	224	226	230	234
Non-HAL—White	192	201	208	213	217	220
HAL—Two or more races	207	217	222	223	230	234
Non-HAL—Two or more races	189	198	206	210	214	217

Table 18 Legend

State Average MAP Scores— English	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska state average for each grade level.

Table 19. Nebraska State Average Math MAP Scores by Student Group (2018/19; grades 3, 4, 5, 6, 7, 8)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State Average	194	207	218	223	231	236
HAL Average	206	218	229	232	240	246
Non-HAL Average	190	201	210	216	222	227
HAL—Free/Reduced Lunch	202	214	224	229	236	242
Non-HAL—Free/Reduced Lunch	186	197	205	211	216	221
HAL—Special Education	206	216	228	231	237	243
Non-HAL—Special Education	181	190	198	203	207	211
HAL—English Learners	198	201	217	227	225	236
Non-HAL—English Learners	180	189	195	199	203	205
HAL—Migrants	203	197	220	222	244	245
Non-HAL—Migrants	181	191	200	203	207	212
HAL—Highly Mobile	201	214	222	227	233	242
Non-HAL—Highly Mobile	184	193	200	207	212	217

Table 19 Legend

State Average MAP Scores—Math	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska state average for each grade level.

Table 20. Nebraska State Average Math MAP Scores by Race (2018/19; grades 3, 4, 5, 6, 7, 8)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State Average	194	207	218	223	231	236
HAL Average	206	218	229	232	240	246
Non-HAL Average	190	201	210	216	222	227
HAL—American Indian or Alaska Native	192	212	215	227	222	231
Non-HAL—American Indian or Alaska Native	183	192	201	208	213	216
HAL—Asian	210	225	235	237	245	252
Non-HAL—Asian	191	202	212	215	223	229
HAL—Black or African American	202	213	221	228	236	240
Non-HAL—Black or African American	182	193	201	205	210	216
HAL—Hispanic or Latinx	203	213	224	229	237	243
Non-HAL—Hispanic or Latinx	185	196	205	211	216	220
HAL—Native Hawaiian or Other Pacific Islander	210	219	233	234	228	249
Non-HAL—Native Hawaiian or Other Pacific Islander	190	201	210	215	217	227
HAL—White	207	219	230	233	240	247
Non-HAL—White	192	204	213	219	225	230
HAL—Two or more races	207	216	227	231	240	246
Non-HAL—Two or more races	189	200	209	215	220	224

Table 20 Legend

State Average MAP Scores—Math	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska state average for each grade level.

Nebraska Graduation Rates

Tables 21 and 22 present Nebraska 2018/19 graduation data for HAL students, non-HAL students, and all students by student group or race. The tables present the cohort four-year graduation rate, which “is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort, including students who graduate in the summer of the Expected Graduation Year.”⁵

Table 21. Nebraska Graduation Rates by Student Group (2018/19)

	HAL Students	Non-HAL Students	All Students
All Students	96%	73%	88%
Free/Reduced Lunch	97%	94%	81%
Special Education	85%	50%	69%
English Learners	81%	51%	49%
Migrants	63%	57%	*
Highly Mobile	48%	23%	*

*Data not available

Table 21 Legend

Graduation Rates	
	Above state average
	State average*
	Below state average




*Based on the 2018/19 Nebraska average graduation rate of 88%.

⁵ Nebraska Department of Education. (n.d.). *Data Definitions and Explanations: Cohort Graduation Rate*. <https://nep.education.ne.gov//State/Index/00-0000-000?DataYears=20182019&type=state#metrics>

Table 22. Nebraska Graduation Rates by Race (2018/19)

	HAL Students	Non-HAL Students	All Students
All Students	96%	73%	88%
American Indian or Alaska Native	93%	49%	71%
Asian	95%	67%	84%
Black or African American	94%	59%	78%
Hispanic or Latinx	94%	68%	80%
Native Hawaiian or Other Pacific Islander	83%	61%	75%
White	97%	79%	92%
Two or more races	94%	60%	82%

Table 22 Legend

Graduation Rates	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska average graduation rate of 88%.

Nebraska Attendance Rates

Tables 23 and 24 present Nebraska attendance rates for HAL and non-HAL students for grades 3, 4, 5, 6, 7, 8, and 11, by student group and race. The tables present the attendance rate “the K-12 Average Daily Attendance (ADA) divided by the K-12 Average Daily Membership (ADM).”⁶

Table 23. Nebraska Attendance Rates by Student Group (2018/19; grades 3, 4, 5, 6, 7, 8, 11)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
HAL Average	97%	97%	97%	97%	96%	96%	95%
Non-HAL Average	96%	96%	96%	95%	94%	94%	91%
HAL—Free/Reduced Lunch	96%	96%	96%	96%	95%	95%	92%
Non-HAL—Free/Reduced Lunch	95%	95%	95%	94%	93%	92%	88%
HAL—Special Education	97%	96%	95%	95%	95%	94%	93%
Non-HAL—Special Education	95%	95%	95%	94%	93%	92%	89%
HAL—English Learners	91%	93%	97%	95%	99%	92%	91%
Non-HAL—English Learners	95%	96%	95%	95%	94%	94%	88%
HAL—Migrants	93%	97%	97%	96%	93%	96%	97%
Non-HAL—Migrants	95%	95%	95%	95%	94%	94%	90%
HAL—Highly Mobile	95%	95%	94%	92%	91%	94%	81%
Non-HAL—Highly Mobile	92%	93%	92%	90%	88%	88%	80%

Table 23 Legend

Attendance Rates	
	Above state average
	State average*
	Below state average

⁶ Nebraska Department of Education. (n.d.). *Data Definitions and Explanations: Attendance Rate*. <https://nep.education.ne.gov//State/Index/00-0000-000?DataYears=20182019&type=state#metrics>

Table 24. Nebraska Attendance Rates by Race (2018/19; grades 3, 4, 5, 6, 7, 8, 11)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
HAL Average	97%	97%	97%	97%	96%	96%	95%
Non-HAL Average	96%	96%	96%	95%	94%	94%	91%
HAL—American Indian or Alaska Native	87%	94%	91%	89%	90%	89%	81%
Non-HAL—American Indian or Alaska Native	92%	91%	92%	89%	88%	87%	84%
HAL—Asian	97%	98%	97%	97%	97%	97%	97%
Non-HAL—Asian	97%	97%	97%	97%	97%	96%	93%
HAL—Black or African American	96%	95%	95%	95%	95%	95%	92%
Non-HAL—Black or African American	94%	94%	94%	92%	91%	90%	85%
HAL—Hispanic or Latinx	96%	96%	96%	96%	96%	96%	93%
Non-HAL—Hispanic or Latinx	95%	95%	95%	94%	94%	93%	89%
HAL—Native Hawaiian or Other Pacific Islander	98%	94%	96%	95%	94%	97%	90%
Non-HAL—Native Hawaiian or Other Pacific Islander	95%	95%	94%	93%	92%	94%	91%
HAL—White	97%	97%	97%	97%	96%	96%	95%
Non-HAL—White	96%	96%	96%	96%	95%	94%	92%
HAL—Two or more races	96%	96%	96%	96%	95%	96%	93%
Non-HAL—Two or more races	95%	95%	95%	94%	92%	92%	88%

Table 24 Legend

Attendance Rates	
	Above state average
	State average*
	Below state average

*Based on the 2018/19 Nebraska K–12 state average of 94%.

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