

## AQuESTT Evidence-Based Analysis (School)



### Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting the AQuESTT Classification of schools and districts and the Designation of Priority Schools required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. This information will also guide the prioritization of statewide investments towards AQuESTT Systems of Support.

Your responses should be reflective of the  $\{e://Field/SchoolType\}$  grades for  $\{e://Field/School\}$  during the 2014-2015 school year.

It is important that you provide accurate, honest responses and give thoughtful consideration to your school improvement processes that provide support or evidence for your responses. Completion of the EBA does **NOT** require you to assemble such evidence. Responses will be displayed on the school and district profiles that will be produced as part of the classification of schools and districts.

As you move through the EBA, your responses will be saved automatically. There is no need to click any sort of "save" button. If you must close your web browser before completing the EBA, simply return and complete any remaining items.

If you have any questions, please direct an email to [nde.aquestt@nebraska.gov](mailto:nde.aquestt@nebraska.gov) for support.



To begin, the next five questions ask about specific policies, practices, and procedures related to Positive Partnerships, Relationships, and Student Success.

*To what extent does your school perform the following?*

Seldom Sometimes Usually  
Never (To a (To a (To a

(Not At All) Limited Extent) Moderate Extent) Great Extent)

- 1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.
- 2. The school implements strategies to increase family attendance and participation at school activities.
- 3. School leadership collaboratively develop and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.
- 4. The school implements data-informed strategies for measuring and addressing student engagement.
- 5.E. The school implements strategies to support all students in monitoring and managing their own learning.
- 5.M.H. Every student creates a [Personal Learning Plan](#) to plan, monitor and manage their own learning as well as meet curriculum competencies.

**AQuESTT Systems of Support: Positive Partnerships, Relationships, and Student Success**

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and Student Success. The items below correspond with the numbered statements above.

**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
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Partnerships with community groups and support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input 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 type="checkbox"/>
4. Measuring and addressing student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.E. Strategies to support students in monitoring and managing their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M.H. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

*In the previous section, you identified a need for "other resources" in support of Positive Partnerships, Relationships, and Student Success.*

*Please describe what "other resources" are needed at your school for the following:*

### 1. Partnerships with community groups and support services

### 2. Strategies for family attendance and participation

### 3. Clear expectations for safe, secure, and healthy schools

### 4. Measuring and addressing student engagement

### 5.E. Strategies to support students in monitoring and managing their own learning

### 5.M.H. Student Personal Learning Plans



## TRANSITIONS

The next five questions ask about policies, practices, and procedures related to student Transitions.

*To what extent does your school perform the following?*

Never (Not At All)    Seldom (To a Limited Extent)    Sometimes (To a Moderate Extent)    Usually (To a Great Extent)

- 1. The school follows a systematic process to support on-time grade completion for all students.
- 2. The school follows a systematic process for addressing the educational needs of highly mobile students.
- 3. The school follows a systematic process to identify and support students at risk of dropping out.
- 4.E. The school implements processes to help incoming students be prepared for elementary school.
- 4.M. The school implements processes to help incoming students be prepared for middle school.
- 4.H. The school implements processes to help incoming students be prepared for high school.
- 5.E. The school implements strategies to support the successful transition of all students from elementary to middle school.
- 5.M. The school implements strategies to support the successful transition of all students from middle school to high school.
- 5.H. The school implements strategies to support the successful transition of all students from high school to post-high school opportunities.

**AQuESTT Systems of Support: Transitions**

The next section asks about Systems of Support related to student Transitions. The items below correspond with the numbered statements above.

**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 Willing to Share
	Technical Support	Professional Development	Other Resources	
1. Process to support on-time grade completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process for addressing the need of highly mobile students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process to identify and support students at risk of dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.E. Processes to help incoming students be prepared for elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.M. Processes to help incoming students be prepared for middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.H. Processes to help incoming students be prepared for high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.E. Strategies to support transition from elementary to middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M. Strategies to support transition from middle school to high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.H. Strategies to support transition from high school to post-high school opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## TRANSITIONS

In the previous section, you identified a need for "other resources" in support of student Transitions.

Please describe what "other resources" are needed at your school for the following:

### 1. Process to support on-time grade completion

### 2. Process for addressing the needs of highly mobile students

### 3. Process to identify and support students at risk of dropping out

### 4.E. Processes to help incoming students be prepared for elementary school

### 4.M. Processes to help incoming students be prepared for middle school

### 4.H. Processes to help incoming students be prepared for high school

**5.E. Strategies to support transition from elementary to middle school****5.M. Strategies to support transition from middle school to high school****5.H. Strategies to support transition from high school to post-high school opportunities****EDUCATIONAL OPPORTUNITIES AND ACCESS**

The next five questions ask about policies, practices, and procedures related to Educational Opportunities and Access.

*To what extent does your school perform the following?*

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)
1. The school offers students before school or after school opportunities for expanded learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school supplements face-to-face instruction with opportunities for online learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school's continuous improvement process includes strategies to support the learning of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school aligns educational opportunities to the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school evaluates the effectiveness of new educational programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**AQuESTT Systems of Support: Educational Opportunities and Access**

The next section asks about Systems of Support related to Educational Opportunities and Access. The items below correspond with the numbered statements above.

**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 Nebraska schools.*

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Before or after school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supplementing face-to-face instruction with opportunities for online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Continuous improvement strategies to support all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Aligning educational opportunities to the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluating new educational programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## EDUCATIONAL OPPORTUNITIES AND ACCESS

In the previous section, you identified a need for "other resources" in support of Educational Opportunities and Access.

*Please describe what "other resources" are needed at your school for the following:*

**1. Before or after school programs**

**2. Supplementing face-to-face instruction with opportunities for online learning**

**3. Continuous improvement strategies to support all students**

**4. Aligning educational opportunities to the needs of all students**

## 5. Evaluating new educational programs



## COLLEGE AND CAREER READY

The next five questions ask about policies, practices, and procedures related to College and Career Readiness.

*To what extent does your school perform the following?*

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)
1. The school utilizes a fully developed and written curriculum aligned to the <a href="#">Nebraska Content Standards</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school curriculum is aligned to the <a href="#">Nebraska Career Readiness Standards</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school curriculum is systematically reviewed and modified through a collaborative process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school partners to provide students with extended learning opportunities such as career-related field trips, service learning, work-based learning or internships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.E. The school provides every student with instruction that focuses on awareness of the six career fields identified in the <a href="#">Nebraska Career Education Model</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.M. The school provides every student with instruction that focuses on exploration of the sixteen career clusters identified in the <a href="#">Nebraska Career Education Model</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.H. The school provides every student with instruction that focuses on career preparation and programs of study that consider graduation, postsecondary requirements, and career cluster choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### AQuESTT Systems of Support: College and Career Ready

The next section asks about Systems of Support related to College and Career Readiness. The items below correspond with the numbered statements above.

**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
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Curriculum development and alignment to Content Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Curriculum alignment to Career Ready Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Systematic and collaborative curriculum review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Partnerships for extended learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.E. Career awareness instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.M. Career exploration instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.H. Career preparation instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## COLLEGE AND CAREER READY

In the previous section, you identified a need for "other resources" in support of College and Career Readiness.

*Please describe what "other resources" are needed at your school for the following:*

### 1. Curriculum development and alignment to Nebraska Content Standards

### 2. Curriculum alignment to the Nebraska Career Readiness Standards

### 3. Systematic and collaborative curriculum review

### 4. Partnerships for extended learning opportunities

**5.E. Career awareness instruction****5.M. Career exploration instruction****5.H. Career preparation instruction****ASSESSMENT**

The next five questions ask about policies, practices, and procedures related to Assessment.

To what extent does your school perform the following?

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)
1. The school has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teachers utilize formative, classroom-based assessments to inform and adjust their instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assessment information and results are shared in a timely and helpful manner with teachers, administrators, parents, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Written grading policies and standards are shared with students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school utilizes perceptual data to inform and adjust practices, policies, and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**AQuESTT Systems of Support: Assessment**

The next section asks about Systems of Support related to Assessment. The items below correspond with the numbered statements above.

**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 Nebraska schools.*

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Wiling to Share
1. Process to ensure reliable, valid, and appropriate assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing formative, classroom-based assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sharing assessment results in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing and sharing grading policies and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Utilizing perceptual data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



In the previous section, you identified a need for "other resources" in support of Assessment.

*Please describe what "other resources" are needed at your school for the following:*

**1. Process to ensure reliable, valid, and appropriate assessments**

**2. Utilizing formative, classroom-based assessments**

**3. Sharing assessment results in a timely manner**

**4. Establishing and sharing grading policies and standards**

**5. Utilizing perceptual data**



# EDUCATOR EFFECTIVENESS

In the final section, the next five questions ask about policies, practices, and procedures related to Educator Effectiveness.

*To what extent does your school perform the following?*

	Never (Not at All)	Seldom (To a Limited Extent)	Sometimes (To a Moderate Extent)	Usually (To a Great Extent)
1. The school utilizes data-informed strategies for measuring and addressing teacher engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school utilizes a research-based instructional framework aligned to the <a href="#">Nebraska Teacher and Principal Performance Framework (NTPPF)</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school utilizes a formal staff evaluation process aligned to the <a href="#">Nebraska Teacher and Principal Performance Framework (NTPPF)</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school develops an annual professional learning plan that supports continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The school technology infrastructure meets the teaching and learning needs of faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### AQuESTT Systems of Support: Educator Effectiveness

The next section asks about Systems of Support related to Educator Effectiveness. The items below correspond with the numbered statements above.

**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 Nebraska schools.*

	Type of Support (check all that apply)			Exemplary Model Willing to Share
	Technical Support	Professional Development	Other Resources	
1. Measuring and addressing teacher engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing a research-based instructional framework aligned to the Nebraska Teacher and Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Framework (NTPPF)

3. Utilizing a formal staff evaluation process aligned to the NTPPF

4. Developing a professional learning plan to support continuous improvement

5. Technology to support teaching and learning



## EDUCATOR EFFECTIVENESS

In the previous section, you identified a need for "other resources" in support of Educator Effectiveness.

*Please describe what "other resources" are needed at your school for the following:*

**1. Measuring and addressing teacher engagement**

**2. Utilizing a research-based instructional framework aligned to the NTPPF**

**3. Utilizing a formal staff evaluation process aligned to the NTPPF**

**4. Developing a professional learning plan to support continuous improvement**

**5. Technology to support teaching and learning**

**Last Page**

FOR REVIEW ONLY



You have now completed the AQuESTT Evidence-Based Analysis (EBA).

Click on the "Submit" button below to transmit your responses to NDE. Or, click on the arrow (<<) button to go back and modify your selections.

Once the EBA has been submitted you will receive a confirmation email indicating that your responses have been received. A summary of your final responses will be displayed on the next page.

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