



**National  
Urban League**

**State:** Nebraska

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



**State:** Nebraska

**Plan Approved:** May 23, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>• Nebraska sets ambitious goals while recognizing the variance among student subgroups.</li> <li>• “Reduce by 50 percent the number of students who are not proficient in statewide tests. The state also has a goal of having 92 percent of students graduate, and no subgroups with a graduation rate of less than 85 percent, by 2026.”</li> <li>• Nebraska’s ambitious state goals are designed to ensure rigorous expectations for all learners and all subgroups. All subgroups share the overarching goal of “50 percent reduction of non-proficient students”, though the manifestation of the 50 percent reduction is unique to each subgroup. The 50 percent reduction is grounded in baseline data specific to the subgroup, resulting in unique goals specific to subgroup needs.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>• Subgroup performance does not affect school ratings, which are calculated by ranking schools according to proficiency rates on state assessments, and then adjusted for all other indicators.</li> <li>• Schools receive 1 of 4 ratings (“excellent,” “great,” “good,” or “needs improvement”).</li> <li>• Nebraska has an n-size of 10 for accountability which maximizes the transparency in reporting.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>• Nebraska’s accountability system, AQuESTT, does not currently differentiate subgroups from the overall student population. The Nebraska Department of Education plans to use all accountability indicators to identify schools for “targeted support and improvement” (TSI).</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>• Nebraska misses an opportunity to include access and/or success on college readiness indicators in its accountability system or as part of its public reporting.</li> <li>• The plan describes a system for addressing educator quality that describes conditions for using Title II resources differently, but for across-the-board effectiveness rather than addressing distributional inequities.</li> <li>• No mention is made of reporting school level spending, identifying inequities, or supporting LEAs to review or rethink resource allocation.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>• Except for passing references to professional learning for teachers of migratory kids and inclusion in a list of possible principal professional learning options, the plan includes no clear strategy or timeline for statewide cultural competence initiatives.</li> <li>• While the plan makes scant mention of cultural competence, it does include key term definitions.</li> <li>• Nebraska is transparent about not having a plan to address inequitable access to ineffective teachers, and asks for a compliance extension to create a plan, but lacks a vision or comprehensive timeline.</li> <li>• The plan is vague about or only indirectly impacts teacher diversity access.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Nebraska

<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>Nebraska’s stakeholder engagement was very well thought out and executed; it included outreach to underrepresented groups, and plans for future engagement throughout implementation.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>Data collection and the use of preventive practices like PBIS provide detail and language necessary to ensure that the state is providing the necessary tools to reduce the incidence of racially disproportionate and exclusionary discipline.</li> <li>Nebraska's plan draws on 15 years of experience implementing and perfecting PBIS</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>Nebraska does not make any mention of Title I use for early childhood education.</li> <li>There is mention of ensuring access to quality educators to all students, including those in early childhood settings, but no plans to dedicate Title II funds to early childhood educator development.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> <b>Poor</b>
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>Nebraska misses an opportunity to include college and career standards into its accountability system.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>Nebraska describes the process for allocating Title IV among LEAs for extended learning opportunities.</li> <li>There is no explicit mention of out of school time learning opportunities under Title I.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"> <li>Science, technology, engineering and math (STEM) curricula development and incentive to use are not described in the plan. This is a missed opportunity for Nebraska to elevate high quality STEAM opportunities as part of its larger college and career preparatory vision for young people.</li> <li>Nebraska's accountability system includes a measure of incorporating career readiness standards, a measure of partnerships for expanded learning opportunities and measures practices related to instruction on career awareness, career exploration, and career preparation, respectively.</li> <li>Nebraska's long history of supporting schools with PBIS implementation includes a focus on social emotional learning supports.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"> <li>Nebraska provides sample student report card formats in its state plan. This is helpful to see data display and more importantly, it provides information that advocates can use to engage as stakeholders and be consulted with in the development of these reports.</li> <li>In addition to the specific measures detailed on its report card, Nebraska uses descriptive ratings with four categories of schools: "excellent," "great," "good," and "needs improvement", while not as easily intuitive as an A-F grading system, it is logical.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>Overall Rating</b></p>	<p><b>Sufficient</b></p>