



2015 NDE DAY
ADMINISTRATORS' DAYS



AQuESTT

A Broader, Bolder, Better Approach to Accountability

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BROADER.

The Six Tenets of AQuESTT



The Six Tenets of AQuESTT

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, parent/guardian and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Parent/Guardian Involvement
- 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 their 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

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BETTER.

- Classification of Schools and Districts
- Evidence-Based Analysis
- Designation of Priority Schools
- Supports for Schools
- Key Dates for Implementation

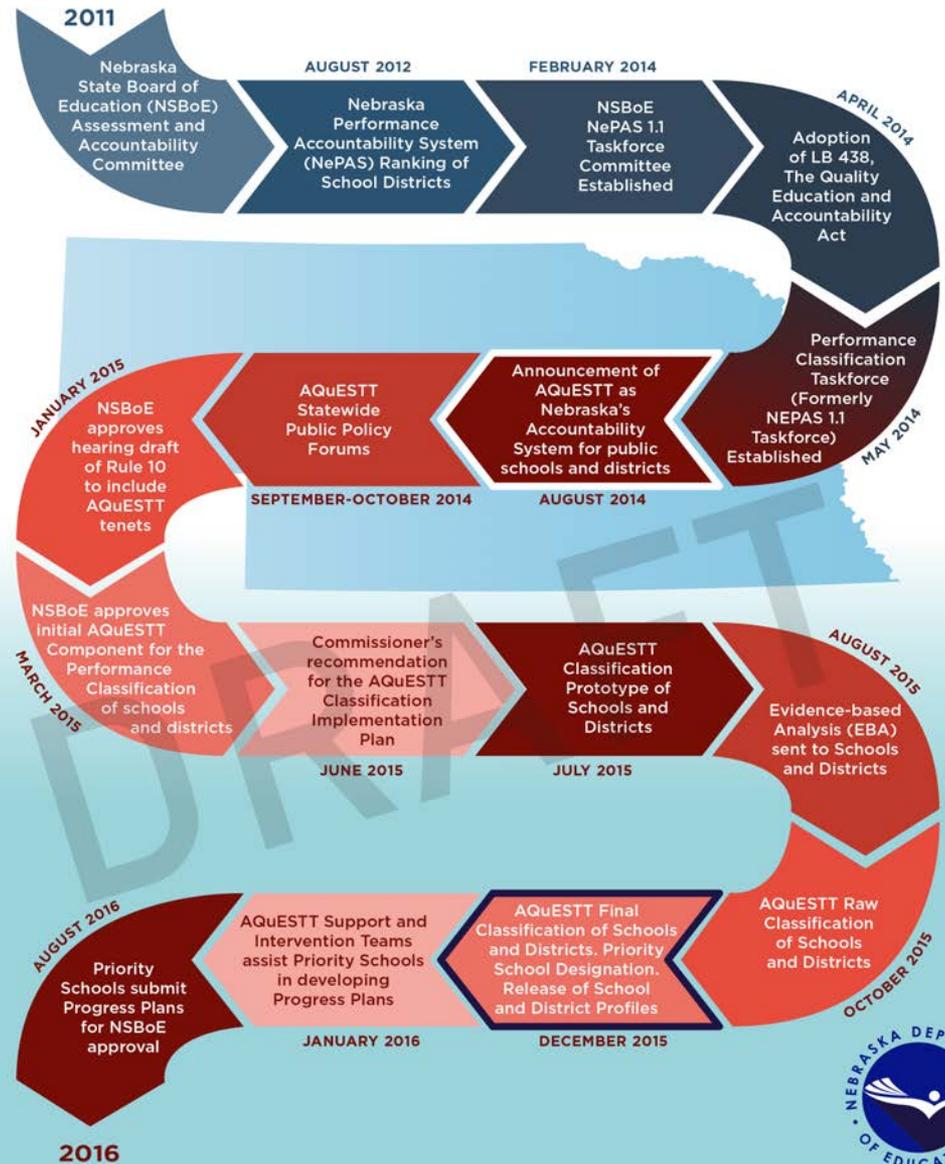


AQuESTT ROADMAP.

Broader.

Bolder.

Better.



BROADER.

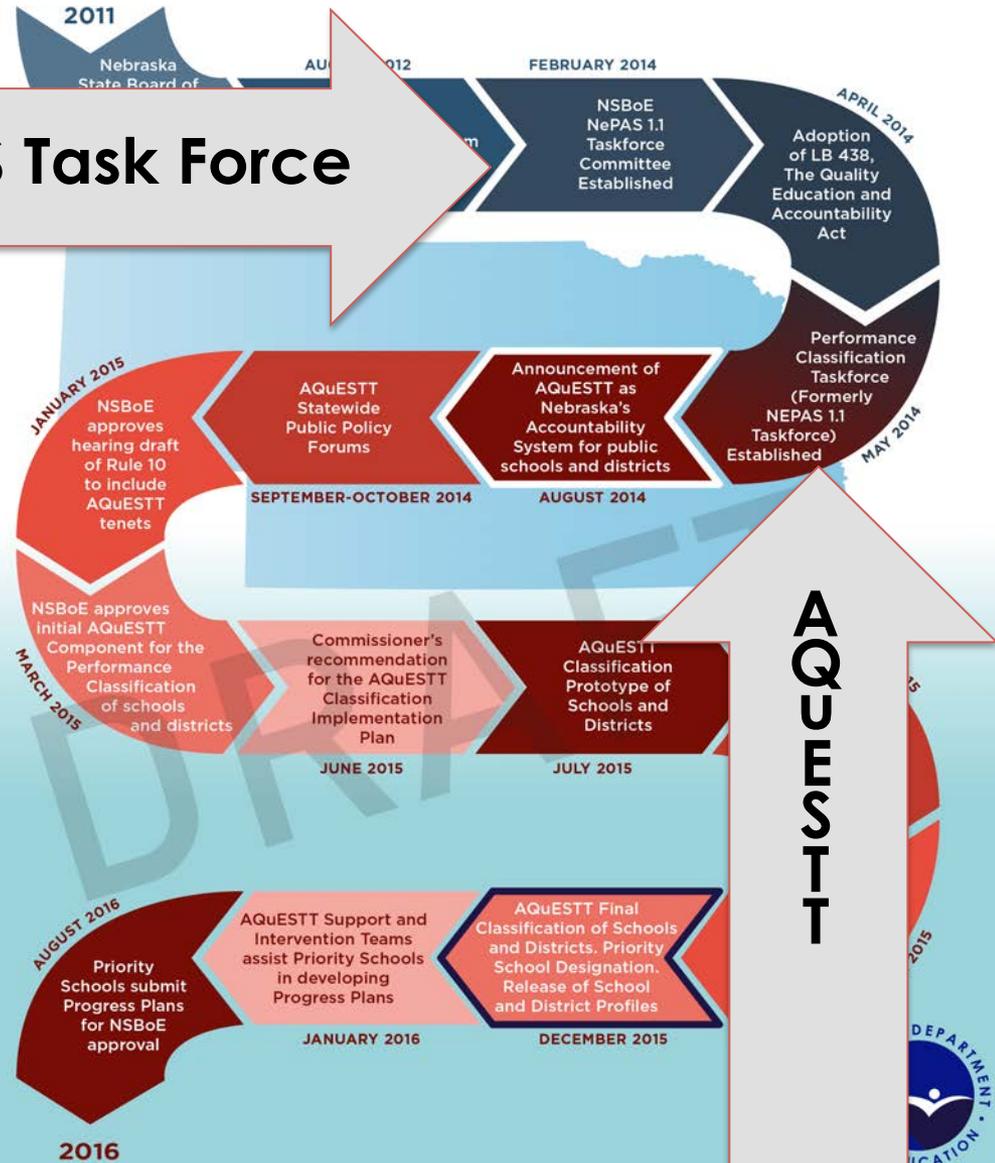
BOLDER.

Classification of Schools and Districts



AQuESTT ROADMAP.

NePAS Task Force



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BOLDER.



Classification
Task Force

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Task Force Priorities

Providing/Working within a model that is fair

Providing assistance to schools in need

Helping all schools to improve

Improving student achievement

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Task Force Guiding Principles

Multiple Indicators-R, M, S, W

Trend data

Status, Improvement, and Growth

Fair-Sensitive to change

Transparent



Improve Student
Achievement



Fair

Green
Lime
Yellow

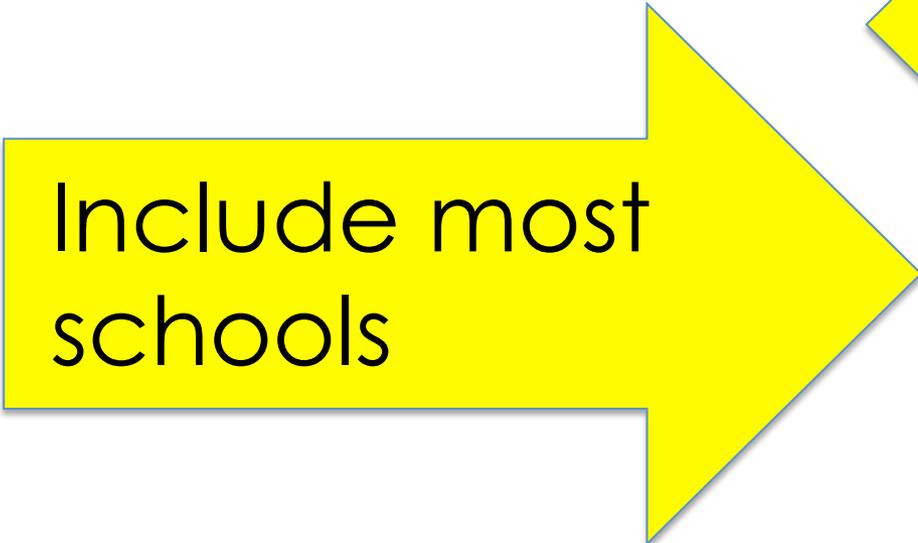
Growth
Multivariate Growth
Student Growth Percentiles
Residual Gain

Other Indicators
ELDA
Attendance
Dual Credit
ACT Scores
Seven-Year Grad
Risk Factors (ELL)

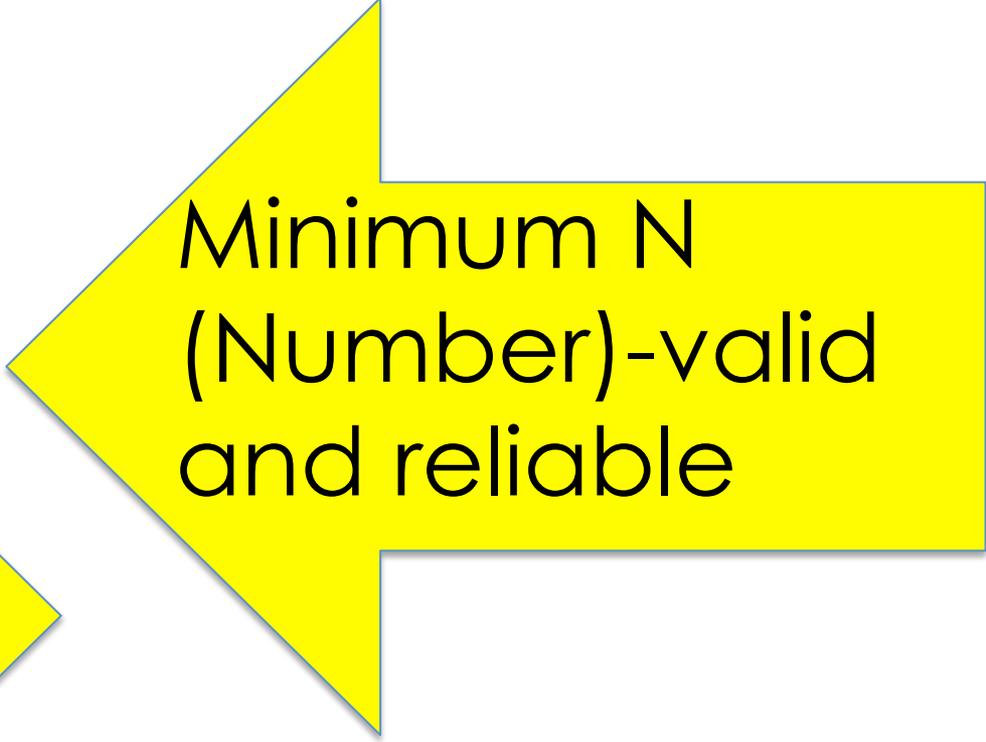
5 Sta

A

Subgroups
Traditional
Unduplicated Count
Bottom Quartile



Include most
schools



Minimum N
(Number)-valid
and reliable

Indicators

NeSA-Status- R M S W

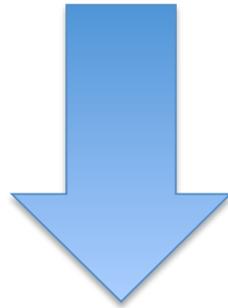
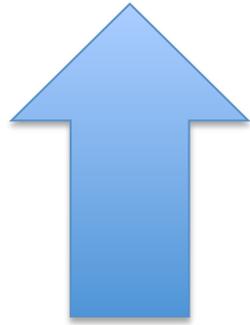
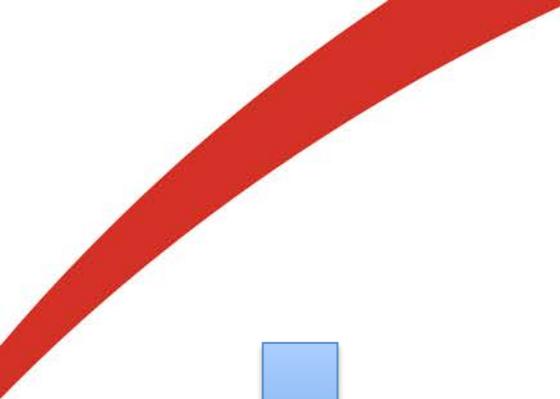
NeSA-Improvement- R M S W

NeSA-Growth- R M

Subgroup: Non-Proficient

Participation

Graduation



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graph LR; A((Decision)) --> B[Research Discussion-Application Logic Rationale];
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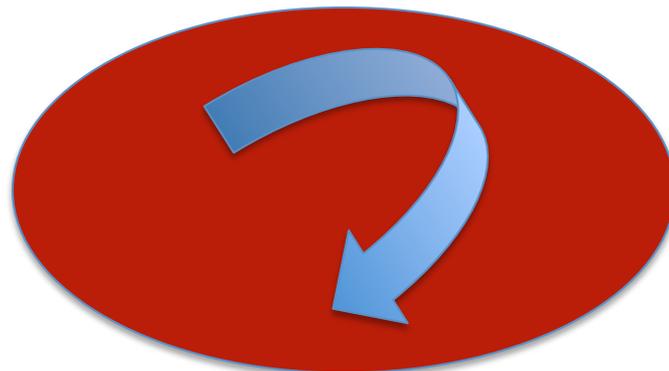
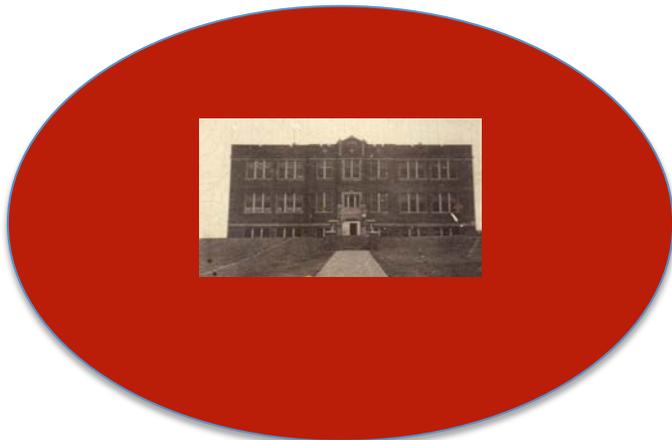
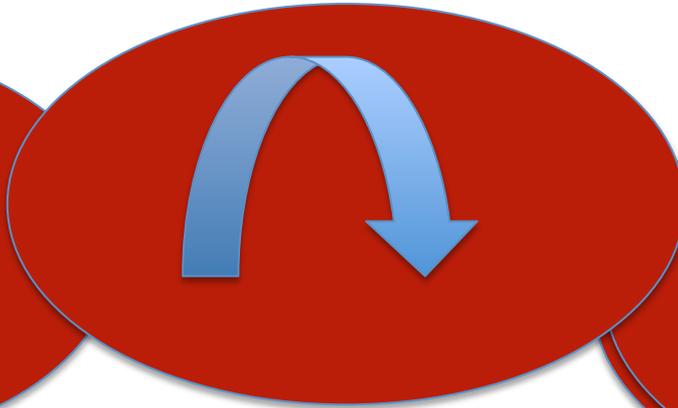
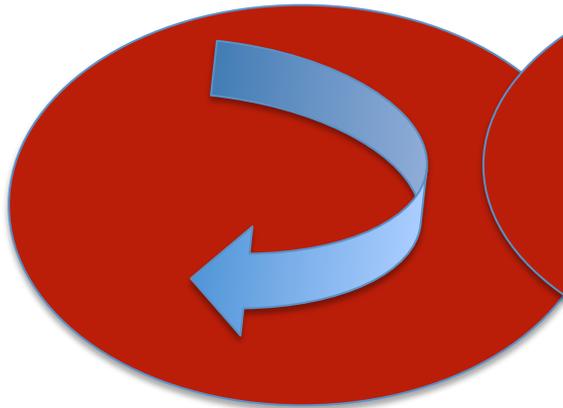
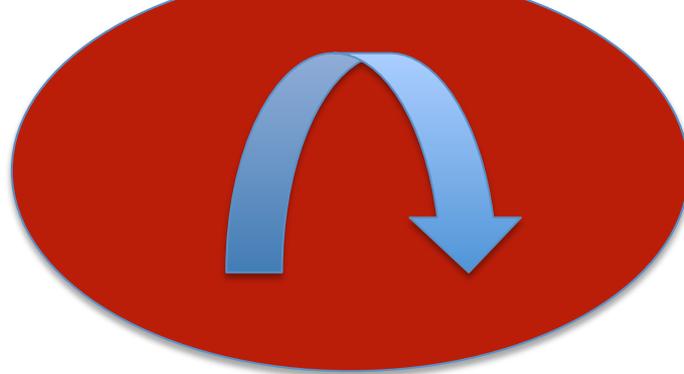
Decision

Research
Discussion-Application
Logic
Rationale

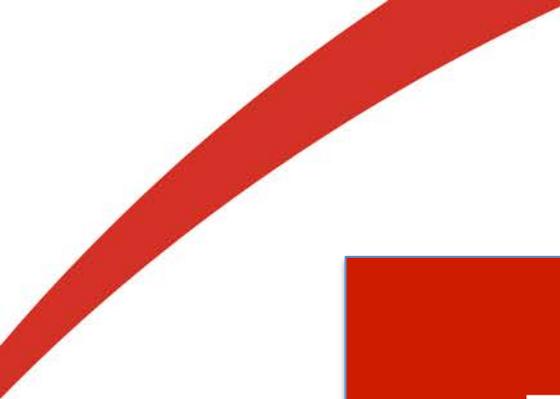
Index with Four Classifications

Index

Eliminates Ranking
Four Classifications
Not easily
converted to A-F



Indicators	Possible
Status NeSA-RMSW	4, 3, 2, 1
Adjustment for Improvement	
Adjustment for Growth	
Adjustment for Non-Proficient	 
Limits for Participation	
Limits for Graduation	



Two Upcoming Releases

- Prototype (Classification)
2013-2014 Data
- Raw Classification
2014-2015 Data

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Evidence-Based Analysis

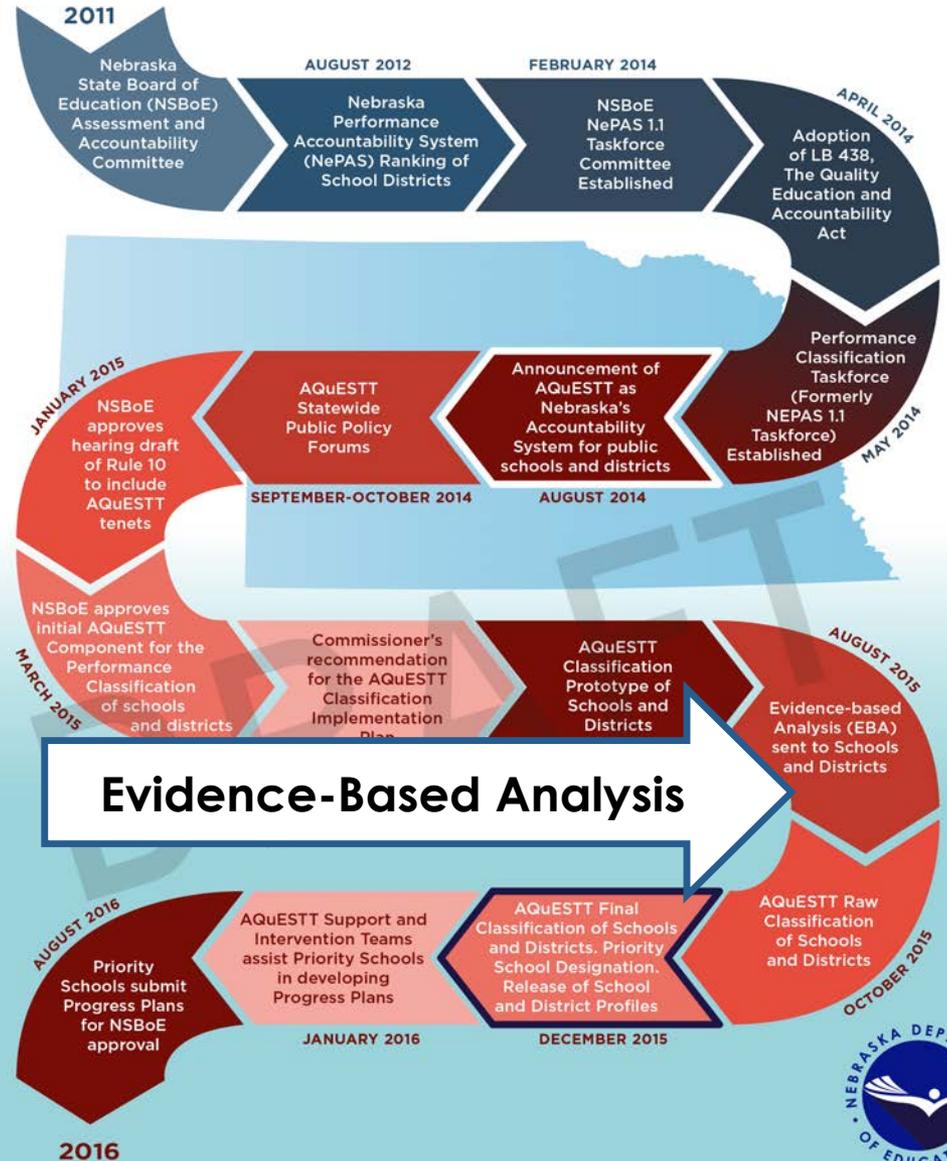


AQuESTT ROADMAP.

Broader.

Bolder.

Better.



2016

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Purpose of the AQuESTT Evidence-Based Analysis (EBA)

- To obtain information to support:
 - AQuESTT classification and designation processes
 - Development and prioritization of AQuESTT Systems of Support

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EBA Implementation

- Completed and submitted electronically
- **District** EBA designed to include Rule 10 Assurances form (now electronic!)
 - Sent to the Superintendent via email
- **School** EBA sent to building principals
 - elementary, middle school, high school
- Completion window
 - August 17 - November 1

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EBA Timeline

Email Pre-Notice (Districts) – **August 3, 2015**

Email Pre-Notice (Schools) – **August 10, 2015**

Email Invitation (Schools/Districts) – **August 17, 2015**

Email Reminders – **September 15, and October 15**

EBA Closure – **November 1, 2015**

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EBA Details

- The EBA will include six sections:
 - One for each of the six AQuESTT Tenets
- Each section of the EBA will include:
 - Five items about relating to policy, practices, and procedures
 - Evidence of implementation
 - Five corresponding questions asking what type of support is needed
 - Five corresponding question asking if willing to share exemplary model of best practice

Sample Evidence-Based Analysis (EBA)

EVIDENCE-BASED ANALYSIS (EBA) RECOMMENDATION SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 10 Assurances Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT tenets. EBA items will pertain to policy, practices, and procedures related to each AQuESTT tenet and will provide opportunities to indicate needed areas of support or exemplary models of best practice.



POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES

To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. The school implements strategies to increase family attendance and participation at school activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. School leadership collaboratively develop and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. The school implements data-informed strategies for measuring and addressing student engagement.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SYSTEMS OF SUPPORT

This information will be used to prioritize statewide investments and will NOT impact your school's AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school. **Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.**

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, secure, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

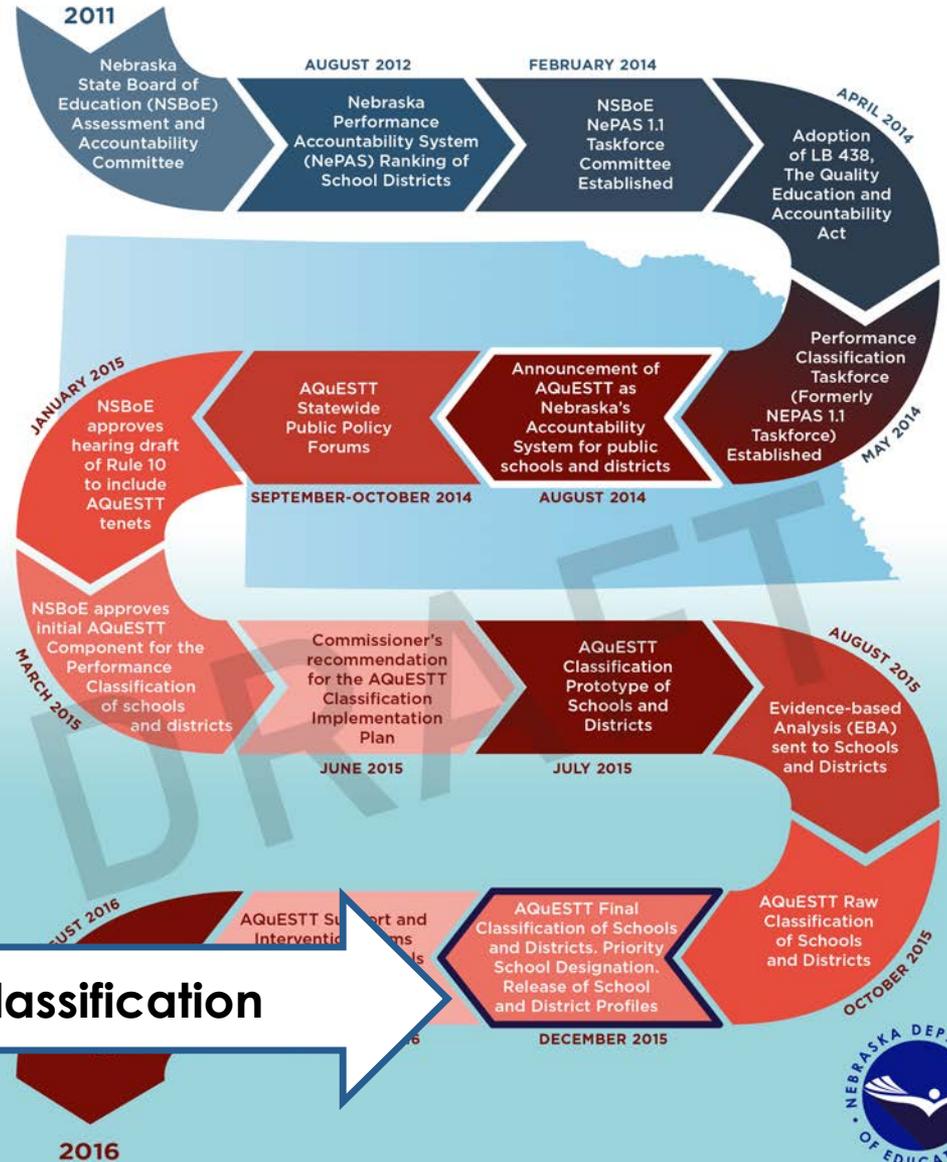
AQuESTT ROADMAP.

Broader.

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Final Classification



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AQuESTT Final Classification

- Released in December, 2015
- The Final Classification will mirror the Raw Classification, with *one exception*:
 - Incorporation of a **compensatory** EBA adjustment
- The EBA can only improve a school/district classification
- Acknowledges school activities linked to positive student outcomes

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Final Classification of Schools and Districts

ACR: AQUeSTT CLASSIFICATION REPORT

SAMPLE SCHOOL

NeSA Status		4				3				2				1							
Average combined NeSA score for the current year in math, reading, science and writing		<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input checked="" type="radio"/>							
		Possible Impact				No Adjustment				Adjustment +				Adjustment -				Upper Limit			
		<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>							
 <p>AQUESTT for Nebraska</p> <p>Recommended Adjustments</p> <p>Calculated using additional information from NDE data sources e.g. Consolidated Data Collection (CDC), Evidence-Based Analysis (Survey), Nebraska Student and Staff Record System (NSSRS)</p>	POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS	<input type="radio"/>				<input checked="" type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	TRANSITIONS	<input checked="" type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	Graduation Rate* (0,1, 2, 3, 4)	0				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EDUCATIONAL OPPORTUNITIES AND ACCESS	<input type="radio"/>				<input checked="" type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	COLLEGE AND CAREER READY	<input checked="" type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	ASSESSMENT	<input checked="" type="radio"/>				<input type="radio"/>				<input checked="" type="radio"/>				<input type="radio"/>							
	Improvement (0, +1)	0				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	Growth (0, +1)	0				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	Non-proficient Students (-1, 0, +1)	<input type="radio"/>				<input type="radio"/>				+1				<input type="radio"/>							
	Participation (-2, -1, 0, +1, 1)	0				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
	EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>							
EDUCATOR EFFECTIVENESS	<input checked="" type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>								
EBA Evidence-based Analysis Adjustment	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>				<input type="radio"/>								

CLASSIFICATION

4 Excellent	3 Great	2 Good	1 Needs Improvement
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*For school-level classification, the adjustment is only applied to high schools. For district-level classification, the adjustment is applied to all districts.

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AQuESTT School Profile

- Created for each school/district
- Data from the Final Classification and Evidence-Based Analysis (EBA)
- Designed to be diagnostic and support continuous improvement for ALL schools.

ASP: AQuESTT SCHOOL PROFILE



School Improvement Goals	
	All students will improve problem-solving skills across the curriculum
	All students will increase reading comprehension across the curriculum or all students will improve writing skills across the curriculum.
	All students will demonstrate respect and responsibility for others in the learning environment and school activities.

Demographic Snapshot	
Student Enrollment	2,417
Race/Ethnicity	Hispanic: 1,662
	White: 269
	Black or African American: 260
	Asian: 99
	Two or More Races: 81
	American Indian/Alaskan Native: 46

Demographic Snapshot		
Free/Reduced Lunch		
State:	44.93%	School: 86.59%
Mobility In		
204 Students (8.4%)		
Special Education Students		
State:	District: 20.1%	School: 16.2%
English Language Learners		
State:	District: 14.69%	School: 8.77%

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School/
District
Classification
Levels

4

EXCELLENT

3

GREAT

2

GOOD

1

NEEDS IMPROVEMENT

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Designation of Priority Schools



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Priority School Designation

- Priority School Designation will identify the three schools from the Needs Improvement classification level as most in need of assistance to improve.
- Designation process is informed by AQuESTT Classification and the Evidence-Based Analysis (EBA)
- Priority School recommendations will be made at the December 2015 State Board meeting.

Classification | Designation

August

2013-2014
Prototype Classification

District
Engagement

September

CLASSIFICATION REPORT

Evidence Based Analysis

Sunshine High

Category	Score	Rank
Overall Performance	85	15
Academic Achievement	88	12
Student Engagement	82	18
Operational Effectiveness	80	20

Evidence Based Analysis

Priority Concerns

- 1. The school district will continue to work on addressing concerns for the academic, operational and staff's social development.
- 2. The school district will continue to address concerns for the academic, operational and staff's social development.

October

2014-2015
Raw Classification

Expanded Profile Review

ASP - ADEPT SCHOOL PROFILE

ASP - ADEPT SCHOOL PROFILE

ASP - ADEPT SCHOOL PROFILE

November

Final
Classification

Readiness
Visits

December

3
Priority Schools

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Support for Schools



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Systems of Support for Continuous Improvement

- Professional Development
- Effective Use of Data
- Focus on Leadership
- Building Capacity
- Leveraging Resources
- Increasing Efficiencies

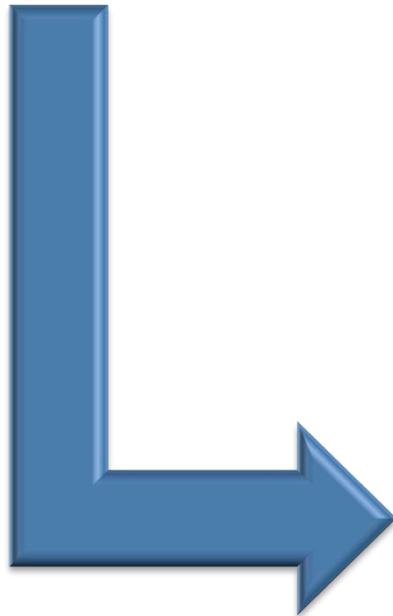


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BETTER.

Targeted Support
For Priority Schools



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BOLDER.

BETTER.

Targeted Support for Priority Schools

Key Areas of School Effectiveness

**School
Leadership**

**Teacher
Effectiveness**

**Improvement
of
Instruction**

**School
Culture**

**Family/
Community
Engagement**

**Using Data
for
Improvement**

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Support and Intervention Teams



TEAM MAKE-UP

NDE Staff/School Principal (Co-Leads)
School/District Staff

ROLES AND RESPONSIBILITIES

Diagnose Key Areas for Effectiveness
Develop Progress Plan for Improvement
Monitor and Support Implementation

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Support and Intervention Cadres



**NE Dept. of Education
Educational Service Units
Outside Experts**



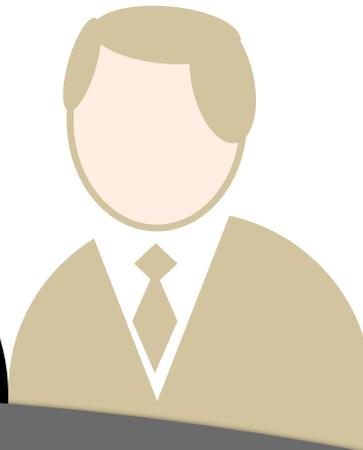
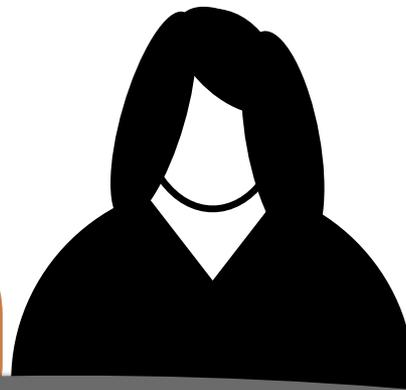
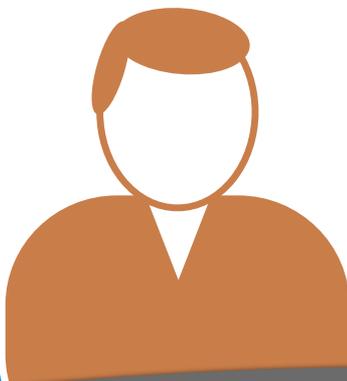
**School Leadership
Teacher Effectiveness
Improvement of Instruction
School Culture
Family/Community Engagement
Use of Data for Continuous Improvement**

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BOLDER.

BETTER.

Priority School Progress Plan for Improvement



- Required Actions
- Measureable Indicators of Progress
- Strategies for Improvement
- Timelines
- Submitted to State Board for Approval

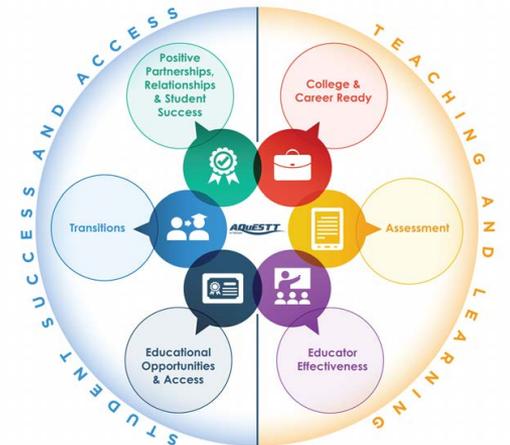


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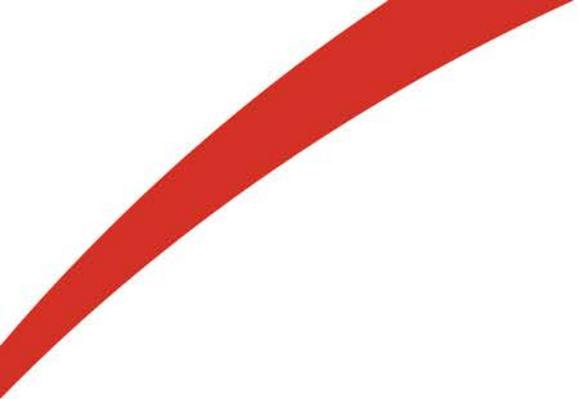
BETTER.

Key Dates for Implementation



Key Dates for Implementation

- Evidence-Based Analysis – **August 17-November 1, 2015**
- Raw Classification (2014-2015 Data) – **October 2015**
 - NeSA Status
 - Growth
 - Improvement
 - Participation
 - Non Proficient Students
 - Graduation Rate
- Final Classification – **December 2015**
- Designation of Priority Schools – **December 2015**
- Priority School Renewal Teams Begin – **January 2016**
- Priority School Progress Plans Submitted – **August 2016**



Prototype of the Raw Classification

(2013-2014 Data)

July 29, 2015 (TODAY), 4 p.m. www.AQuESTT.com



Accountability for a Quality Education System, Today and Tomorrow

We've gone beyond measuring against standard requirements to create a next-generation accountability system that supports and rewards continuous improvement for every child, school, and educator.

The result is an innovative approach that views each student holistically, classifies all schools into four performance levels, and provides opportunities for every Nebraskan to get involved.





RESOURCES

Helpful information.

The Nebraska Department of Education has created a variety of materials to explain and promote AQuESTT. As additional resources are developed, we will add them to this page.

AQuESTT Key Information

- [AQuESTT Information Flyer](#)
- [AQuESTT Introduction](#)
- [Key Messages: Education Staff](#)
- [Key Messages: Educators & Administrators](#)
- [Key Messages: Policymakers](#)

Process

- [The AQuESTT Process](#)
- [Recommended AQuESTT Classification/Designation](#)
- [Recommended Evidence-based Analysis \(EBA\)](#)
- [AQuESTT Roadmap](#)

Classification and Support

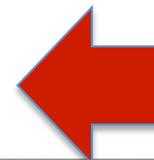
- [AQuESTT Classification Report \(ACR\)](#)
- [AQuESTT School Profile \(ASP\)](#)
- [How to Access Your AQuESTT Classification Report: 2013-2014 Prototype \(Available soon!\)](#)

Contact Us

Nebraska Department
of Education

402-471-2295

NDE.AQuESTT@nebraska.gov



Refer to the links in the AQuESTT area.

On the next screen, click the link to proceed to the Secured DRS.

Once in the DRS, Click on the link to get to the Continuous Improvement reports within the

AQuESTT for Nebraska

CLASSIFICATION REPORT

2013-2014 PROTOTYPE

HOW TO ACCESS YOUR CLASSIFICATION REPORT

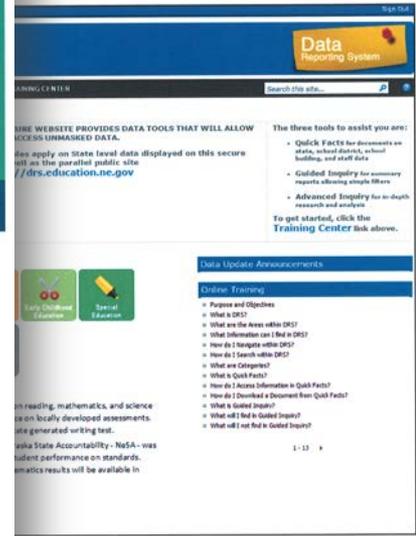
Access the NDE portal at <https://portal.education.ne.gov>.

Login using your portal account.

Click on the "Data Collections" tab.

Click on the "Data Reporting System (DRS) Secured Site" link.

-If you don't have access to this link, please contact your district's portal administrator to request an access code





NEBRASKA DEPARTMENT OF EDUCATION

Portal

Helpdesk (888) 285-0556

Welcome Max Reinert (mreinert) | Portal Home | Site Help | Sign Out

HELPDESK REQUEST - Click here to SUBMIT

The GMS is back online

Home
Data Collections
GMS
Student & Staff (NDE/SA)
Compliance
My Profile
Forms
NDE Staff
System Links
Help
Speech Services

Collections

[Help](#)

Available You have access to this online Collection. Please proceed by clicking on the name in Collection Name/Link column.

Status	Activation Code(s)	Collection Name/Link	Note
Internal	EDG/Remove	Career Education (CE) Courses	
Available	EDG/Remove	Consolidated Data Collection (CCDC)	
Available	EDG/Remove	Data Reporting System (DRS) Secured Site	
Internal	EDG/Remove	EL/Pace Manager	
Internal	EDG/Remove	State of the Schools Report Card - SOSR Staging 2013-2014	Available to NDE Staff only

Online Enter your Activation Code for access to a collection by clicking on 'Add' under Request.

Status	Activation Code(s)	Collection Name	Note
Internal	Add	Annual Financial Report - 2012-2013	
Available	Add	Annual Financial Report - 2013-2014	
Internal	Add	Census Report 2014 (Census)	
Available	Add	Census Report 2015 (Census)	
Available	Add	Flexible Funding Application and Final Report	Flexible Funding 14-15 application due date: 8/15/2015. site will be closed from 8/16/15-8/21/15. 14-15 final report due 10/21/15.

Prototype of the Raw Classification

2013-2014 Data

- NeSA
 - Status
 - Improvement
 - Growth
 - Participation
 - Non Proficient Students
- Graduation Rate



Sample School		Sample District	
High School Rating		District Rating	
Status Rating	2		3
Improvement	+1		+1
Growth	-		-
Non-Proficiency	-1		-
Participation	-		-
Graduation Rate	(Rating limited to 3)		(Rating limited to 3)
Classification	2 – Good		3 – Great
Middle School Rating		District Rating	
Status Rating	3		3
Improvement	-		+1
Growth	-		-
Non-Proficiency	-		-
Participation	-		-
Graduation Rate	-		(Rating limited to 3)
Classification	3 – Great		3 – Great

* School uses district Status Rating due to small number of tests

Prototype of the Raw Classification

How to Read the AQuESTT Prototype Classification Report

AQuESTT CLASSIFICATION REPORT
 2013-2014 PROTOTYPE

Sample School	< Your School Your District >	Sample District
High School Rating		
Status Rating	2	3
Improvement	+1	-
Growth	-	-
Non-Proficiency	-1	-
Participation	-	-
Graduation Rate	-	-
(Rating limited to 3)		(Rating limited to 3)
Classification 2 – Good		3 – Great

Middle School Rating	< Your AQuESTT Ratings >	District Rating
Middle School Rating		
Status Rating	3	3
Improvement	-	-
Growth	-	-
Non-Proficiency	-	-
Participation	-	-
Graduation Rate	-	-
(Rating limited to 3)		(Rating limited to 3)
Classification 3 – Great		3 – Great

< Some school buildings may be split into two school ratings (high school/elementary vs. middle school) due to the grade levels taught

* School over district Status Rating due to small number of tests

Classification Rating Definitions

- Status Ratings** are calculated by averaging your 2013-2014 NeSA assessment scores across all available grade levels and subjects for the current year. This average will earn you an initial rating of 1, 2, 3, or 4. Some schools with a small number of eligible assessment scores will have their district's Status Rating substitute as their school Status Rating.
- Improvement** is based on your school/district's average NeSA assessment scores over the last three years (2011-2012 through 2013-2014). If there is an upward trend of a certain amount then your rating will be increased by one level, regardless of your Status Rating.
- Growth** is based on the percentage of students at your school/district who were present for the full year and showed "growth" on their individual NeSA reading or math scores compared to a year ago (see the "AQuESTT Classification Rules" document for full details). If a certain percentage of your students show growth, then your rating will be increased by one level.
- Non-Proficiency** is based on the percentage of NeSA assessment scores at your school/district that were rated as Non-Proficient over the last three years. If there is an upward trend of a certain amount (more Non-Proficient scores) then your rating will be decreased by one level, while if there is a downward trend of a certain amount (less Non-Proficient scores) then your rating will be increased by one level.
- Having a low **Participation** rate for NeSA assessments at your school/district can lower your rating by one, two, or three levels.
- Having a low **Graduation Rate** at your school/district can limit your overall rating to a 3, 2 or 1. If your graduation rate is high enough, or if you are an elementary or middle school, then there is no effect. The graduation rate is calculated using the corrected data used for AYP, and so must lag a year (2012-2013) behind the NeSA data.

Your Classification rating is your school/district's overall AQuESTT rating, it combines your Status Rating with any adjustments or limitations earned in the other five categories. The possible ratings are Needs Improvement, 2 (Good), 3 (Great), or 4 (Excellent).

For more information about the rules and calculations used in Classification ratings, please refer to the "AQuESTT Classification Rules" document found next to the Prototype AQuESTT Classification Report link



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Accountability for a Quality Education System, Today and Tomorrow

We've gone beyond measuring against standard requirements to create a next-generation accountability system that supports and rewards continuous improvement for every child, school, and educator.

The result is an innovative approach that views each student holistically, classifies all schools into four performance levels, and provides opportunities for every Nebraskan to get involved.

**BROADER.
BOLDER.
BETTER.**

THANK YOU!



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