



AQUESTT
for Nebraska



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for Nebraska





Nebraska Department of Education

MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living.

VISION

Partnering for the best education for all . . . for life.

VALUES

- Equity of access and opportunity
- Honesty, integrity, and trust
- Quality programs and services
- Visionary and participatory leadership
- A positive, can-do attitude
- Accountability for results
- Respect for individuals and individual differences
- Equity of opportunities and outcomes
- Excellence through continuous improvement

Improving Education for



Every Student, Every Day



“[For] education reform, it should be clear that the moral imperative focuses on raising the bar and closing the gap in student learning and achievement for all children regardless of background.”

Michael Fullan, The Moral Imperative Realized, (2011)



Stability for All Students



Equity of Access



Addressing the Achievement Gap



Equity of Resources



Equity of Opportunity

Shared Accountability





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BROADER.



Accountability for a Quality Education System Today and Tomorrow



The Six Tenets of AQuESTT



BROADER.

BOLDER.

BETTER.

Final Classification of Schools and Districts

Raw Classification

Evidence-based
Analysis (EBA)

Final Classification

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	—



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 79-760.05 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 levels. EBA items will pertain to policy practices, and procedures related to each AQuESTT level 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?

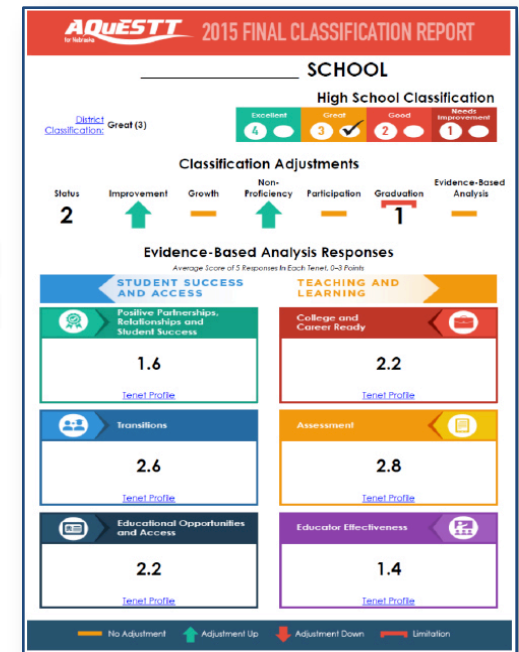
	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.				●
2. The school implements strategies to increase family attendance and participation of school activities.			●	
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. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.			●	

SYSTEMS OF SUPPORT

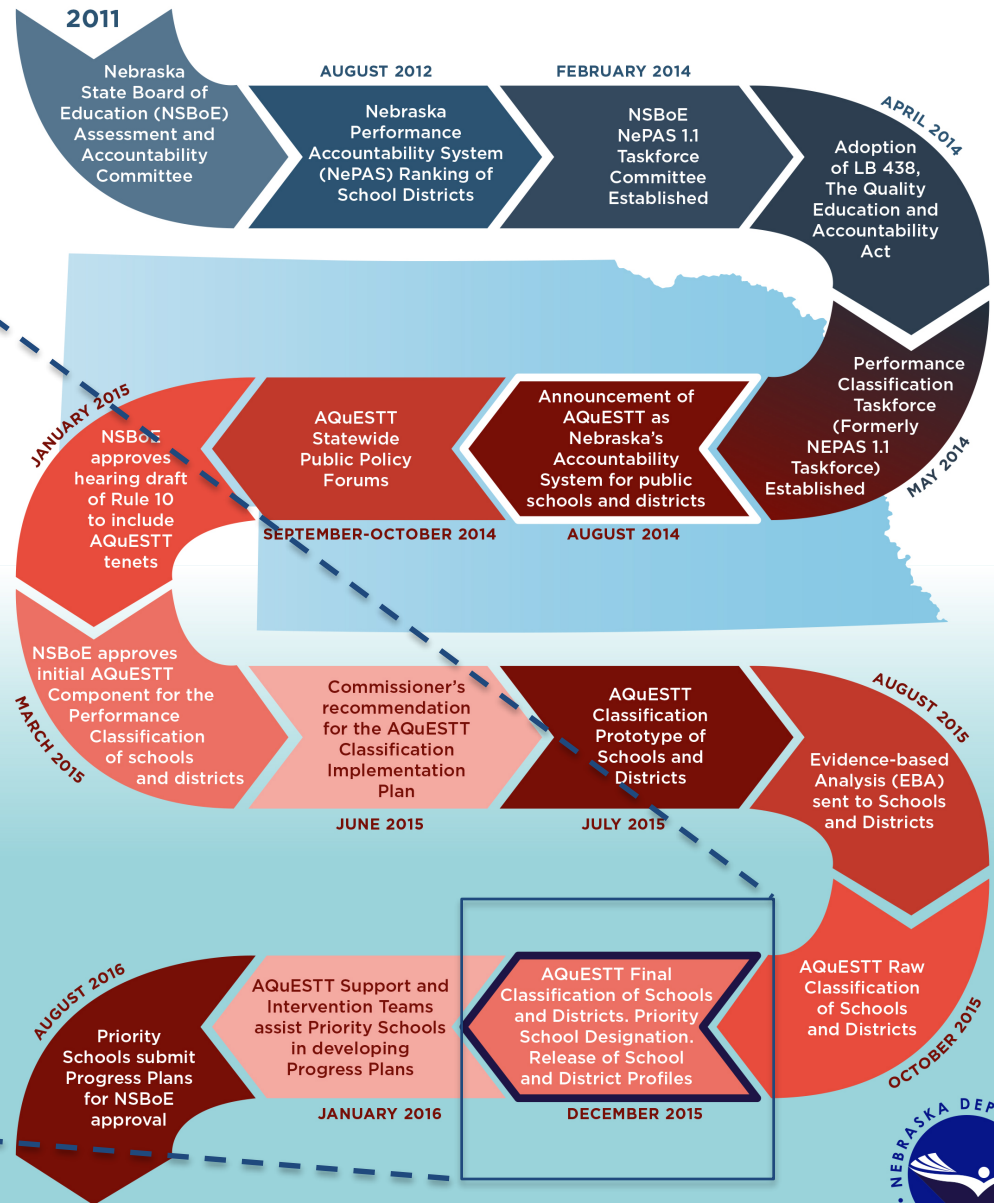
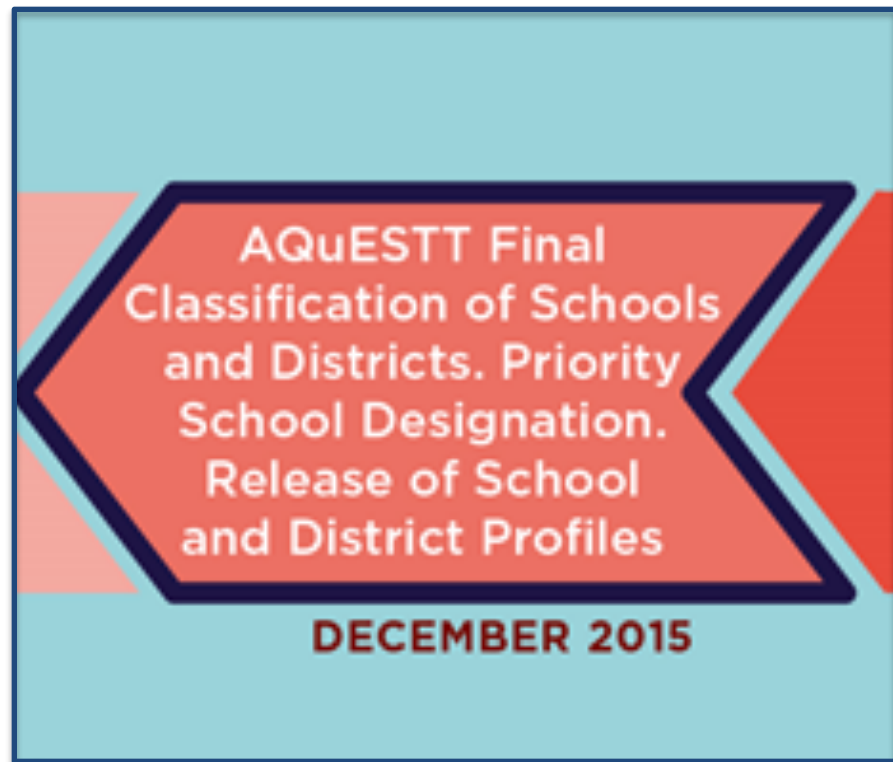
This information will be used to prioritize statewide investments and will NOT impact your school's AQuESTT classification. Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation		<input checked="" type="checkbox"/>		<input type="checkbox"/>
3. Clear expectations for safe, secure, and healthy schools				<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
5. Student Personal Learning Plans			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Information current as of 08/17/2015



AQuESTT ROADMAP.



2016

Information current as of 08/17/2015



CLASSIFICATION & DESIGNATION

1



Classification of Districts

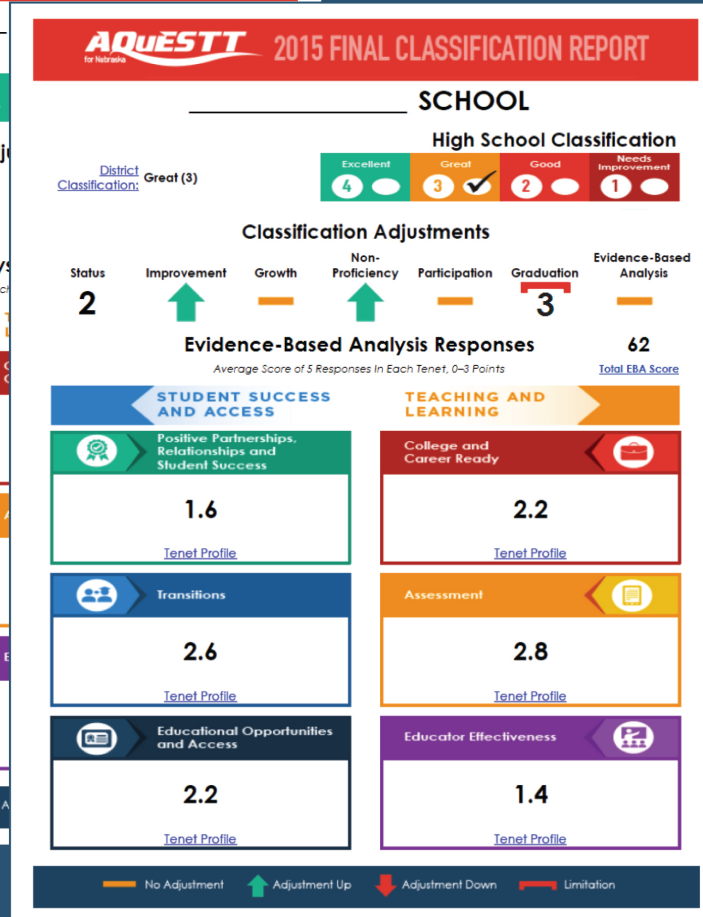
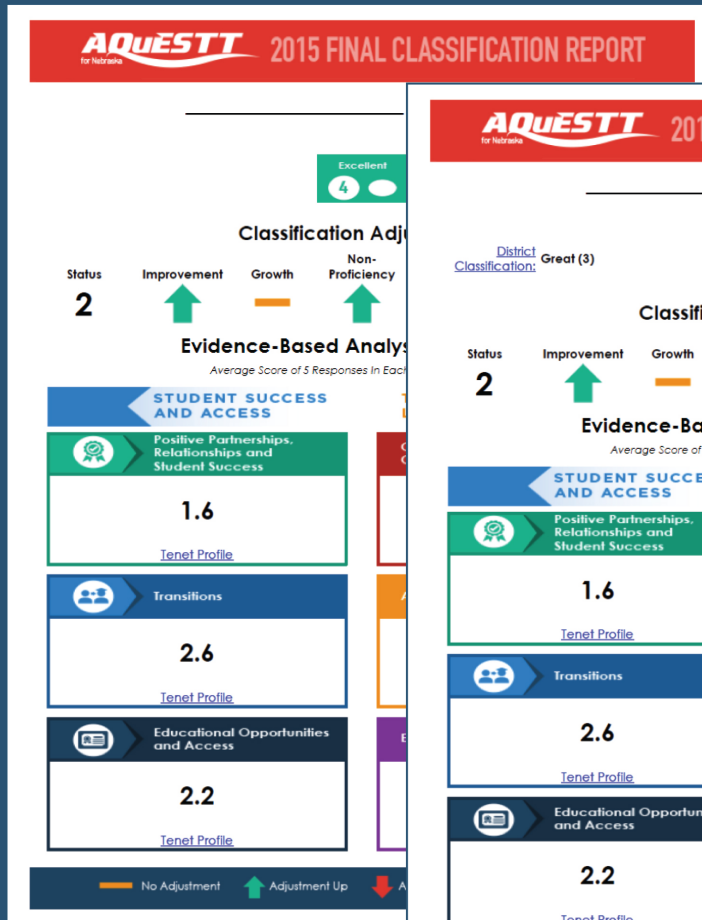
2



Classification of Schools

3

Designation of Three Priority Schools



EXCELLENT

GREAT

GOOD

NEEDS IMPROVEMENT



Designation of three schools most in need of assistance to improve.



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BROADER.

BOLDER.

BETTER.

Targeted
Support
for Three
Priority Schools



4

EXCELLENT

3

GREAT

2

GOOD

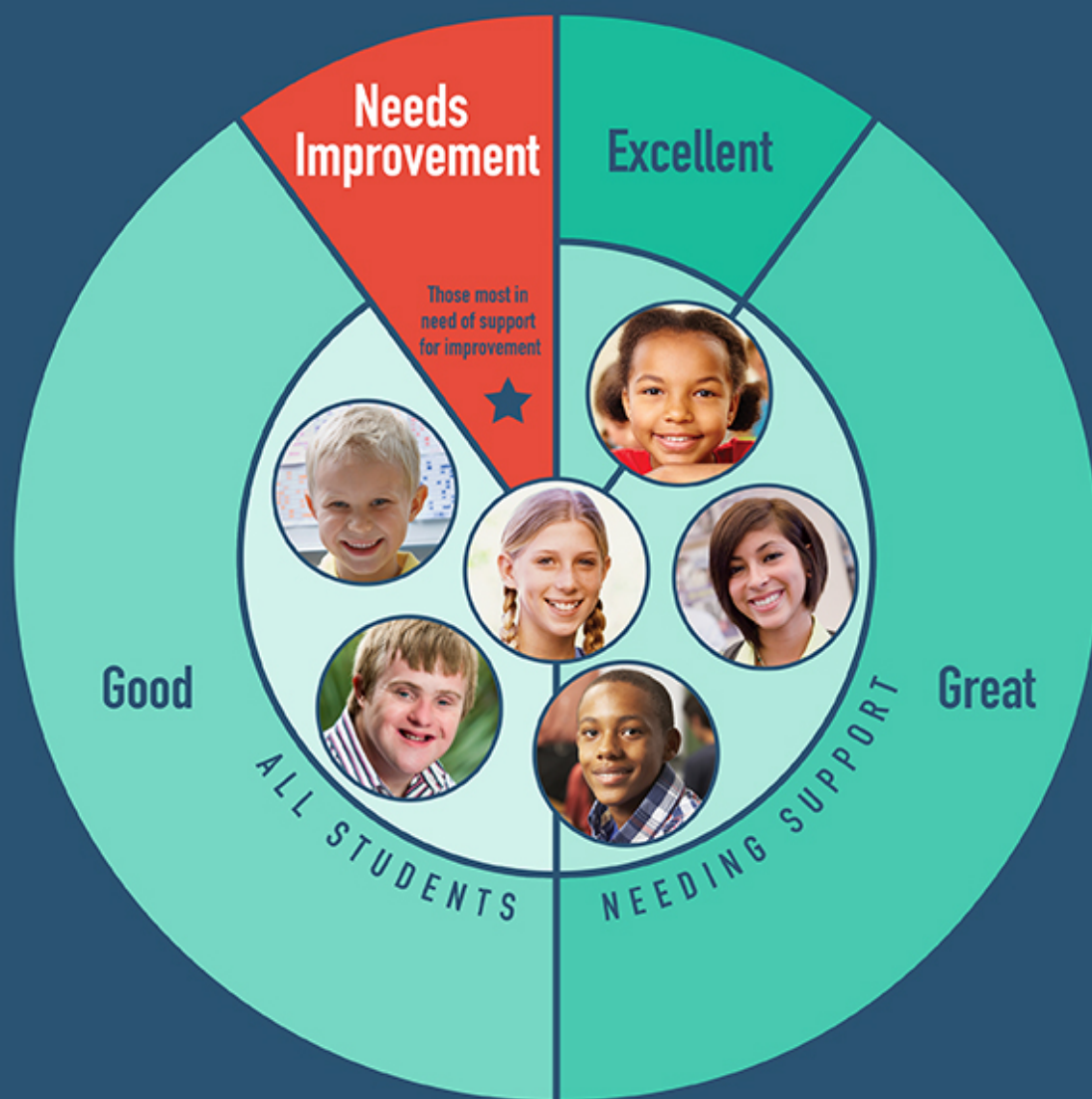
1

NEEDS IMPROVEMENT



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THOSE IN NEED OF SUPPORT FOR IMPROVEMENT



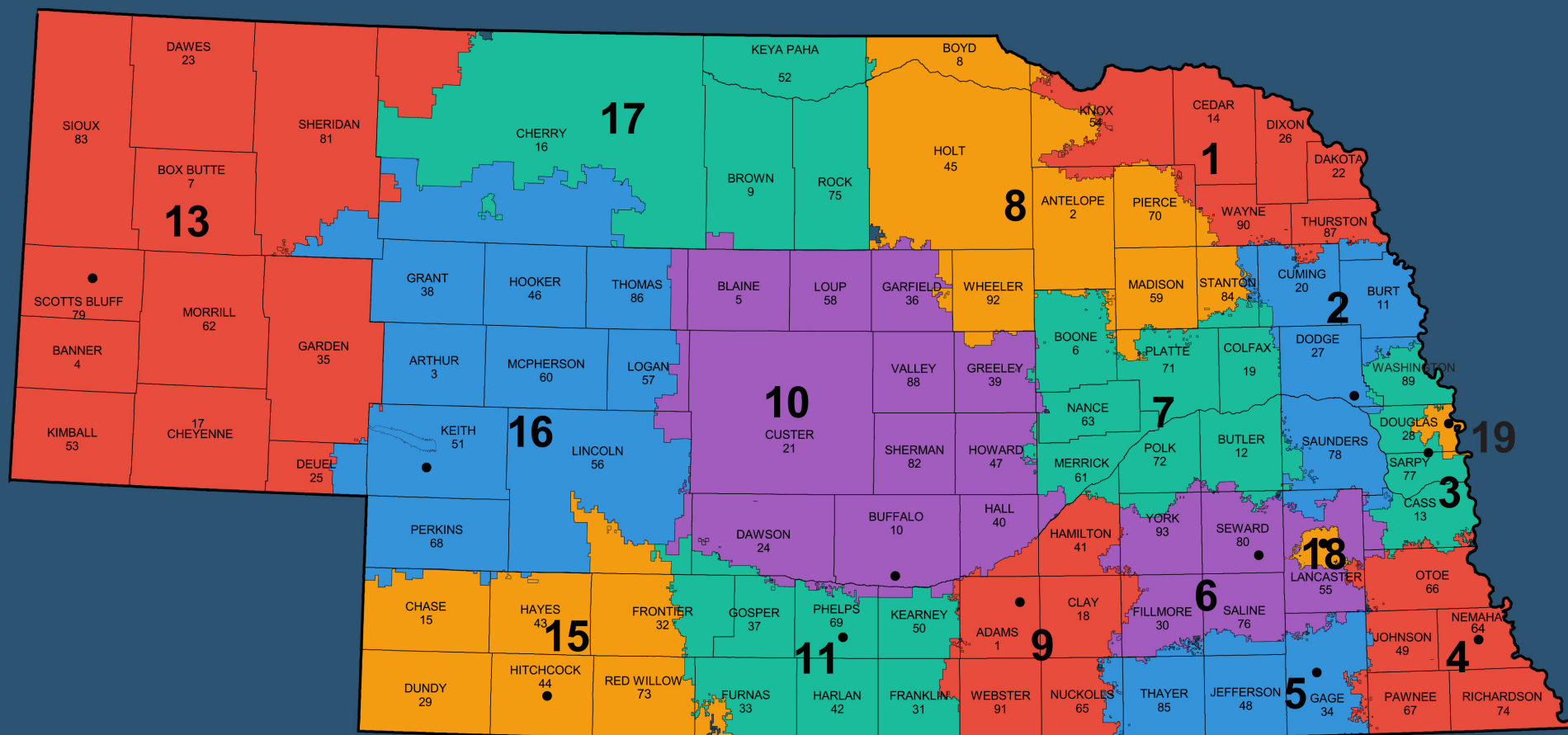
Demographically Shifting Schools

15% of Needs Improvement



Native American Schools

13% of Needs Improvement



Small Community Schools

36% of Needs Improvement

Urban/Metro Schools

36% of Needs Improvement



Needs Improvement Schools Across Nebraska

- Demographically Shifting Communities
 - 15% of Needs Improvement Schools
 - Mid-Size and Small Communities
- Native American Schools
 - 13% of Needs Improvement Schools
- Small Communities/Schools
 - 36% of Needs Improvement Schools
 - Mix of poverty levels but widely dispersed across the state
- Urban/Metro Schools
 - 36% of Needs Improvement Schools
 - Higher than statewide average poverty

Designation Process

Needs Improvement School Data Review

Combined data sources to build expanded school profiles for department team analysis. Data set includes classification, program, EBA, and qualitative information.

1

NDE Team Data Analysis

NDE teams reviewed expanded profiles and program data to make recommendations for support.

2

Prioritize and Filter Schools by Need of Support

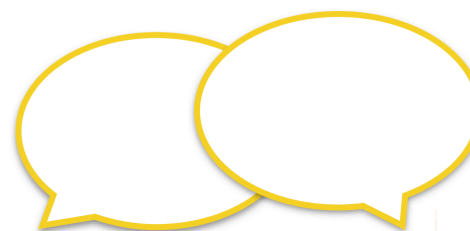
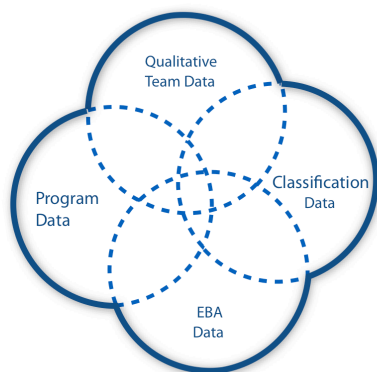
In addition to assessment data, elements were considered across all tenets.

3

Conversation with School and District Leadership

Commissioner/Deputy Commissioner/key officials engage district in conversation.

4



September

October

November

December

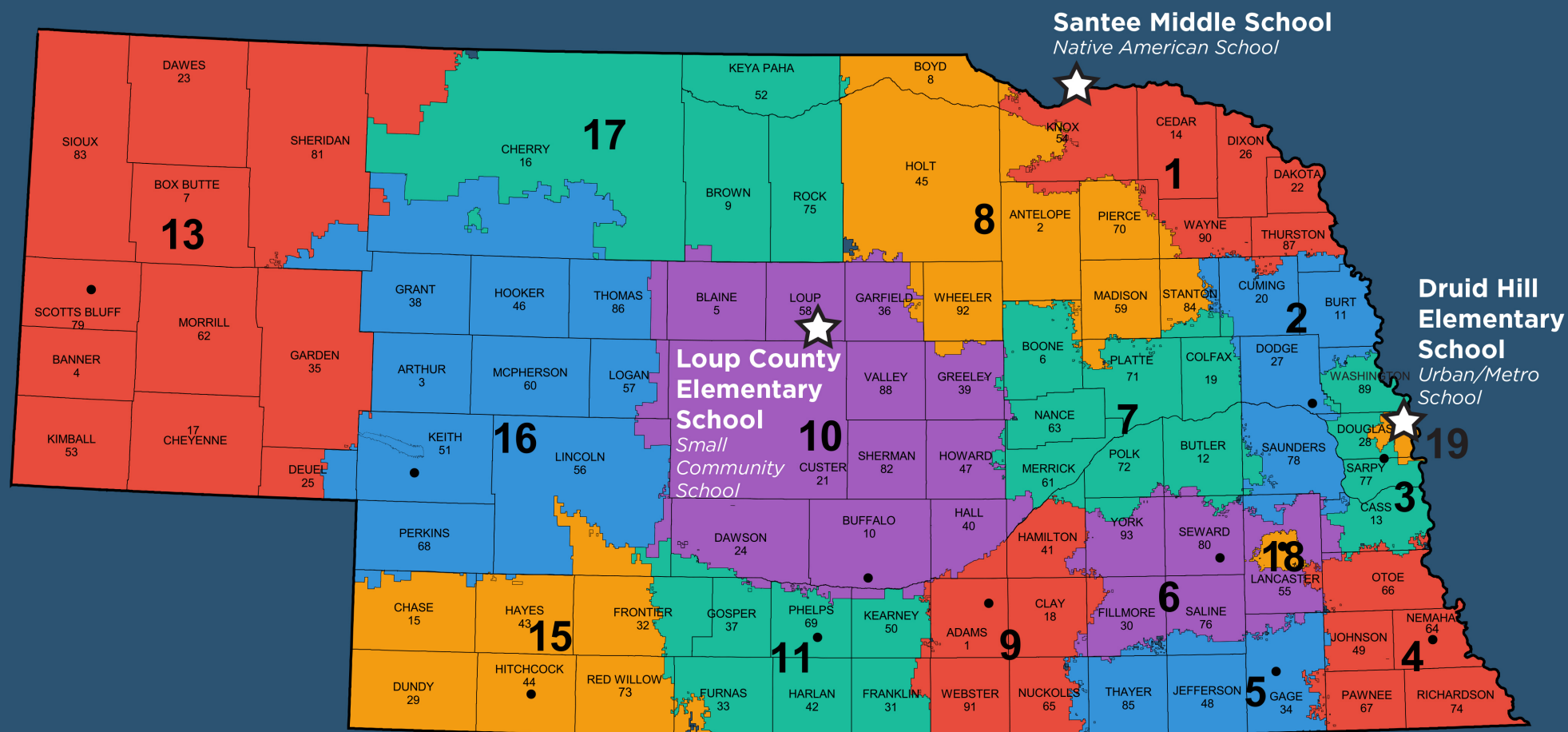
Demographically Shifting Schools

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Urban/Metro Schools

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Next Steps for Priority Schools

Readiness for Support

Establish Partnerships
for Support

Identify Areas
for Improvement

Develop Progress Plan for Improvement

Measureable Indicators
of Progress

Strategies for Improvement

Timelines and Resources

Implement Progress Plan

Monitor, Evaluate Strategies
for Improvement

Build on Partnerships
for Support

Track Improvement Progress





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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.

