FALLS CITY PUBLIC SCHOOLS

2026 FCPS State Accountability Report

The Nebraska Department of Education annually evaluates all Nebraska school districts and schools, assigning classifications of Excellent, Great, Good, or Needs Improvement through AQuESTT (Accountability for a Quality Education System, Today and Tomorrow). This classification reflects a comprehensive review of key performance areas, with data gathered from:

- Grades 3-8: Proficiency in English Language Arts and Math, emphasizing student growth, school improvement, and reduction in non-proficient students.
- Grades 5 and 8: Science proficiency and score improvement on state assessments.
- Grades 9-12: Junior year ACT scores, specifically the percentage of students on track for college readiness benchmarks.
- District-wide Requirements: 95% participation rate in state assessments, as well as four-year and extended graduation rates.
- Chronic Absenteeism: Efforts to reduce absenteeism (defined as being absent 10% or more of membership days).
- English Language Proficiency: Advancement toward proficiency for English Language Learners.

Falls City Public Schools received a **Good** designation in this year's AQuESTT evaluation, as part of the Nebraska Department of Education's accountability report released on November 25th, 2026. Here is a link to view the profile directly: NEP Public

A few accountability highlights:

- Chronic Absenteeism: FCPS has a 16.86% chronic absenteeism rate beating the state average of 18.83%.
- Graduation Rate: FCPS achieved a remarkable 98% graduation rate with 57% percent of those students going on to some form of postsecondary education.
- Academic Proficiency: Grades 3-8 students demonstrated 47% proficiency in English Language Arts, 53% in Math, and 79% in Science.

Other information released included:

- FCPS has received a **Good** designation as a district. In addition to receiving a district classification each building also receives their own individual designation. All four buildings within the district received a **Good** designation.
- Schools may also receive federal designations—Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI)—for underperforming subgroups. FCMS received an ATSI designation for students of multiple ethnicities and special education students. FCSS received an ATSI designation for free and reduced lunch students.

Nebraska State Accountability: FCPS District NSCAS & ACT Proficiency

SUBJECT	2023-2024	2024-2025	2025-2026
ELA Grades 3-8	53%	54%	47%
Math Grades 3-8	57%	50%	53%
Science Grades 5, 8	75%	72%	79%
ACT ELA, Math, Science Grade 11	47%, 51%, 58%	52%, 42%, 54%	34%, 30%, 36%

Falls City Public Schools remains committed to continuous improvement and ensuring all students develop the academic skills necessary for success beyond graduation. While recent state assessment results reflect areas of both growth and continued need, they also reinforce the importance of the targeted instructional initiatives and intervention systems the district continues to strengthen.

Several district initiatives are focused on improving student achievement and providing additional support for learners at every grade level:

- Data-Driven Instruction and MTSS: FCPS continues to strengthen its Multi-Tiered System of Supports (MTSS) by using formative assessments, NSCAS results, MAP Growth data, and ongoing progress monitoring to identify student needs and adjust instruction. Regular collaborative team meetings allow teachers to examine student performance, identify gaps in learning, and develop targeted interventions.
- Early Literacy: FCPS is expanding its focus on evidence-based literacy instruction and intervention. Continued implementation of structured literacy practices, targeted professional development, and progress monitoring is helping teachers identify and address reading needs earlier. The district's WORDs/LETRS initiatives and strengthened foundational phonics instruction further support literacy development in the elementary grades.
- Secondary Literacy Interventions:Recognizing the importance of strong reading skills across all content areas, FCPS is expanding targeted literacy supports at the secondary level. Through structured intervention programming and a more robust MTSS FCPS secondary staff are working to close the achievement gap for students reading below grade level.
- Math Acceleration: In partnership with ESU 4, FCPS secondary math teachers continue to engage in the Math Acceleration Project. This focus on promoting teaching methods that foster critical thinking and problem solving skills. This process allow allows staff to engage in learning walks where they get to grow and learn from one another.

Falls City Public Schools, supported by the District 56 Board of Education, administration, faculty, families, and community, recognizes that improving student achievement requires sustained effort, collaboration, and a willingness to continually evaluate and strengthen instructional practices. While there is important work ahead, the district remains focused on creating a culture of belonging, consistency, and coherence. Through intentional instruction, targeted interventions, and a commitment to continuous improvement, FCPS will continue working to ensure students graduate equipped with the knowledge, skills, and confidence necessary to be successful.